

Environmental Scan 2017

ST. CHARLES COMMUNITY COLLEGE



COMPILED BY THE

Department of Institutional Research and Grants

St. Charles Community College Environmental Scan Acknowledgements

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St. Charles Community College 2017 Environmental Scan Executive Summary

The purpose of the 2017 Environmental Scan is to provide insight into the: social/demographic (S), technological (T), economic and workforce (E), educational (E), and public policy and political (P) trends which impact St. Charles Community College (SCC). In this environmental scan, information will be provided on a national level, state level, county level, and for SCC. The level of detail provided will vary from section-to-section and within sections, as data are available.

STEEP Analysis

Social/Demographic Trends (S)

Based on data from the National Center for Education Statistics Digest of Education Statistics (2012), almost three decades ago, the “traditional” college student was white, male, and likely to be enrolled in a public four-year institution. Since then, much about the college student and college experience has changed. If higher education institutions such as SCC want to survive, it is important to adapt to the social/demographic changes within their environment. Over the next decade the “traditional” college student is expected to change further, as more Millennials (born 1981-1997) leave higher education institutions and enter the workforce. As Post-Millennials (born starting in 1998) or Generation Z as some people call them, come of age and enter institutions of higher education, SCC like other institutions, needs to consider the social/demographic information currently available on this generation. For example, Post-Millennials are expected to be the most diverse U.S. generation thus far. According to the National Center for Education Statistics, in 2014 the percentage of minorities (collectively) enrolled in grade-school was larger than the percentage of white students. In addition to being more diverse than other generations, Post-Millennials differ in their norms and values. Post-Millennials are less constrained by geography and look for opportunities abroad, are globally focused in that they want exposure to other cultures internationally, and are highly technology focused, often considering technology a necessary part of everyday life. In the Social/Demographic Trends section information is provided nationally, for the state of Missouri, for St. Charles County, and for SCC. In the section there is information on race/ethnicity, age, gender, education, and income. The goal of the section is to aid in the understanding of the population that SCC serves, SCC’s student body, and potential future SCC students.

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Technological Trends (T)

The importance of technology to the next generation of students, is already being felt in Information Technology (IT) and Distance Education, both of which are key components in higher education. IT departments are evolving as technology advances, and the stakeholders they serve expands. While responding to student, faculty, and staff demands, IT departments must prioritize in order to be effective. On the national level, IT priorities include but are not limited to information security, data-informed decision making, sustainable funding, next-gen enterprise IT, and the digital transformation of learning. All of which are top priorities for SCC's IT department.

The digital transformation of learning is also evident in Distance Education. On the national level as well as at SCC, while enrollment overall has been on the decline, enrollment in online courses has grown. For the six years prior to 2016 online enrollment consistently increased each year; while online enrollment at SCC has consistently increased including last year. The increase in online enrollment nationally and in Missouri may be attributed to the changes in online learning such as an increase in online course offerings, an increase in online programs, and an increase in hybrid courses. More specifically, at SCC more courses are being offered online in every division; courses such as Speech, once thought to be impractical to put online due to the impact on the quality of the course, are now being offered online. Also, SCC is launching an online campus in which some degrees and certificates will be offered 100% online. Additionally, more courses at SCC include electronic learning resources such as e-books, digital course assessments, and other electronic course materials; and programs and courses have been revised to include more of an emphasis on preparing students to use and incorporate technology into their careers.

While adapting to new and changing technologies, SCC should take note of these seven core challenges to distance education: lack of student readiness, inadequate faculty training and professional development, poor quality course designs, effective online course assessments, online course completion rates, compliance with federal regulations, and increasing competition. These seven challenges serve as reminders for SCC and other institutions to maintain the integrity of higher education, while developing ways to positively impact student success. The delicate nature of balancing these competing interests could be why SCC's efforts in distance education have lagged behind national

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Technological Trends (T) Cont.

and state initiatives at times. With that being said, since 2014 SCC has made strides to improve and expand the use of technology and increase its online course offerings in order to impact student success and workforce preparation. More details on SCC's efforts are provided throughout the Technology Trends section. The goal of the Technological Trends section is to provide an overview of the 2017 Educause Top 10 IT Issues, SCC's top 5 IT Issues, IT in distance education, and distance education at SCC.

Economic and Workforce Trends (E)

As evidenced by enrollment trends over time in higher education, there is an inverse relationship between the economy and higher education enrollment. Such that, when the economy is doing well (i.e. low unemployment rates), then enrollment in higher education is low. The opposite is also true, that when the economy is down (i.e. high unemployment rates), then enrollment is higher. When unemployment rates are high, people are more likely to return to school in order to obtain more credentials to become more marketable in their career field, or to obtain training to start a second or maybe even third or fourth career. Since the economy has such an impact on higher education enrollment, it is important to examine the economic and workforce environment in which SCC operates. SCC can use the known relationship between the economy and higher education as an advantage in order to make course and program changes which will be more beneficial to students, as well as, generate revenue for the college. The goal of the Economic and Workforce Trends section is to provide an overview of economic conditions in Missouri and St. Charles County, as well as various workforce trends such as industry trends, occupational trends, and employer outlook.

Educational Environment Trends (E)

An examination of the educational environment in which SCC exists is a key component of this environmental scan. The data in this section are relevant for SCC because as an institution of higher learning, everything within the educational environment could impact SCC. In this environmental scan, SCC's educational environment includes comparisons to other institutions within the state of Missouri. Some national and four-year institution data are provided (where available), but the Missouri Community College Association (MCCA) schools are considered SCC's most relevant peers.

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Educational Environment Trends (E) Cont.

The single-campus MCCA schools are Crowder College, East Central College, Jefferson County Community College, Mineral Area College, Moberly Area Community College, North Central Missouri Community College, State Fair Community College, Three Rivers Community College. The multi-campus schools are Metropolitan Community College, Ozarks Technical College, and St. Louis Community College. Since SCC is a single-campus school, comparisons to the single-campus schools are most relevant. The goal of the Educational Environment Trends section is to provide data on enrollment trends, retention trends, completion (i.e. graduation) trends, and information on factors which impact enrollment, retention, and completion such as financial aid, tuition, campus building space utilization, student academic and support services, community perceptions of SCC, and student perceptions of SCC.

In regard to enrollment trends, SCC's enrollment has been similar to the other MCCA schools, in that for a five-year period spanning Academic Year (AY) 2005-2006 to AY2010-2011, SCC experienced continued growth in enrollment, and since then, like most other MCCA schools, has experienced a consistent decline in enrollment numbers. Efforts have been underway since then to reverse the decline, and since enrollment opened for the AY2017-2018 school-year, efforts have ramped up at SCC and other MCCA schools to regain the lost enrollment.

Another component of enrollment is retention. At SCC a student is counted as retained if he or she continues at SCC from semester-to-semester, such as from fall-to-spring or fall-to-fall. While hovering around 70%, SCC's fall-to-spring retention rate lags behind the other MCCA schools with over half of the other MCCA schools having higher retention rates. Although increasing, SCC's fall-to-fall retention rate lags behind the other MCCA schools as well. Reasons for lower retention rates could be explained by the results of the Intent to Return Survey, which the Department of Institutional Research and Grants implemented starting in fall 2015. In the Intent to Return survey, students typically indicated they didn't plan to return because they were "transferring," or "graduating," or "graduating and transferring." When grouping responses marked as "other," the following were consistently cited by students: "work," "military," or "just came for a class or classes." Students who are retained are more likely to complete college, therefore SCC's lower than average retention rates can also be seen in its completion rates, compared to the other MCCA schools. Compared to the other MCCA schools, SCC

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Educational Environment Trends (E) Cont.

granted less total credit awards (i.e. associate's degrees and certificates combined) than the other MCCA schools. About half of the other MCCA schools granted more total credit awards than SCC. Note, since three of the MCCA schools are multi-campus institutions, the MCCA award completion average may be a bit inflated. Even with this inflation, the data are relevant in seeing how SCC compares to its peers.

With declines in enrollment, retention, and completion rates in comparison to its peers, SCC should examine the factors which may impact these trends. For example, SCC has had consistently lower financial aid awarded to its students, and a total in-district tuition and fees rate which is slightly lower than the average of the other MCCA schools. The lower than average financial aid awarded can be seen in the lower amount of ACCESS and Bright Flight grants awarded to SCC students. In fiscal year (FY) 2017 most of the MCCA schools had a total in-district tuition and fees rate around \$3,000, and SCC wasn't much different. Over the past four years (FY14-FY17), SCC's total in-district tuition and fees rate has been about \$2,700 lower than the MCCA school with the highest rate (i.e. in FY15-FY17 State Fair Community College); and only about \$200 higher than the MCCA school with the lowest rate (i.e. in FY17 Metropolitan Community College). SCC's total in-district tuition and fees rate being slightly lower than the average of the other MCCA schools is noteworthy, especially since in spite of cuts in funding from the state of Missouri (as referenced in the Public Policy and Political Trends section), SCC has managed to operate only with modest increases over time.

Another factor which impacts enrollment, retention, and completion, is campus building space utilization. After examining the Monday – Thursday, and then Friday use of campus buildings, one may conclude that regardless of term (Summer, Fall, or Spring), Monday – Thursday, 9:00AM-2:00PM is the highest use time for most spaces on campus. The lower use Monday-Thursday, 2:00PM-6:00PM is an indication of an opportunity for SCC to offer more night classes, which may be more appealing to working or more non-traditional students.

Speaking of working or non-traditional students, resources are provided for SCC students in order to help them to be successful. Students have access to a number of resources, including but not limited to athletics (team and club), over 45 student organizations, tutoring, disability support services,

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Educational Environment Trends (E) Cont.

technology help, counseling/mental health services, child care, career services, the library, a fitness center, and opportunities to immerse themselves in arts and entertainment. Since space utilization, student services, student organizations, and student activities are not standardized when reported, comparisons to peers are not provided. However, the details provided in that part of the Education Environment Trends section is beneficial to SCC because it provides a kind of inventory of the resources offered to students. This inventory of resources is followed by community and current SCC student perceptions of SCC.

The 2016 Community Survey was conducted to determine what impressions residents in SCC's service area (i.e. St. Charles County) had about SCC in regard to awareness and knowledge of SCC, its programs, and its services. The most important results from this survey were that about two-thirds (67.7%) of the people surveyed indicated that they were familiar with SCC, but only 30% mentioned SCC when asked to list colleges in the area (universities were heavily represented on the list). However, many respondents indicated that they had heard or seen information about SCC. This is an indication that SCC is getting the word out, but should consider ways to make SCC more memorable. Two-thirds (67%) of respondents could not name at least one high quality program that SCC offered. This point indicates there is an opportunity for SCC to better market what it does well. Another important result from the survey was that adult learners want programs which will yield a high payoff for the investment. This point is suggestion of the need for SCC to develop specialized programming for adults.

While the community survey provided some insights into what SCC service area members thought, the Student Opinion Survey obtains information from current SCC students. The Student Opinion Survey is a biannual survey conducted by the Department of Institutional Research and Grants, and it asks students their opinions on their level of satisfaction with the campus, campus services, classes, their reasons for enrolling at SCC, etc. From the 2015 calendar year survey results, one may conclude that overall students who enroll at SCC intend to transfer, enroll because of the cost of attendance, think SCC is a good school, are satisfied with the quality of instruction, are satisfied with the college's appearance, work hard at SCC, have the support they need to be successful, and are working in addition to going to school. The specifics provided on this survey should be examined for more details.

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Educational Environment Trends (E) Cont.

Since the Community Survey and Student Opinion Survey are “homegrown” and specific to SCC, comparisons to other institutions are not provided. The content in this section is intended to provide an idea of what two types of stakeholders think about SCC.

Public Policy and Political Trends (P)

The information provided thus far in the Social/Demographic (S), Technology (T), Economic and Workforce (E), and Education Environment (E) sections has been beneficial up to this point, and a look into the Public Policy and Political Trends (P) is needed to provide a holistic view of the environment in which SCC exists. Initiatives at the state level have been influential in shaping SCC’s educational environment. For instance, the 2016 Missouri Department of Higher Education’s Blueprint for Higher Education will direct efforts in Missouri for the next five years and includes a focus on increasing educational attainment, keeping college affordable, maintaining quality, expanding academic research and innovation, and building investment, advocacy, and partnerships. In line with increasing educational attainment is the 15 to Finish initiative which is an awareness campaign that promotes students taking at least 15 credit hours each fall and spring semester in order to stay on track to graduate on time.

In line with these initiatives is accountability, which impacts SCC’s funding. For higher education institutions in Missouri (two-year and four-year), funding beyond state appropriations is based upon success on performance funding measures. As of fall 2016 reporting, only two of the five measures are the same for all of the MCCA schools (data are not readily available for these two measures). SCC met all five of the performance funding measures and will receive additional funding in FY18. Though additional funding is not provided if institutions have their own measures of accountability, SCC developed six Core Indicators (each with indicators) for keeping track of its success in regard to graduation rates, transfer rates, retention rates, institutional learning outcomes, licensure and pass rates, and workforce client satisfaction. The first three have data, which are available within the Public Policy and Political Trends section. It is planned that the remaining Core Indicators will be defined and their indicators determined, within the next academic year.

St. Charles Community College 2017 Environmental Scan Executive Summary Cont.

Public Policy and Political Trends (P) Cont.

State and institutional accountability are important, especially as there are changes nationally and at the state level concerning budgets and laws. As with prior changes in administration, with the election of a new president and Missouri governor, higher education institutions have experienced changes. Most notably are the changes in funding. Higher education institutions have experienced budget cuts, which coupled with declining enrollment and new/changes in legislation, could cause a hardship. SCC needs to remain abreast of these changes and take steps to manage these challenges. Legislation affecting SCC and other higher education institutions include the Campus SaVE Act, which amended the Clery Act to mandate extensive “primary prevention and awareness programs,” and the Missouri Human Rights Act Amendment which is currently pending in Missouri. New changes in legislation are relevant because they become new reporting requirements which are often unaccompanied by additional funding.

St. Charles Community College Environmental Scan Introduction

St. Charles Community College (SCC) is a mid-sized, public, comprehensive two-year community college located in St. Charles County Missouri. As indicated in the mission, SCC serves its community by focusing on academic excellence, student success, workforce advancement, and life-long learning within a global society. SCC celebrates diversity and enriches the economic and cultural vitality of the region by providing an accessible, comprehensive, and supportive environment for teaching and learning. As stated in SCC's vision, its passion for student success is reflected in an array of innovative academic, career/technical, workforce development, and community programs. SCC's partnerships and cultural opportunities enrich and transform the community. SCC's values are: 1.) Communication, Trust & Respect, 2.) Commitment to Student Success, 3.) Learning for Life, 4.) Collaborative and Democratic Decision Making, 5.) Innovation and Excellence, 6.) Cooperation, 7.) Service, and 8.) Responsible Stewardship.

In spring 2017, SCC celebrated 30 years as an institution and with that celebration came a desire to reflect upon the strides made, as well as examine opportunities within the current environment. As such, the Department of Institutional Research and Grants (IRG) was charged with compiling a new environmental scan with the help of various departments (see Acknowledgements). The last environmental scan that was completed for SCC was compiled in 2012 with the assistance of Rickes Associates.

The purpose of an environmental scan is to collect strategic information about an institution's service area or the external environment in which it operates. Essentially, environmental scanning can help stakeholders understand what is happening at the macro-level so that external factors and trends can be analyzed and used in data informed decision-making. Environmental scanning often involves paying attention to data, trends, and factors on the horizon that could have potential influence on the institution's effectiveness. In order to thoroughly study SCC's environment, IRG utilized the STEEP method. In SCC's 2017 Environmental Scan, STEEP stands for Social/Demographic Trends (S), Technological Trends (T), Economic & Workforce Trends (E), Educational Environment Trends (E), and Political Trends (P).

St. Charles Community College Environmental Scan Introduction Cont.

Social/Demographic trends (S) are relevant to an environmental scan of a higher education institution as the overall demographic framework within which a college or university operates is one in constant flux. As such, administrators will be able to use this knowledge in order to adapt to social changes.

Technological trends (T) are examined as well. Advances in technology are creating the demand for changes in information technology, integration of technology into teaching and learning, and online course/program offerings. Examining technological trends will aid administrators in recognizing areas in which adjustments are needed, and make changes such as providing more resources for IT priorities, changing course modalities, or expanding online course and program offerings.

Examining economic and workforce trends (E) is also important to the environmental scanning process as it provides insight into changing economic conditions. Current economic conditions provide both an opportunity and a threat to higher education. An opportunity is provided in that more individuals are returning to school to upgrade their knowledge and skills for jobs they may already hold, but a threat as, when the economy is good, less individuals enroll directly into college, opting to join the workforce first.

The educational environment (E) is reviewed in order to shed some light on trends in enrollment, retention, and completion (i.e. graduation) rates, and factors that impact these variables such as tuition, financial aid, campus space utilization, and student organizations. An examination of these trends and variables will provide SCC with insight into opportunities to impact student success.

Finally, public policy and political trends (P) are reviewed as these factors impact the financial stability of institutions. Many institutions are receiving less government funding in the wake of budget cuts, while the accountability attached to receiving that funding continues to increase. Therefore, changes in laws, public policy, and the political climate are important circumstances to be considered.

Overall, SCC's 2017 Environmental Scan provides its stakeholders with an analysis of the different components within the environment in which SCC exists. More specifically, this environmental scan will assist executive leadership in making changes, pursuing new opportunities, and planning for the future.

S.T.E.E.P. Analysis

S Social/Demographic 

T Technological 

E Economic and Workforce 

E Educational Environment 

P Public Policy and Political 

STEEP Analysis: Social/Demographic Trends (S)

- a. Social/Demographic Trends Executive Summary
- b. Social/Demographic Trends Introduction
- c. National Generational Profiles
- d. National, State, & Service Area Population Demographics
- e. St. Charles Community College Student Demographics
- f. St. Charles Community College Service Area High School Information

Social/Demographic Trends Executive Summary

Currently, Millennials make up a majority of the student population (75% at SCC), and by 2020 will make up most of the United States (U.S.) workforce. As Millennials exit college and enter the workforce, the next generation (Post-Millennials/Generation Z) will comprise a majority of the higher education student population. As different generations make their way through college and into the workforce, institutions need to be prepared to adapt to the needs of these generations as well as assess and understand the population that they serve as a whole, their student body, and potential future students. The goal of this section is to aid in the understanding of the population that St. Charles Community College (SCC) serves, SCC's student body, and potential future SCC students.

United States: Since 2012, the U.S. population has grown from approximately 313 to 323 million. Consistently over the last five years, the population has been 50-64 years old (19.6%) or under the age of 15 (19.2%), about half have been male (49.2%), about half have been female (50.8%), more than half of the population have been white (62.1%) and, of those 25 and over, a majority of individuals either received a high school degree (including equivalency) (27.8%), completed some college or received an associate's degree (29.1%), or received a bachelor's degree or higher (29.9%). Additionally, the median household income in the U.S. increased from \$62,527 in 2012 to \$68,260 in 2015 (a 9.2% increase).

Missouri: Since 2012, Missouri's population has remained relatively level, increasing approximately 1%. Consistently over the last five years, Missouri's population has been 50-64 years old (20.2%) or under the age of 15 (15.4%), about half have been male (49.1%), half have been female (50.9%), a majority of the population have been white (80.2%) and, of those 25 and over, a majority of individuals either received a high school degree (including equivalency) (31.4%), completed some college or received an associate's degree (30.1%), or received a bachelor's degree or higher (27.2%). Additionally, the median household income in Missouri increased from \$57,274 in 2012 to \$62,989 in 2015 (a 10% increase).

St. Charles County: Since 2012, St. Charles County has grown from approximately 369,000 to 390,000. Over the last five years, St. Charles County's population has been 50-64 years old (20.3%) or under the age of 15 (20.1%), about half have been male (49.1%), half have been female (50.9%), a majority of the population have been white (88.1%) and, of those 25 and over, a majority either received a high school degree (including equivalency) (26.1%), completed some college or received an associate's degree (33.0%), or received a bachelor's degree or higher (35.0%). Additionally, the median household income in St. Charles County increased from \$81,417 in 2012 to \$86,886 in 2015 (a 6.7% increase).

Social/Demographic Trends Executive Summary

St. Charles Community College: Based on three-year averages, at SCC a little more than half of the students have been female (57.2%), a majority have been white (82.2%), and more than half have been between the ages of 18 and 21 (58.8%). In addition, more than half of the student population have been part-time students (55.0%) and a majority of the student body have been continuing students (86.2%).

Service & Extended Service Area High School Information: SCC's service area is comprised of St. Charles County Public (Fort Zumwalt East, Fort Zumwalt West, Fort Zumwalt South, Fort Zumwalt North, Francis Howell, Francis Howell Central, Francis Howell North, Wentzville Liberty, Orchard Farm, St. Charles High, St. Charles West, Wentzville Holt and Wentzville Timberland) and Private high schools. Since private school data are currently unavailable, only data for the public high schools are presented. Additionally, SCC's extended services area includes the following high schools: Elsberry, Winfield, Louisiana, Montgomery, Silex, Troy Buchanan, Washington, and Wright City.

Based on three-year averages, when accounting for students who transferred in or out, emigrated to another country or died prior to graduation, about a 4.6% decline in high school enrollment from 9th to 12th grade has been indicated. Of the SCC service and extended service area students that make it to 12th grade, about 91.2% graduate on time. About 22.8% of the combined total of high school graduates from SCC's service area and extended service area, enroll at SCC, while about 21% of St. Charles County high school graduates enroll at SCC.

Social/Demographic Trends Introduction

According to the Pew Research Center, in 2016 Millennials (born 1981-1997) surpassed the baby boomers as the largest living generation. In addition to increasing in numbers, the number in college or the workforce is also increasing. So much so, that about 75% of St. Charles Community College (SCC) students are millennials. Since the population served by higher education and employed in the workforce is and continues to change, SCC needs to adjust. A key step in adjusting is knowing the population you serve.

The typical millennial is characterized as being sociable, collaborative, innovative, and comfortable with technology. In 2016, they were age 19-35, which is about 21% of the United States (U.S.) population, around 20% of Missourians, and about 19% of St. Charles County residents. St. Charles County is included since a majority of SCC students are from the St. Charles County area. To provide a more detailed view of the population served by SCC, other demographic information such as gender composition, race/ethnicity, income distribution, and educational attainment are included. This information is provided for the U.S., Missouri, and St. Charles County. St. Charles County data is important since St. Charles County is considered SCC's primary service area and, as such, most of SCC's students are from this county. Additionally, SCC student demographics are provided.

As millennials enter the workforce, higher education institutions also need to be aware of the generation behind them, i.e. Generation Z/Post-Millennials. In St. Charles County, 6.8% of people are age 15-19, which is the typical age of a high school student. SCC is currently seeing about 19% of them as they graduate high school and enroll. Prior to 2015, SCC's share of St. Charles County high school graduates was about 23%. The 4% decline is an opportunity for SCC to rebound and possibly even obtain 25% of the St. Charles County high school population. St. Charles County high school enrollment and graduation rates are provided, along with the percent of St. Charles County high school students who have enrolled at SCC within the past five years.

National Generational Profiles

National Generational Profiles

According to the U.S. and World Population Clock, as of July 4, 2016, there were 323,148,587 people in the United States. Millennials comprise 80 million of them and 55.2 million Millennials are currently in the workforce. In fact, by 2020, Millennials will make up most of the United States workforce (75%). Millennials are vastly different from the Gen Xers who came before them in regards to how they do business, buy products, and communicate. While many companies have adjusted to this change in demand, Higher Education is still considered to be lagging in its preparedness to cater to this generation.

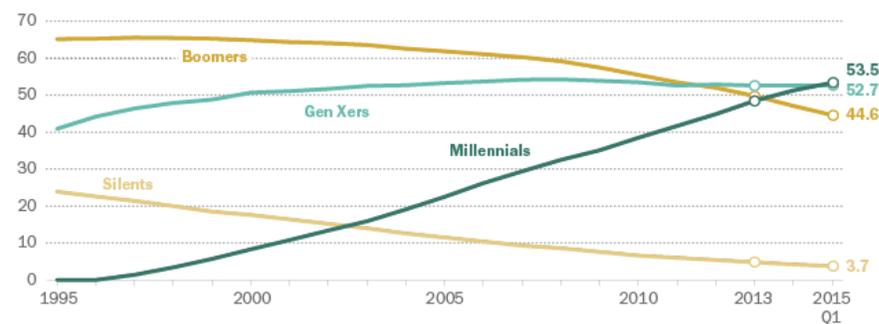
Defining Generation Birth Years:

- Post-Millennials:** 1998 -
- Millennial:** 1981-1997
- Generation X:** 1965-1980
- Baby Boomer:** 1946-1964
- Silent Generation:** 1928-1945
- Greatest Generation:** Before 1928

Source: Pew Research Center

U.S. Labor Force by Generation, 1995-2015

In millions

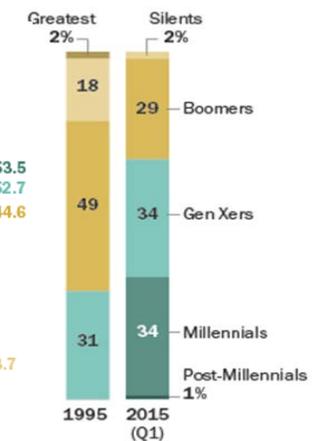


Note: Annual averages plotted 1995-2014. For 2015 the first quarter average of 2015 is shown. Due to data limitations, Silent generation is overestimated from 2008-2015.
 Source: Pew Research Center tabulations of monthly 1995-2015 Current Population Surveys, Integrated Public Use Microdata Series (IPUMS)

PEW RESEARCH CENTER

Labor Force Composition by Generation

% of the labor force

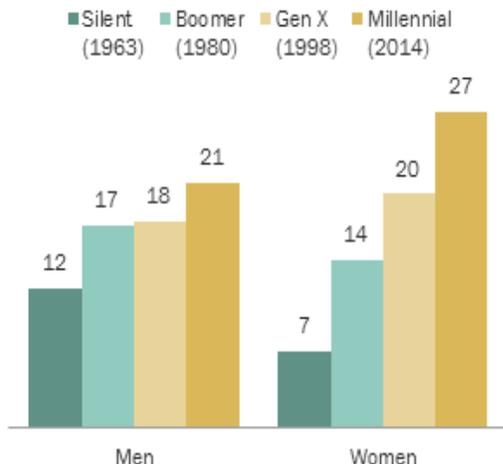


Institutions of Higher Education face the challenge of keeping the easily disengaged Millennial engaged, as well as ensuring that students are actually prepared for employment as they enter the workforce. These students require active engagement in the educational process. Millennials need to see the work they are doing in class as important and/or valuable in order to stay motivated. They expect to see an immediate and continued return on investment if they are to remain in a course or, more generally, in school. In regards to employment, the areas of leadership, work ethic/initiative, communication skills, and professionalism are the soft skills employers refer to as lacking in the Millennial generation. In short, the Millennial generation is our future, and educators will need to create strategies to adapt to these differences in order to create engaged and prepared students.

National Generational Profiles

Millennials On Track to be the Most Educated Generation to Date

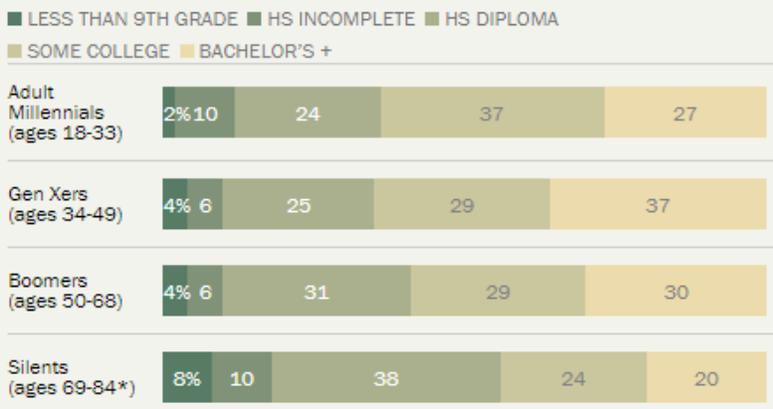
% completing at least a bachelor's degree at ages 18-33, by gender



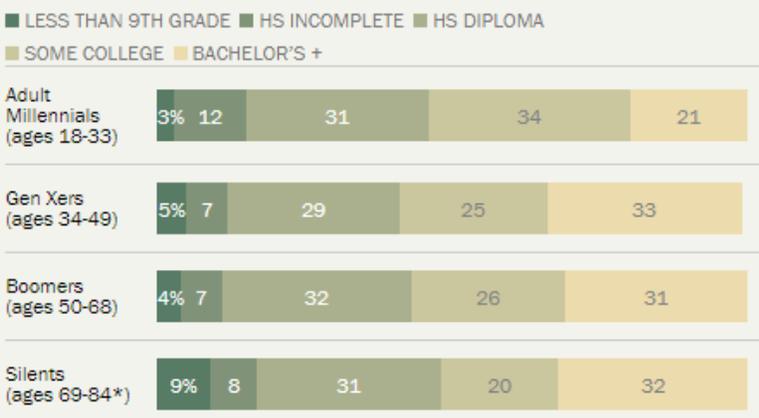
According to the Pew Research Center, Millennials are the most educated generation. The graph to the left indicates the percent of individuals by generation who had completed a bachelor's degree by age 18-33. Further, Pew reports that 63% of Millennials value an education and aim to get one.

Not only are Millennials the most educated, but they are continuing the trend set by Gen Xers of more women earning degrees than men. With this increased level of education comes increased levels of student loan debt. Due to the ever-rising price of education, Millennials are viewing education as an expense. With that being said, Millennials view this expense as unnecessary unless it is guaranteed to lead to an outcome they are seeking to achieve. They will put off going to college until they can find a program and culture that are a good fit for them.

Female Educational Attainment in 2014



Male Educational Attainment in 2014



Educational Attainment

Charts: "Ages shown are as of 2014. Members of the Silent generation were 69 to 86 in 2014. Since the Current Population Survey aggregates those age 85 and older into one category, results for 69 to 84 year-olds are shown. Figures may not add to 100% because of rounding. Shares less than 0.5% are not shown. "HS diploma" includes its equivalent, such as a General Educational Development (GED) certificate. "Some college" includes those who have completed a 2-year or Associate's degree. "Bachelor's +" refers to those whose highest education is at least a bachelor's degree."

-Pew Research Center

National, State & Service Area Population Demographics

National, State, & Service Area Population Demographics

To aid in understanding the population SCC serves, this section uses U.S. Census Bureau data to provide national, state, and service area population statistics by demographics including: age, gender, race/ethnicity, income, and educational attainment.

Age Data:

Comparison of 5-Year Averages (2012-2016 for Age Groups)

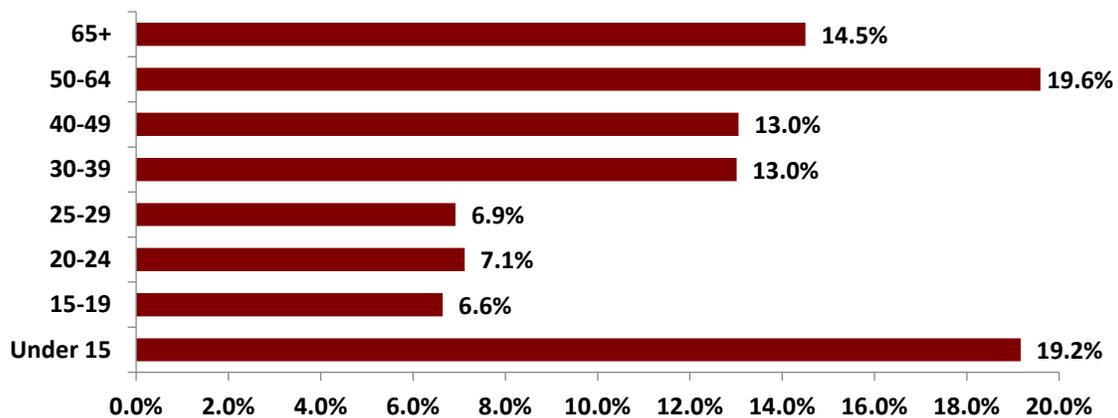
Age Group	United States	Missouri	St. Charles County
Under 15	19.2%	19.1%	20.1%
15-19	6.6%	6.6%	6.8%
20-24	7.1%	7.1%	6.2%
25-29	6.9%	6.7%	6.2%
30-39	13.0%	12.6%	13.6%
40-49	13.0%	12.4%	13.6%
50-64	19.6%	20.2%	20.3%
65+	14.5%	15.4%	13.2%

United States Age Data

United States Population by Age Group

Age Group	2012	2013	2014	2015	2016	5 YR Average
Under 15	61,122,358	61,077,779	61,066,323	60,999,208	60,975,069	61,048,147
15-19	21,373,766	21,180,036	21,056,378	21,084,710	21,129,999	21,164,978
20-24	22,599,347	22,825,784	22,892,318	22,693,026	22,381,028	22,678,301
25-29	21,393,074	21,576,136	21,956,171	22,401,168	22,890,884	22,043,487
30-39	40,419,375	40,893,073	41,391,354	41,930,179	42,560,264	41,438,849
40-49	42,743,181	42,095,119	41,412,679	40,957,892	40,643,874	41,570,549
50-64	61,189,704	61,886,837	62,576,547	63,096,143	63,302,200	62,410,286
65+	43,157,574	44,670,144	46,211,686	47,734,292	49,244,195	46,203,578
Total	313,998,379	316,204,908	318,563,456	320,896,618	323,127,513	318,558,175

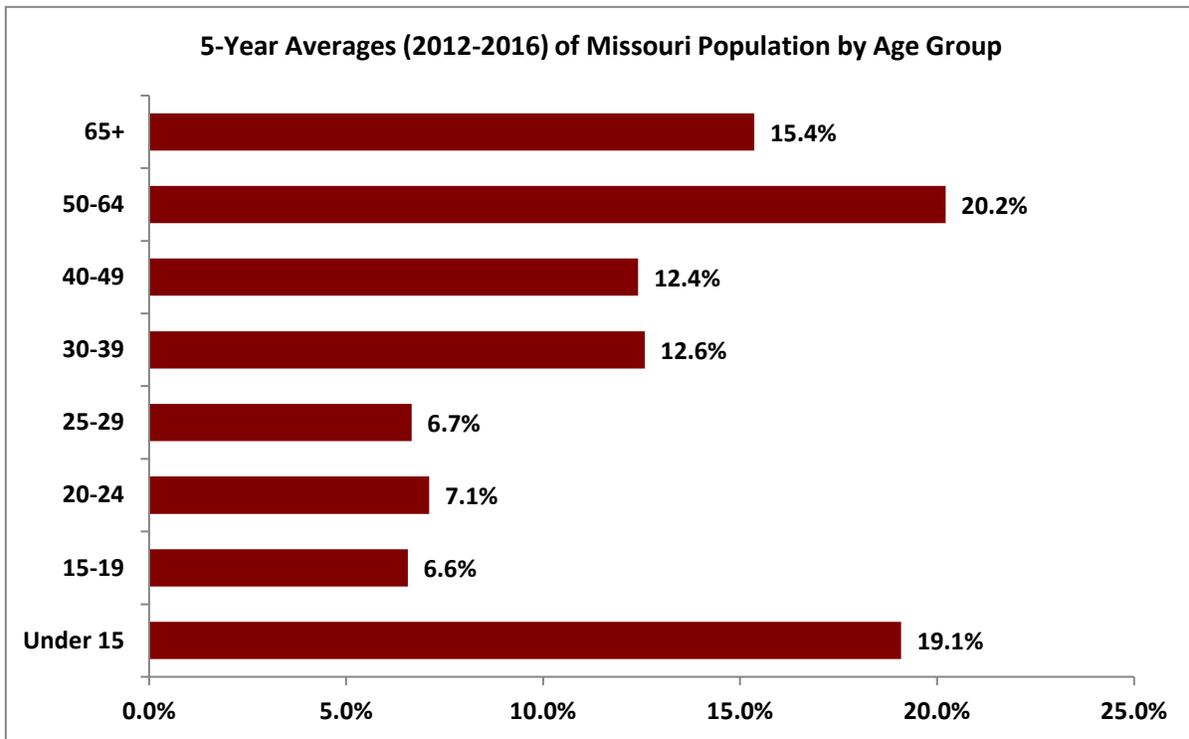
5-Year Averages (2012-2016) of U.S. Population by Age Group



National, State, & Service Area Population Demographics

Missouri Age Data:

Age Group	2012	2013	2014	2015	2016	5 YR Average
Under 15	1,166,345	1,161,247	1,157,312	1,151,115	1,147,730	1,156,750
15-19	403,720	398,752	395,259	395,812	395,936	397,896
20-24	430,068	435,349	436,052	431,001	421,888	430,872
25-29	400,527	398,577	401,089	405,340	412,718	403,650
30-39	743,756	753,471	762,297	770,582	781,320	762,285
40-49	787,282	767,010	747,430	733,935	725,393	752,210
50-64	1,210,581	1,221,428	1,229,436	1,233,703	1,229,994	1,225,028
65+	883,136	906,877	932,055	954,716	978,021	930,961
Total	6,025,415	6,042,711	6,060,930	6,076,204	6,093,000	6,059,652



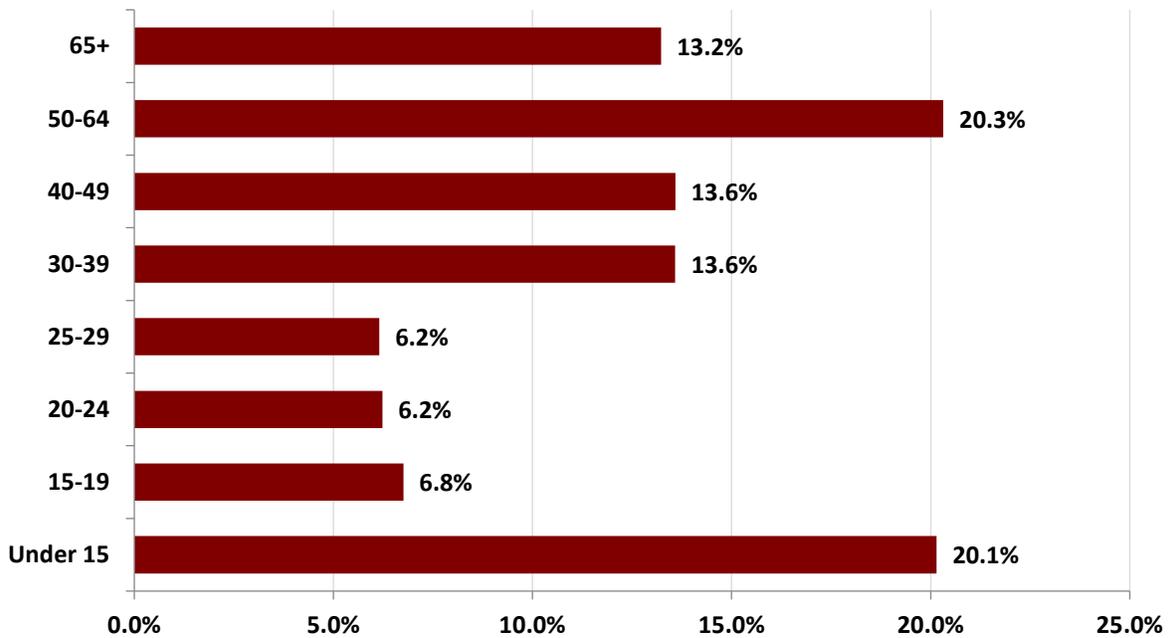
National, State, & Service Area Population Demographics

St. Charles County Age Data:

St. Charles County Population by Age Group

Age Group	2012	2013	2014	2015	2016	5 YR Average
Under 15	76,435	76,578	76,515	76,486	76,596	76,522
15-19	25,291	25,339	25,641	25,961	26,112	25,669
20-24	22,504	23,397	24,066	24,164	24,216	23,669
25-29	23,317	22,954	23,242	23,363	24,024	23,380
30-39	49,061	50,409	51,482	52,786	54,230	51,594
40-49	53,360	52,319	51,305	50,675	50,372	51,606
50-64	73,765	75,494	77,459	79,108	80,051	77,175
65+	45,369	47,706	50,184	52,628	55,317	50,241
Total	369,102	374,196	379,894	385,171	390,918	379,856

5-Year Averages (2012-2016) of St. Charles County Population by Age Group

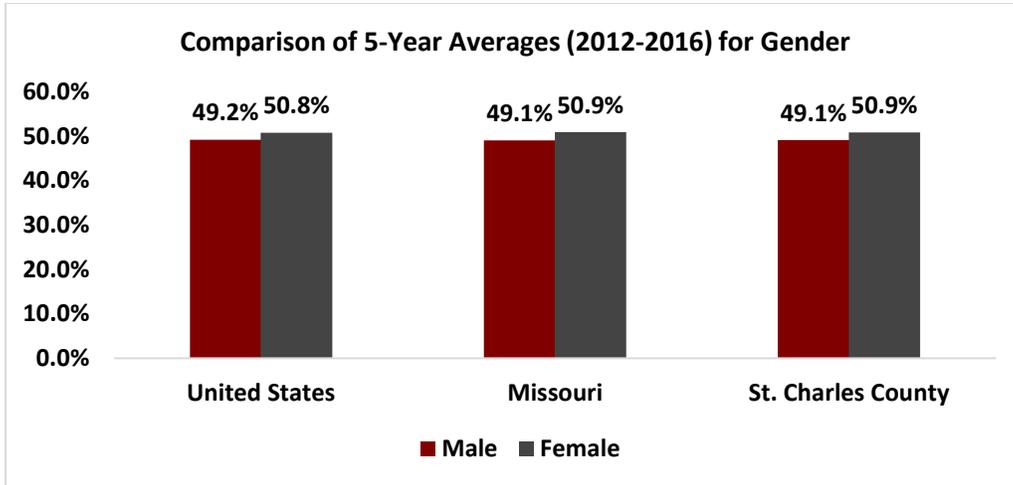


National, State, & Service Area Population Demographics

Gender Data:

Comparison of 5-Year Averages (2012-2016 for Gender)

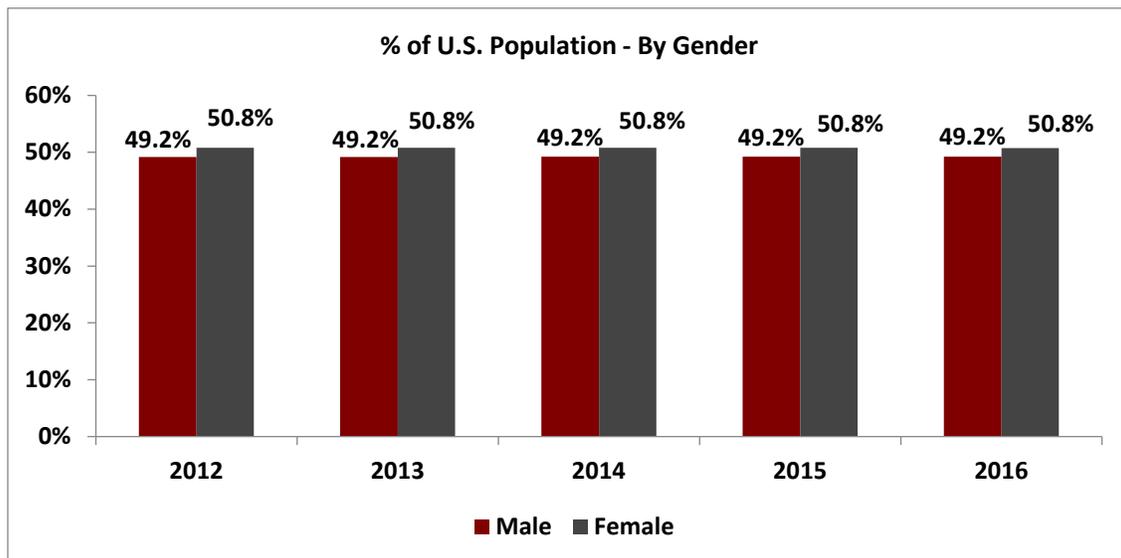
Age Group	United States	Missouri	St. Charles County
Male	49.2%	49.1%	49.1%
Female	50.8%	50.9%	50.9%



United States Gender Data:

United States Population - By Gender

Gender	2012	2013	2014	2015	2016	5 YR Average	5 YR Average %
Male	154,467,180	155,589,564	156,780,062	157,960,035	159,078,923	156,775,153	49.2%
Female	159,531,199	160,615,344	161,783,394	162,936,583	164,048,590	161,783,022	50.8%
Total	313,998,379	316,204,908	318,563,456	320,896,618	323,127,513	318,558,175	100.0%

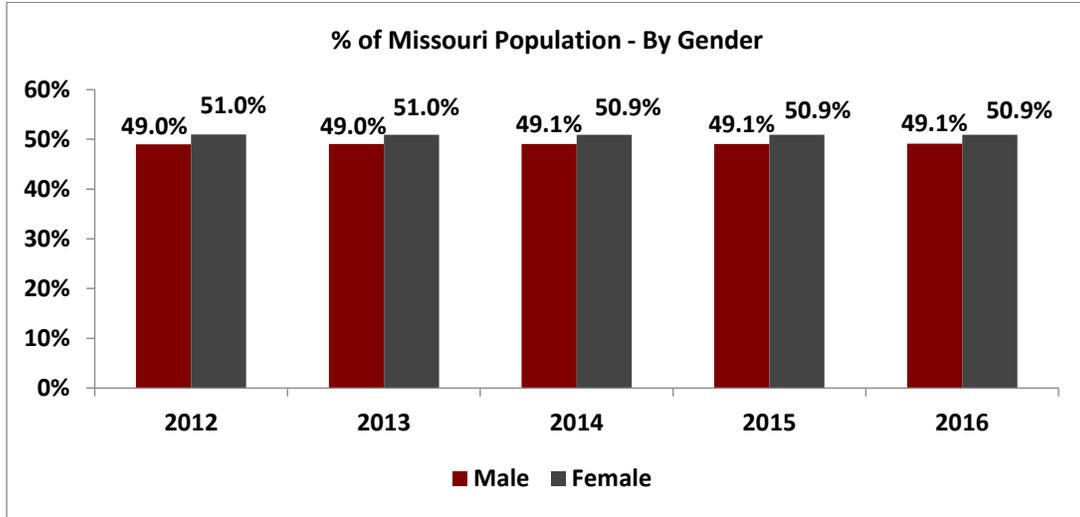


National, State, & Service Area Population Demographics

Missouri Gender Data:

Missouri Population - By Gender

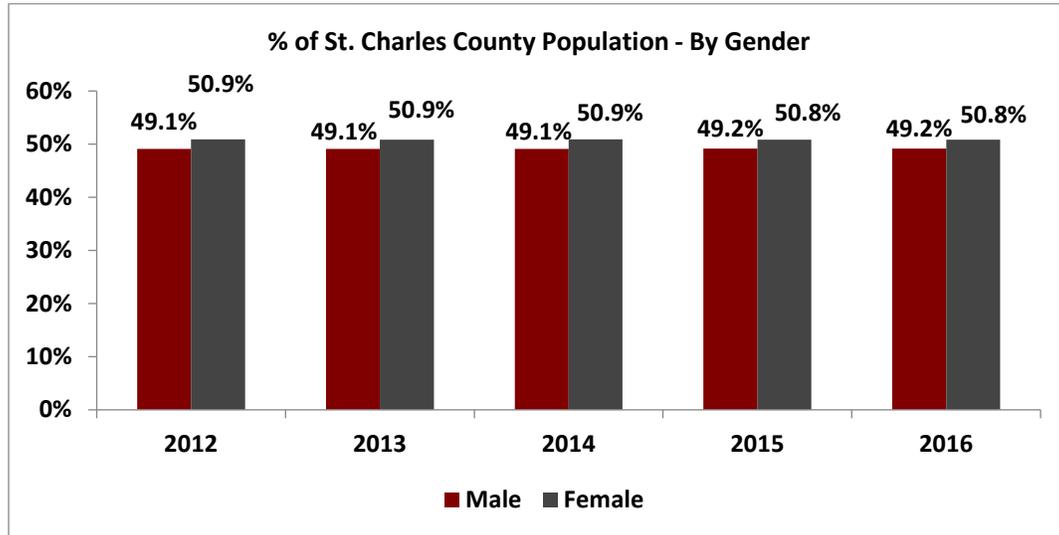
Gender	2012	2013	2014	2015	2016	5 YR Average	5 YR Average %
Male	2,953,715	2,963,929	2,973,987	2,982,554	2,992,035	2,973,244	49.1%
Female	3,071,700	3,078,782	3,086,943	3,093,650	3,100,965	3,086,408	50.9%
Total	6,025,415	6,042,711	6,060,930	6,076,204	6,093,000	6,059,652	100.0%



St. Charles County Gender Data:

St. Charles County Population - By Gender

Gender	2012	2013	2014	2015	2016	5 YR Average	5 YR Average %
Male	181,198	183,855	186,626	189,347	192,264	186,658	49.1%
Female	187,904	190,341	193,268	195,824	198,654	193,198	50.9%
Total	369,102	374,196	379,894	385,171	390,918	379,856	100.0%

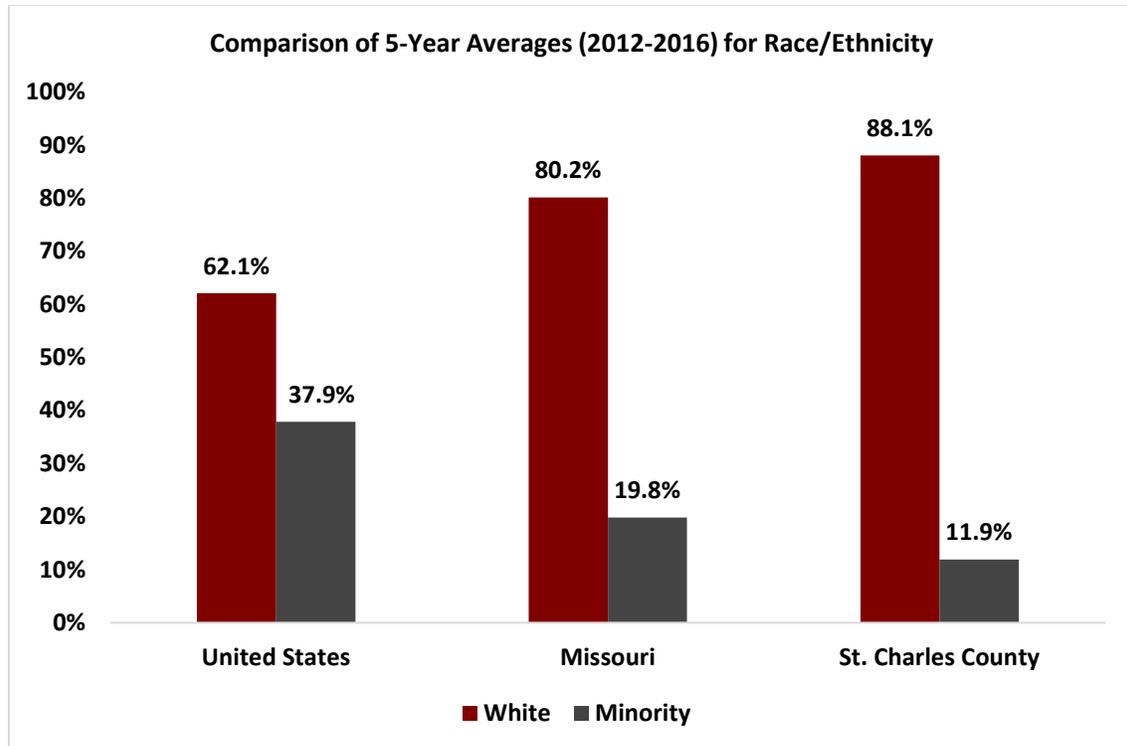


National, State, & Service Area Population Demographics

Race/Ethnicity Data:

Comparison of 5-Year Averages (2012-2016 for Gender)

Race/Ethnicity	United States	Missouri	St. Charles County
White	62.1%	80.2%	88.1%
Minority	37.9%	19.8%	11.9%



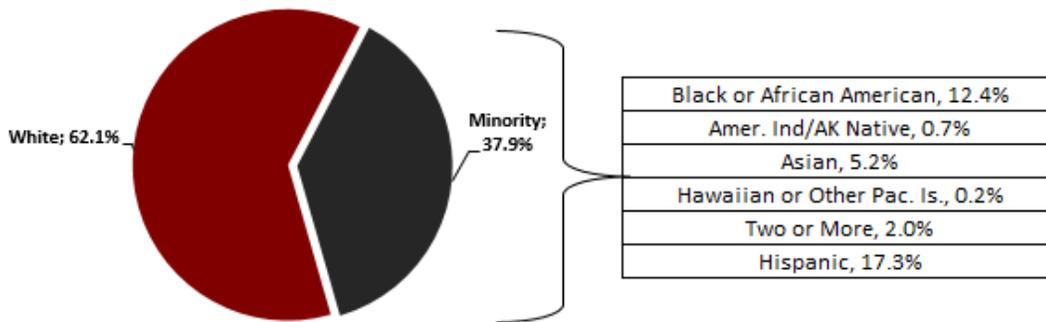
National, State, & Service Area Population Demographics

United States Race/Ethnicity Data:

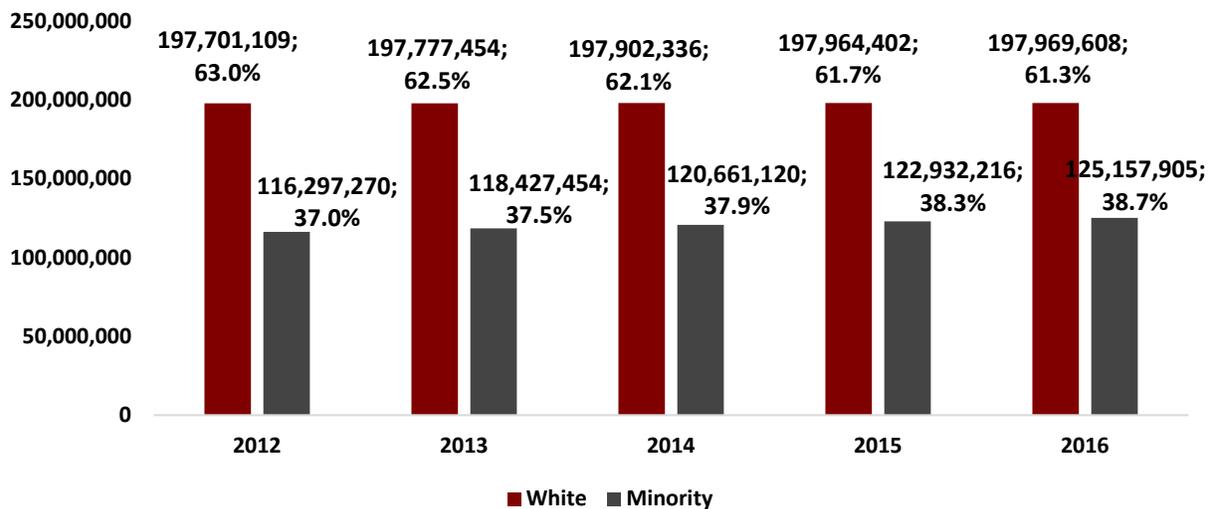
United States Population by Race/Ethnicity

Race/Ethnicity	2012	2013	2014	2015	2016	5 YR Averages
White	197,701,109	197,777,454	197,902,336	197,964,402	197,969,608	197,862,982
Black or African American	38,776,276	39,135,988	39,507,913	39,876,758	40,229,236	39,505,234
American Indian or Alaskan Native	2,310,774	2,331,186	2,351,069	2,369,628	2,387,421	2,350,016
Asian	15,687,042	16,170,470	16,686,879	17,220,600	17,741,457	16,701,290
Native Hawaiian or Pacific Islander	521,523	533,117	544,249	555,950	567,208	544,409
Two Or More	6,008,159	6,192,544	6,381,048	6,570,759	6,762,296	6,382,961
Hispanic	52,993,496	54,064,149	55,189,962	56,338,521	57,470,287	55,211,283
Total	313,998,379	316,204,908	318,563,456	320,896,618	323,127,513	318,558,175

5-Year Averages (2012-2016) of U.S. Population by Race/Ethnicity



Comparison of White & Minority Populations in U.S.



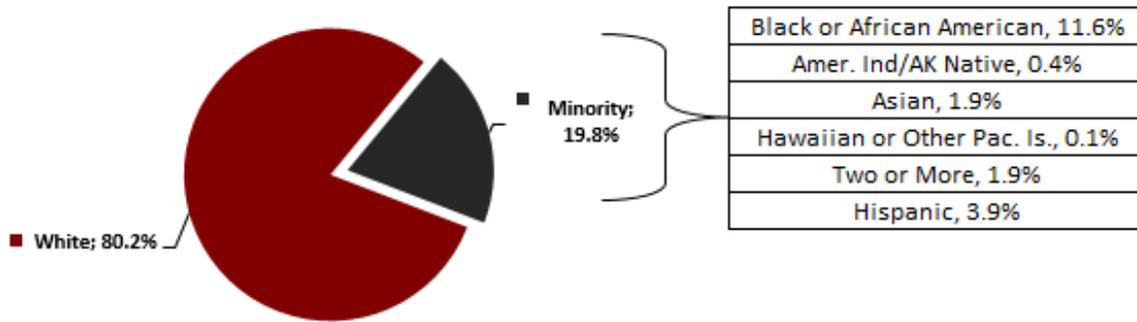
National, State, & Service Area Population Demographics

Missouri Race/Ethnicity Data:

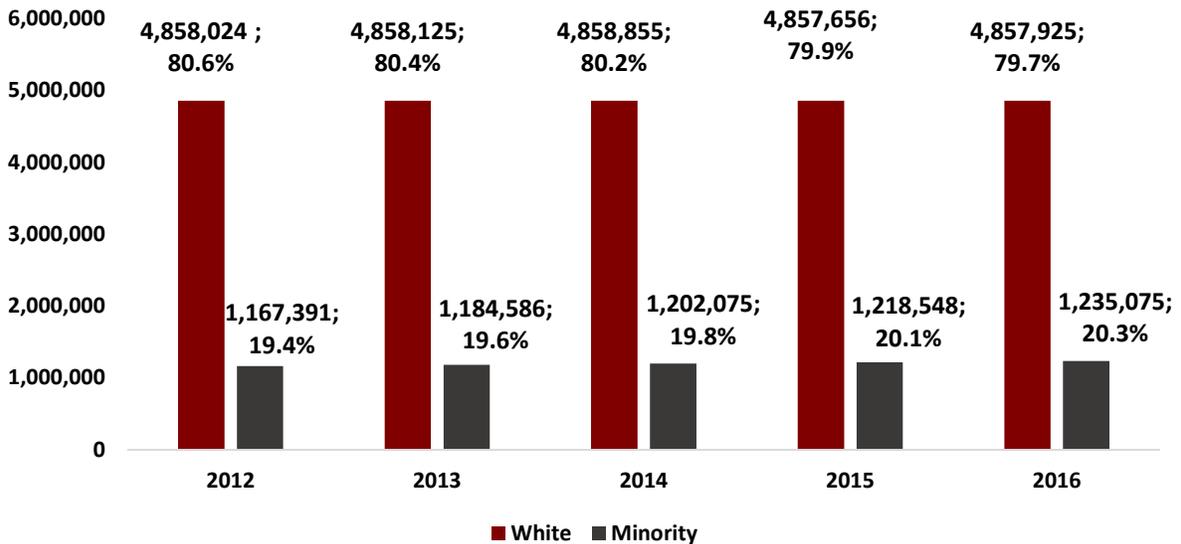
Missouri Population by Race/Ethnicity

Race/Ethnicity	2012	2013	2014	2015	2016	5 YR Averages
White	4,858,024	4,858,125	4,858,855	4,857,656	4,857,925	4,858,117
Black or African American	695,637	699,425	702,507	705,333	707,944	702,169
American Indian or Alaskan Native	24,807	25,039	25,458	25,826	26,142	25,454
Asian	105,622	108,923	112,688	116,101	119,244	112,516
Native Hawaiian or Pacific Islander	6,628	6,823	7,103	7,334	7,653	7,108
Two Or More	109,605	113,349	116,850	120,293	123,616	116,743
Hispanic	225,092	231,027	237,469	243,661	250,476	237,545
Total	6,025,415	6,042,711	6,060,930	6,076,204	6,093,000	6,059,652

5-Year Averages (2012-2016) of Missouri Population by Race/Ethnicity



Comparison of White & Minority Populations in Missouri



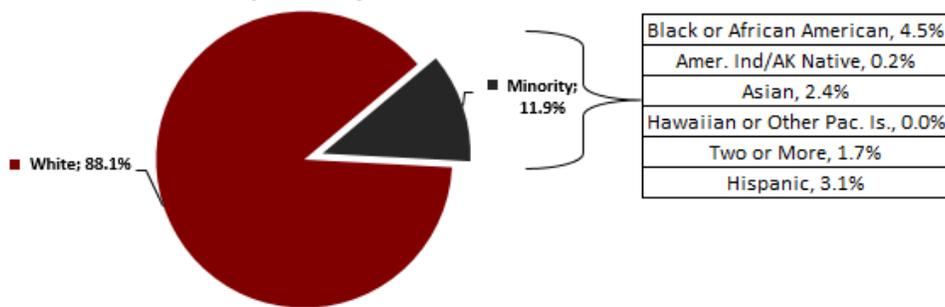
National, State, & Service Area Population Demographics

St. Charles County Race/Ethnicity Data:

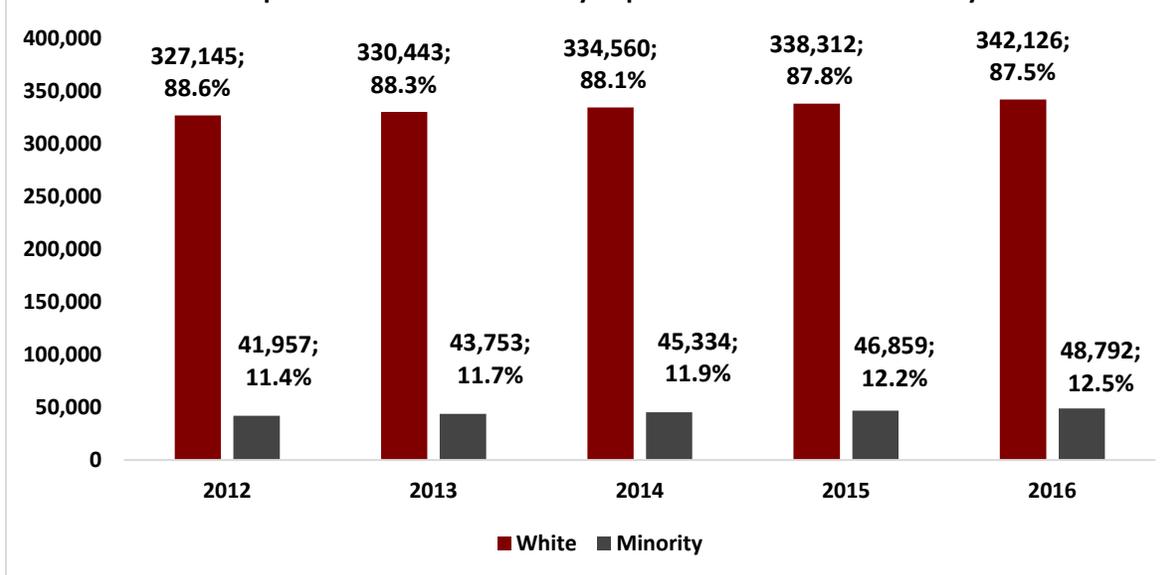
St. Charles County Population by Race/Ethnicity

Race/Ethnicity	2012	2013	2014	2015	2016	5 YR Averages
White	327,145	330,443	334,560	338,312	342,126	334,517
Black or African American	15,809	16,554	17,024	17,544	18,495	17,085
American Indian or Alaskan Native	695	665	679	660	649	670
Asian	8,651	8,974	9,309	9,601	9,910	9,289
Native Hawaiian or Pacific Islander	170	191	188	186	181	183
Two Or More	5,741	6,098	6,413	6,722	7,010	6,397
Hispanic	10,891	11,271	11,721	12,146	12,547	11,715
Total	369,102	374,196	379,894	385,171	390,918	379,856

5-Year Averages (2012-2016) of St. Charles County Population by Race/Ethnicity



Comparison of White & Minority Populations in St. Charles County



National, State, & Service Area Population Demographics

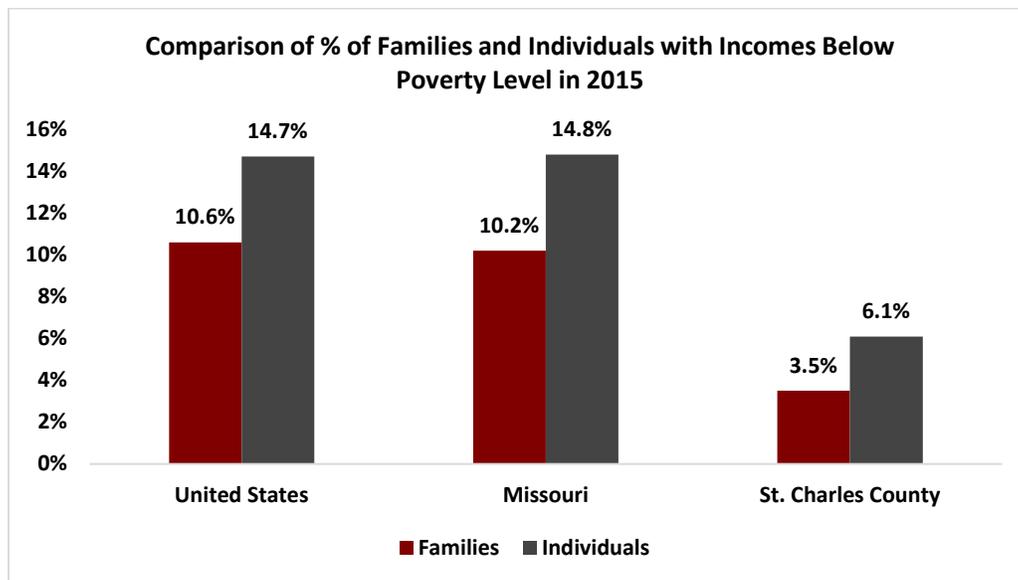
Income Data:

Comparison of 4-Year Averages (2012-2015)* for Income

Income Level	United States	Missouri	St. Charles County
Less than \$10,000	3,630,323	71,529	1,973
\$10,000 to \$14,999	2,434,615	49,880	1,661
\$15,000 to \$24,999	6,178,664	126,755	4,031
\$25,000 to \$34,999	6,856,321	149,005	4,825
\$35,000 to \$49,999	9,998,539	218,208	9,914
\$50,000 to \$74,999	14,550,948	320,957	20,345
\$75,000 to \$99,999	10,776,754	220,723	18,066
\$100,000 to \$149,999	12,356,404	219,778	23,400
\$150,000 to \$199,999	4,988,312	75,440	10,062
\$200,000 or more	5,197,259	64,834	6,803
Total	76,968,138	1,517,108	101,080
Median	\$65,182	\$60,079	\$85,139
Mean	\$87,281	\$76,988	\$99,342

Note: Median is the middle value in a series of values arranged from smallest to largest. Mean is the average of a set of values.

*2016 data not available.



Note: A family's poverty status is determined by comparing the family's income in the last 12 months to the poverty threshold appropriate for that family's size and number of children under the age of 18.

An individual's poverty status is determined by comparing the person's income in the last 12 months to the poverty threshold.

National, State, & Service Area Population Demographics

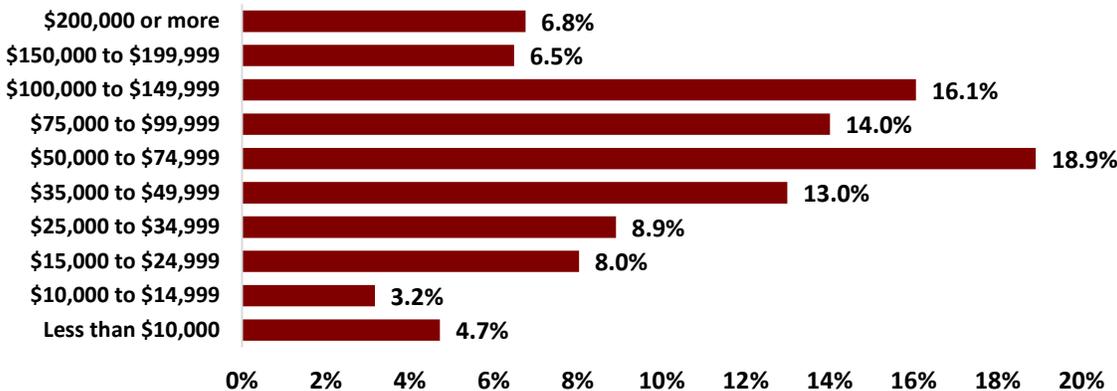
United States Income Data:

United States - Family Income Distribution

Income Level	2012	2013	2014	2015	4 YR Averages
Less than \$10,000	3,846,375	3,743,131	3,591,797	3,339,990	3,630,323
\$10,000 to \$14,999	2,592,664	2,493,840	2,414,288	2,237,667	2,434,615
\$15,000 to \$24,999	6,531,659	6,284,315	6,069,925	5,828,756	6,178,664
\$25,000 to \$34,999	7,044,637	6,972,739	6,790,579	6,617,330	6,856,321
\$35,000 to \$49,999	10,192,989	10,067,795	9,968,905	9,764,465	9,998,539
\$50,000 to \$74,999	14,666,522	14,569,480	14,514,748	14,453,040	14,550,948
\$75,000 to \$99,999	10,698,861	10,652,848	10,779,998	10,975,307	10,776,754
\$100,000 to \$149,999	11,837,094	12,092,458	12,508,423	12,987,642	12,356,404
\$150,000 to \$199,999	4,557,339	4,793,949	5,128,332	5,473,629	4,988,312
\$200,000 or more	4,541,122	5,009,908	5,385,077	5,852,930	5,197,259
Total	76,509,262	76,680,463	77,152,072	77,530,756	76,968,138
Median	\$62,527	\$64,030	\$65,910	\$68,260	\$65,182
Mean	\$83,124	\$86,046	\$88,394	\$91,561	\$87,281

Note: Median is the middle value in a series of values arranged from smallest to largest. Mean is the average of a set of values.

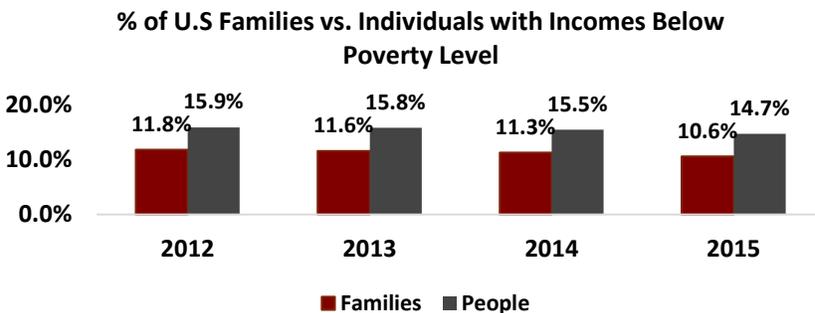
4-Year Averages (2012-2015) of Income Level Distribution in the U.S.



U.S. Population for whom Poverty Status is Determined

Population	2012	2013	2014	2015
Families	76,509,262	76,680,463	77,152,072	77,530,756
Individuals	306,086,063	308,196,783	310,899,910	313,476,400

Note: Poverty status is not determined for institutionalized people, people in military group quarters, and unrelated individuals under 15 years old.



Note: A family's poverty status is determined by comparing the family's income in the last 12 months to the poverty threshold appropriate for that family's size and number of children under the age of 18.

An individual's poverty status is determined by comparing the person's income in the last 12 months to the poverty threshold.

National, State, & Service Area Population Demographics

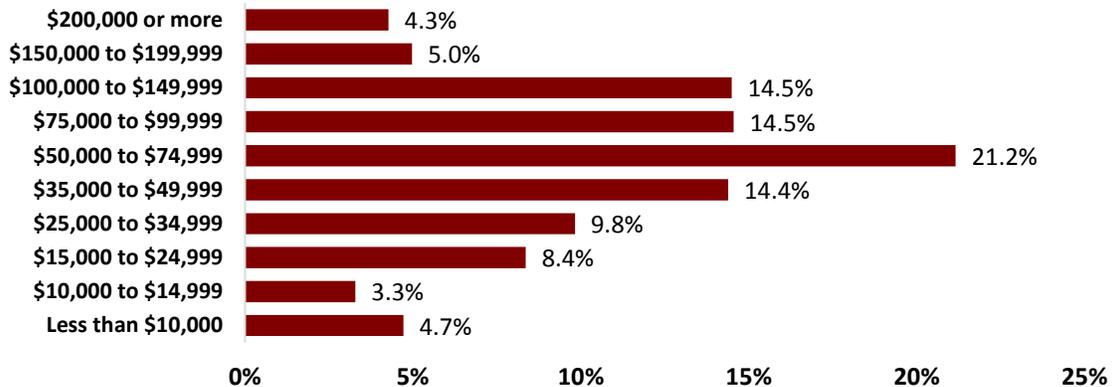
Missouri Income Data:

Missouri - Family Income Distribution

Income Level	2012	2013	2014	2015	4 YR Averages
Less than \$10,000	78,231	75,600	69,603	62,681	71,529
\$10,000 to \$14,999	55,233	53,462	47,666	43,159	49,880
\$15,000 to \$24,999	136,391	132,076	121,812	116,740	126,755
\$25,000 to \$34,999	156,366	150,488	145,324	143,842	149,005
\$35,000 to \$49,999	223,451	224,115	210,865	214,402	218,208
\$50,000 to \$74,999	323,597	322,909	322,036	315,285	320,957
\$75,000 to \$99,999	216,034	216,190	225,009	225,658	220,723
\$100,000 to \$149,999	204,412	211,357	223,523	239,820	219,778
\$150,000 to \$199,999	67,767	74,599	76,998	82,394	75,440
\$200,000 or more	55,749	62,289	65,980	75,318	64,834
Total	1,517,231	1,523,085	1,508,816	1,519,299	1,517,108
Median	\$57,274	\$58,754	\$61,299	\$62,989	\$60,079
Mean	\$73,351	\$75,392	\$78,263	\$80,946	\$76,988

Note: The median is the middle value in a series of values arranged from smallest to largest. The mean is the average of a set of values.

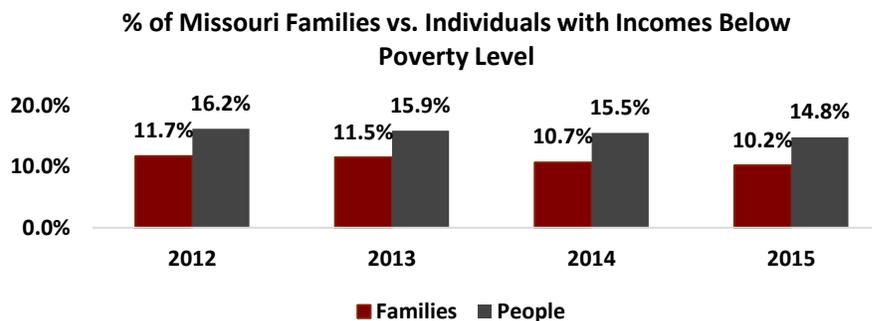
4-Year Averages (2012-2015) of Income Level Distribution in Missouri



Missouri Population for whom Poverty Status is Determined

Population	2012	2013	2014	2015
Families	1,517,231	1,523,085	1,508,816	1,519,299
Individuals	5,838,008	5,861,009	5,878,658	5,901,967

Note: Poverty status is not determined for institutionalized people, people in military group quarters, and unrelated individuals under 15 years old.



Note: A family's poverty status is determined by comparing the family's income in the last 12 months to the poverty threshold appropriate for that family's size and number of children under the age of 18.

An individual's poverty status is determined by comparing the person's income in the last 12 months to the poverty threshold.

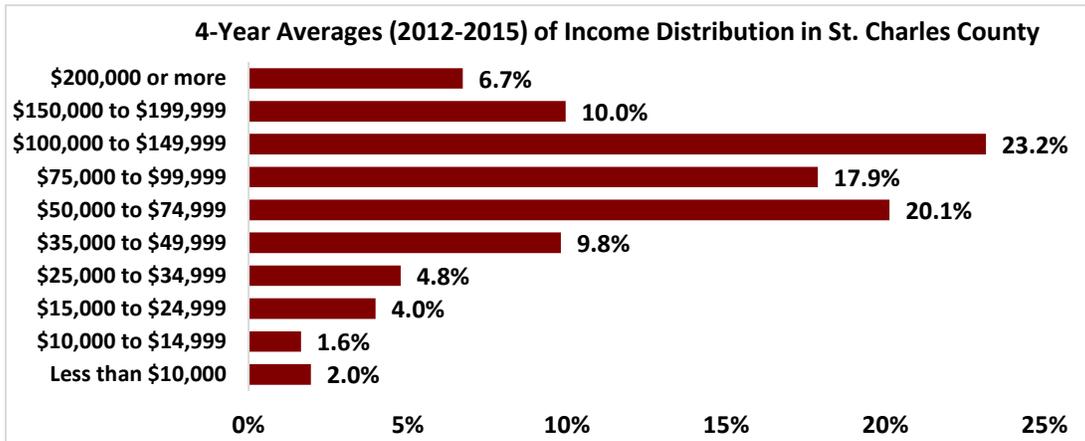
National, State, & Service Area Population Demographics

St. Charles County Income Data:

St. Charles County - Family Income Distribution

Income Level	2012	2013	2014	2015	4 YR Averages
Less than \$10,000	2,358	1,982	1,954	1,599	1,973
\$10,000 to \$14,999	2,468	1,709	1,579	888	1,661
\$15,000 to \$24,999	4,469	4,466	4,381	2,808	4,031
\$25,000 to \$34,999	5,193	4,753	4,231	5,123	4,825
\$35,000 to \$49,999	8,630	11,048	9,182	10,795	9,914
\$50,000 to \$74,999	22,395	19,723	19,693	19,570	20,345
\$75,000 to \$99,999	16,633	18,758	19,089	17,782	18,066
\$100,000 to \$149,999	23,464	23,062	22,717	24,357	23,400
\$150,000 to \$199,999	8,936	9,409	10,847	11,055	10,062
\$200,000 or more	6,195	6,155	7,740	7,122	6,803
Total	100,741	101,065	101,413	101,099	101,080
Median	\$81,417	\$83,661	\$88,592	\$86,886	\$85,139
Mean	\$93,480	\$96,428	\$104,118	\$103,342	\$99,342

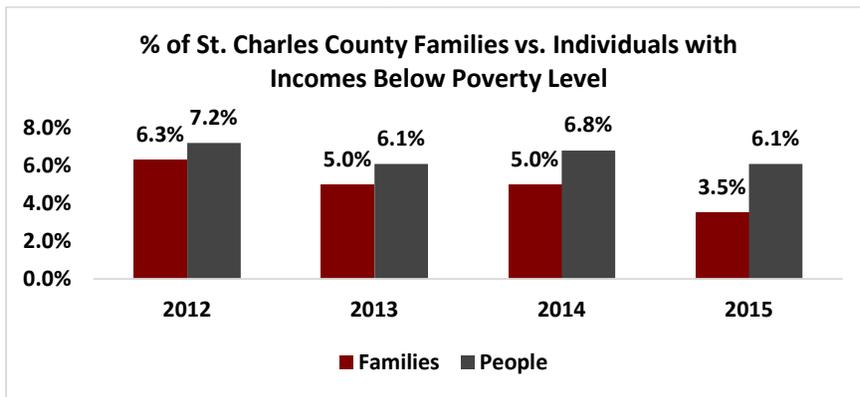
Note: The median is the middle value in a series of values arranged from smallest to largest. The mean is the average of a set of values.



St. Charles County Population for whom Poverty Status is Determined

Population	2012	2013	2014	2015
Families	100,741	101,065	101,413	101,099
Individuals	361,758	366,522	372,441	377,702

Note: Poverty status is not determined for institutionalized people, people in military group quarters, and unrelated individuals under 15 years old.



Note: A family's poverty status is determined by comparing the family's income in the last 12 months to the poverty threshold appropriate for that family's size and number of children under the age of 18.

An individual's poverty status is determined by comparing the person's income in the last 12 months to the poverty threshold.

National, State, & Service Area Population Demographics

Educational Attainment Data:

Comparison of 4-Year Averages (2012-2015) for Education Attained by Age 18-24

	United States	Missouri	St. Charles County
Less than high school graduate	14.2%	13.5%	9.1%
High school graduate (includes equivalency)	29.9%	29.8%	28.3%
Some college or associate's degree	46.0%	47.2%	52.9%
Bachelor's degree or higher	9.9%	9.5%	9.7%

Comparison of 4-Year Averages (2012-2015) for Education Attained by Age 25 and Over Population

	United States	Missouri	St. Charles County
Less than high school graduate	13.2%	11.4%	5.9%
High school graduate (includes equivalency)	27.8%	31.4%	26.1%
Some college or associate's degree	29.1%	30.1%	33.0%
Bachelor's degree or higher	29.9%	27.2%	35.0%

National, State, & Service Area Population Demographics

United States Educational Attainment Data:

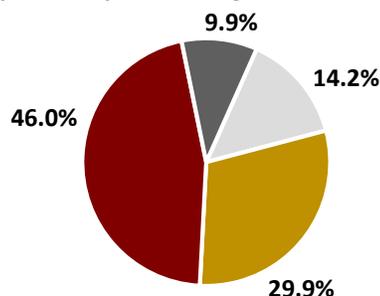
Education Attained by U.S. Population Age 18-24*

Educational Attainment	2012	2013	2014	2015	4 YR Averages
Less than high school graduate	4,657,876	4,649,847	4,386,007	4,231,896	4,481,406
High school graduate (includes equivalency)	9,284,279	9,362,957	9,529,311	9,539,682	9,429,057
Some college or associate's degree	14,571,597	14,550,542	14,451,736	14,353,301	14,481,794
Bachelor's degree or higher	2,958,380	3,068,266	3,186,955	3,217,069	3,107,668
Total	31,472,132	31,631,612	31,554,009	31,341,948	31,499,925

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by U.S. Population Age 18-24

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher



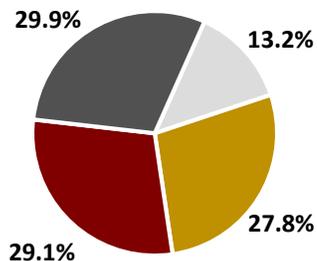
Education Attained by U.S. Population Age 25 and Over*

Educational Attainment	2012	2013	2014	2015	4 YR Averages
Less than high school graduate	28,512,723	28,262,022	27,912,566	27,826,126	28,128,359
High school graduate (includes equivalency)	58,403,073	58,633,151	59,159,253	59,662,981	58,964,614
Some college or associate's degree	61,074,836	61,585,900	62,322,392	62,716,503	61,924,908
Bachelor's degree or higher	60,740,866	62,429,542	64,331,413	66,241,553	63,435,843
Total	208,731,498	210,910,615	213,725,624	216,447,163	212,453,725

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by U.S. Population Age 25 and Over

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher



National, State, & Service Area Population Demographics

Missouri Educational Attainment Data:

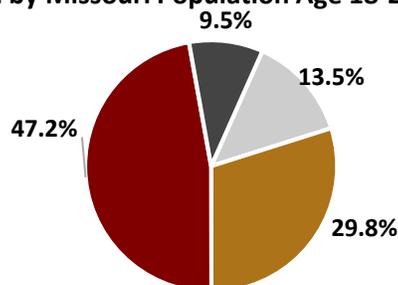
Education Attained by Missouri Population Age 18-24*

Educational Attainment	2012	2013	2014	2015	4 YR Averages
Less than high school graduate	82,060	77,716	78,450	82,094	80,080
High school graduate (includes equivalency)	178,987	179,344	173,541	178,672	177,636
Some college or associate's degree	283,049	276,787	287,651	276,496	280,996
Bachelor's degree or higher	50,544	63,966	54,677	56,632	56,455
Total	594,641	597,813	594,320	593,894	595,167

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by Missouri Population Age 18-24

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher



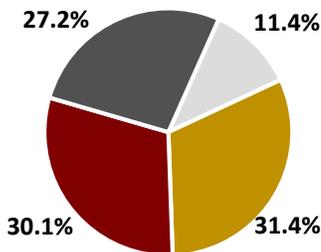
Education Attained by Missouri Population Age 25 and Over*

Educational Attainment	2012	2013	2014	2015	4 YR Averages
Less than high school graduate	482,837	457,343	456,598	453,624	462,600
High school graduate (includes equivalency)	1,273,482	1,276,918	1,278,066	1,269,953	1,274,605
Some college or associate's degree	1,205,080	1,224,303	1,220,992	1,232,775	1,220,788
Bachelor's degree or higher	1,062,241	1,088,719	1,121,111	1,140,860	1,103,233
Total	4,023,641	4,047,283	4,076,767	4,097,212	4,061,226

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by Missouri Population Age 25 and Over

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher



National, State, & Service Area Population Demographics

St. Charles County Educational Attainment Data:

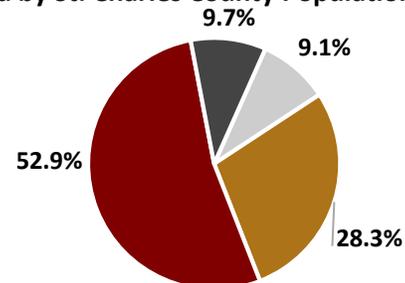
Education Attained by St. Charles County Population Age 18-24*

Educational Attainment	2012	2013	2014	2015	4 YR Averages
Less than high school graduate	2,795	3,038	2,975	2,984	2,948
High school graduate (includes equivalency)	9,005	9,778	10,031	7,962	9,194
Some college or associate's degree	16,364	15,348	17,335	19,694	17,185
Bachelor's degree or higher	2,888	3,481	2,710	3,471	3,137
Total	31,051	31,645	33,051	34,111	32,465

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by St. Charles County Population Age 18-24

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher



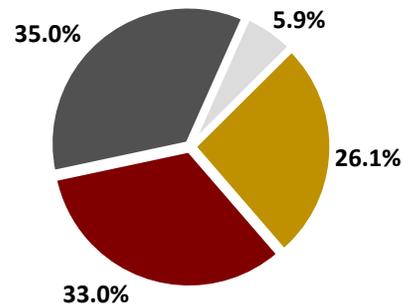
Education Attained by St. Charles County Age 25 and Over*

Educational Attainment	2012	2013	2014	2015	4 YR Average
Less than high school graduate	15,002	14,242	14,483	15,662	14,847
High school graduate (includes equivalency)	66,894	62,714	64,791	68,919	65,829
Some college or associate's degree	80,174	83,202	84,610	84,834	83,205
Bachelor's degree or higher	83,863	89,698	90,199	89,408	88,292
Total	245,933	249,855	254,083	258,823	252,174

* Values for 2012-2014 were derived from the percentages given for each category and the total population.

4-Year Averages (2012-2015) for Education Attained by St. Charles County Population Age 25 and Over

- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher

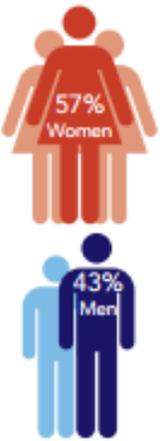


St. Charles Community College Student Demographics

St. Charles Community College Student Demographics

While it is important to understand the overall population, it is also important to understand the student population and more specifically the student population at SCC. In regards to the general student population at community colleges, the American Association of Community Colleges (AACC) most recently reported figures on the demographics of community college students enrolled for credit (see image below) in February 2016.

Demographics of Students Enrolled for Credit

Ethnicity ²	%	Age ⁵	%	Gender ²
White	49%	Average	28	
Hispanic	22%	Median	24	
Black	14%	≤21	37%	
Asian/Pacific Islander	6%	22-39	49%	
Native American	1%	40+	14%	
Two or more races	3%			
Other/Unknown	4%			
Nonresident Alien	1%			

The tables and graphs presented in this section indicate student demographics by academic year and by term. Headcount and credit hours are provided for new (first-time freshman and transfer students new to SCC) and continuing SCC students. Based on a three-year average comprised of academic years 2014-2015 through 2016-2017, a majority of SCC students are continuing students.

In addition, demographics by gender, race, and age are presented. St. Charles Community College (SCC) has some demographics comparable to those presented by the AACC, with some exceptions. Based on the three-year average, approximately 57% of SCC students are female and 43% are male. About 82% of SCC students on average are white with 18% being minority. On average, about 59% of SCC students are age 18-21, 39% are age 22-65, and 2% are under the age of 18.

St. Charles Community College Student Demographics

Student Demographics by Academic Year

By Headcount (HC)

AY (SU, FA, SP) Total	Total HC	New HC	New % HC	Cont. HC	Cont. % HC	FT HC	FT % HC	PT HC	PT % HC
AY 14-15	16,573	2,506	15.1%	14,067	84.9%	7,408	44.7%	9,165	55.3%
AY 15-16	16,118	2,157	13.4%	13,961	86.6%	7,305	45.3%	8,813	54.7%
AY 16-17	15,823	2,016	12.7%	13,807	87.3%	7,120	45.0%	8,703	55.0%
3 YR Average	16,171	2,226	13.8%	13,945	86.2%	7,278	45.0%	8,894	55.0%

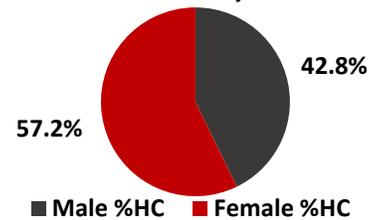
By Credit Hours (CH)

AY (SU, FA, SP) Total	Total CH	New CH	New % CH	Cont. CH	Cont. % CH	FT CH	FT % CH	PT CH	PT % CH
AY 14-15	148,553	27,978	18.8%	120,575	81.2%	95,666	64.4%	52,887	35.6%
AY 15-16	144,653	24,633	17.0%	120,020	83.0%	93,567	64.7%	51,086	35.3%
AY 16-17	140,444	22,500	16.0%	117,944	84.0%	90,675	64.6%	49,769	35.4%
3 YR Average	144,550	25,037	17.3%	119,513	82.7%	93,303	64.5%	51,247	35.5%

By Gender

AY (SU, FA, SP) Total	Male % HC	Female % HC
AY 14-15	42.5%	57.5%
AY 15-16	42.9%	57.1%
AY 16-17	42.9%	57.1%
3 YR Average	42.8%	57.2%

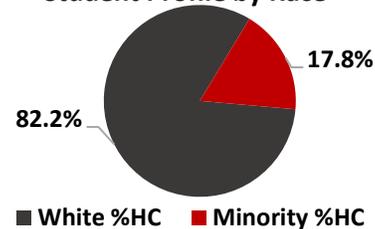
Student Profile by Gender



By Race

AY (SU, FA, SP) Total	White % HC	Minority % HC
AY 14-15	83.5%	16.5%
AY 15-16	82.1%	17.9%
AY 16-17	81.1%	18.9%
3 YR Average	82.2%	17.8%

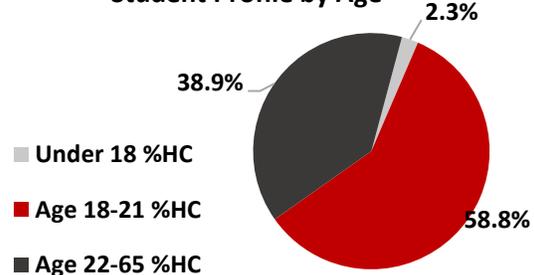
Student Profile by Race



By Age

AY (SU, FA, SP)	Under 18 % HC	Age 18- 21 % HC	Age 22- 65 % HC
AY 14-15	2.0%	58.4%	39.6%
AY 15-16	2.5%	58.8%	38.7%
AY 16-17	2.4%	59.1%	38.5%
3 YR Average	2.3%	58.8%	38.9%

Student Profile by Age



St. Charles Community College Student Demographics

Student Demographics – Summer Term

By Headcount (HC)

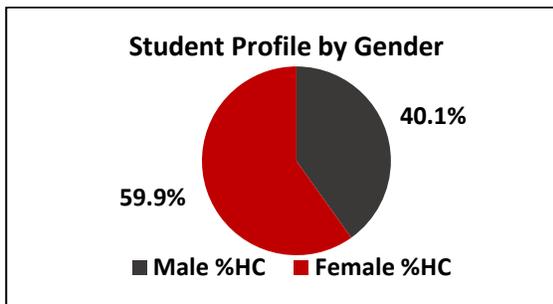
Term	Total HC	New HC	New % HC	Cont. HC	Cont. % HC	FT HC	FT % HC	PT HC	PT % HC
14/SU	2,600	162	6.2%	2,438	93.8%	897	34.5%	1,703	65.5%
15/SU	2,757	146	5.3%	2,611	94.7%	994	36.1%	1,763	63.9%
16/SU	2,821	198	7.0%	2,623	93.0%	1,062	37.6%	1,759	62.4%
3 YR Average	2,726	169	6.2%	2,557	93.8%	984	36.1%	1,742	63.9%

By Credit Hours (CH)

Term	Total CH	New CH	New % CH	Cont. CH	Cont. % CH	FT CH	FT % CH	PT CH	PT % CH
14/SU	11,761	764	6.5%	10,997	93.5%	6,143	52.2%	5,618	47.8%
15/SU	12,664	685	5.4%	11,979	94.6%	6,810	53.8%	5,854	46.2%
16/SU	13,022	791	6.1%	12,231	93.9%	7,290	56.0%	5,732	44.0%
3 YR Average	12,482	747	6.0%	11,736	94.0%	6,748	54.1%	5,735	45.9%

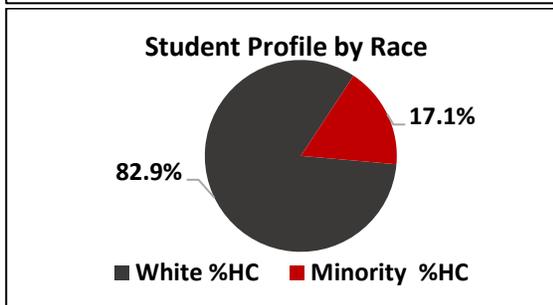
By Gender

Term	Male % HC	Female % HC
14/SU	39.9%	60.1%
15/SU	40.2%	59.8%
16/SU	40.3%	59.7%
3 YR Average	40.1%	59.9%



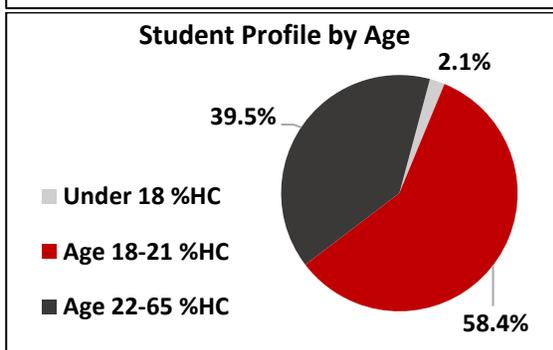
By Race

Term	White % HC	Minority % HC
14/SU	85.4%	14.6%
15/SU	81.6%	18.4%
16/SU	81.7%	18.3%
3 YR Average	82.9%	17.1%



By Age

Term	Under 18 % HC	Age 18-21 % HC	Age 22-65 % HC
14/SU	2.2%	60.6%	37.2%
15/SU	1.9%	55.8%	42.3%
16/SU	2.1%	58.9%	39.0%
3 YR Average	2.1%	58.4%	39.5%



St. Charles Community College Student Demographics

Student Demographics – Fall Term

By Headcount (HC)

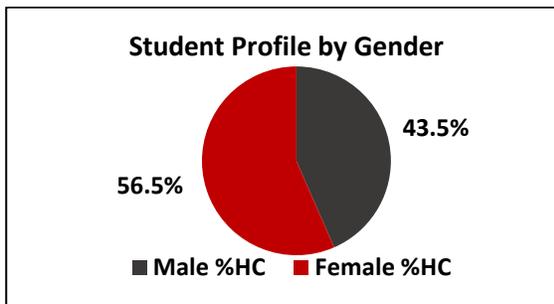
Term	Total HC	New HC	New % HC	Cont. HC	Cont. % HC	FT HC	FT % HC	PT HC	PT % HC
14/FA	7,214	1,900	26.3%	5,314	73.7%	3,466	48.0%	3,748	52.0%
15/FA	6,930	1,701	24.5%	5,229	75.5%	3,426	49.4%	3,504	50.6%
16/FA	6,822	1,559	22.9%	5,263	77.1%	3,285	48.2%	3,537	51.8%
3 YR Average	6,989	1,720	24.4%	5,269	75.4%	3,392	48.5%	3,596	51.5%

By Credit Hours (CH)

Term	Total CH	New CH	New % CH	Cont. CH	Cont. % CH	FT CH	FT % CH	PT CH	PT % CH
14/FA	71,272	23,018	32.3%	48,254	67.7%	47,822	67.1%	23,450	32.9%
15/FA	69,297	20,908	30.2%	48,389	69.8%	47,015	67.8%	22,282	32.2%
16/FA	67,580	19,166	28.4%	48,414	71.6%	45,214	66.9%	22,366	33.1%
3 YR Average	69,383	21,031	30.3%	48,352	69.7%	46,684	67.3%	22,699	32.7%

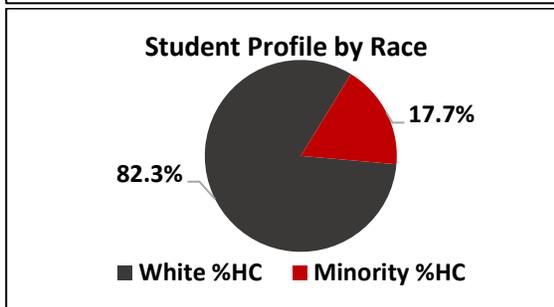
By Gender

Term	Male % HC	Female % HC
14/FA	43.0%	57.0%
15/FA	43.7%	56.3%
16/FA	43.6%	56.4%
3 YR Average	43.5%	56.5%



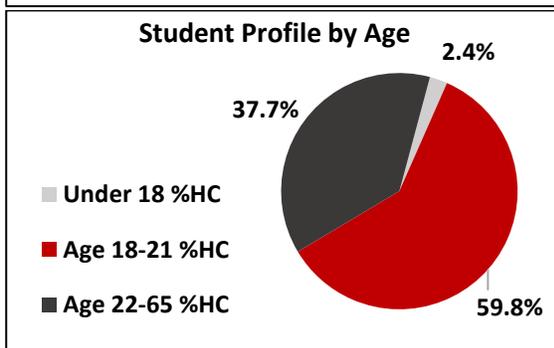
By Race

Term	White % HC	Minority % HC
14/FA	83.5%	16.5%
15/FA	82.5%	17.5%
16/FA	81.0%	19.0%
3 YR Average	82.3%	17.7%



By Age

Term	Under 18 % HC	Age 18-21 % HC	Age 22-65 % HC
14/FA	1.9%	58.9%	39.2%
15/FA	2.7%	60.7%	36.6%
16/FA	2.7%	60.0%	37.3%
3 YR Average	2.4%	59.8%	37.7%



St. Charles Community College Student Demographics

Student Demographics – Spring Term

By Headcount (HC)

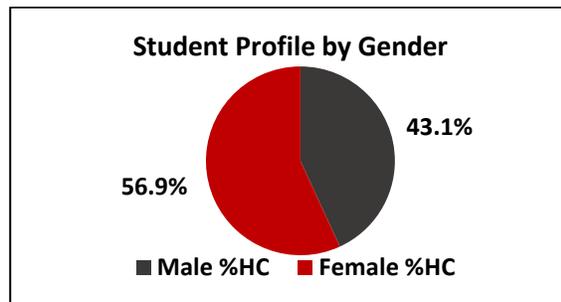
Term	Total HC	New HC	New % HC	Cont. HC	Cont. % HC	FT HC	FT % HC	PT HC	PT % HC
15/SP	6,759	444	6.6%	6,315	93.4%	3,045	45.1%	3,714	54.9%
16/SP	6,431	310	4.8%	6,121	95.2%	2,885	44.9%	3,546	55.1%
17/SP	6,180	259	4.2%	5,921	95.8%	2,773	44.9%	3,407	55.1%
3 YR Average	6,457	338	5.2%	6,119	94.8%	2,901	44.9%	3,556	55.1%

By Credit Hours (CH)

Term	Total CH	New CH	New % CH	Cont. CH	Cont. % CH	FT CH	FT % CH	PT CH	PT % CH
15/SP	65,520	4,196	6.4%	61,324	93.6%	41,701	63.6%	23,819	36.4%
16/SP	62,692	3,040	4.8%	59,652	95.2%	39,742	63.4%	22,950	36.6%
17/SP	59,842	2,543	4.2%	57,299	95.8%	38,171	63.8%	21,671	36.2%
3 YR Average	62,685	3,260	5.2%	59,425	94.8%	39,871	63.6%	22,813	36.4%

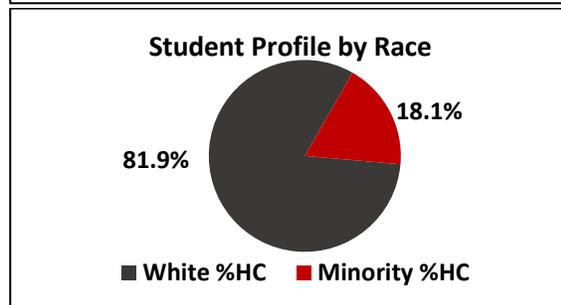
By Gender

Term	Male % HC	Female % HC
15/SP	42.9%	57.1%
16/SP	43.3%	56.7%
17/SP	43.3%	56.7%
3 YR Average	43.1%	56.9%



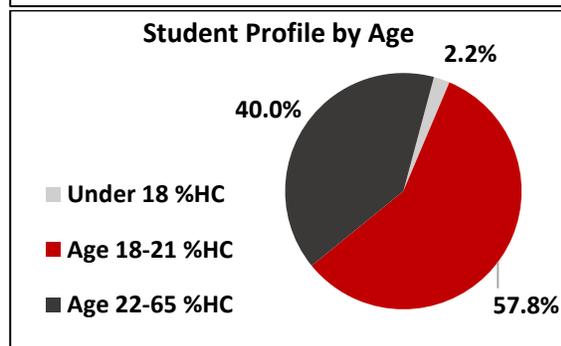
By Race

Term	White % HC	Minority % HC
15/SP	82.8%	17.2%
16/SP	81.9%	18.1%
17/SP	80.8%	19.2%
3 YR Average	81.9%	18.1%



By Age

Term	Under 18 % HC	Age 18-21 % HC	Age 22-65 % HC
15/SP	2.0%	57.1%	40.9%
16/SP	2.5%	58.0%	39.5%
17/SP	2.1%	58.3%	39.6%
3 YR Average	2.2%	57.8%	40.0%



**St. Charles Community College Service Area High School
Information**

St. Charles Community College Service Area High School Information

Also important to understanding social and demographic trends in the environment is understanding the number of students enrolling in and graduating from SCC's service and extended service area high schools. SCC's service area is the SCC College Taxing District which includes the school districts of Francis Howell, St. Charles, Wentzville, Fort Zumwalt and Orchard Farm (including nearly all of St. Charles County). Private high school data are not available, and are therefore not included. SCC's extended service area includes schools within 3,239 square miles and includes schools located in Callaway, Lincoln, Montgomery and Pike counties. This section provides an overview of this data and includes data on the number of high school graduates in SCC's service area that have enrolled at SCC.

High School Enrollment for SCC Service Area & Extended Service Area

High School Entry to Grad	9th Grade Enrollment	12th Grade Enrollment	Diff Enrolled (9th vs. 12th)	% Change Enrolled (9th vs. 12th)	Adjusted Cohort *	Diff Enrolled (9th vs. Adjust)	% Change Enrolled (9th vs. Adjust)
2010-2013	5,935	5,417	-518	-8.7%	5,631	-304	-5.1%
2011-2014	6,031	5,678	-353	-5.9%	5,739	-292	-4.8%
2012-2015	5,982	5,625	-230	-3.8%	5,750	-232	-3.9%
3-YR Average	5,983	5,573	-367	-6.1%	5,707	-276	-4.6%

*Adjusted Cohort -the number of students who entered 9th grade, accounting for students who transferred in or out, emigrated to another country or died prior to graduation.

High School Enrollment for SCC Service Area & Extended Service Area

High School Entry to Grad	Adjusted Cohort *	# On-Time Graduates	Grad Rate	Diff (Grad vs Adjusted)	12th Grade Enrollment	# On-Time Graduates	Grad Rate	Diff (Grad vs 12th)
2010-2013	5,631	5,112	90.8%	-519	5,417	5,112	94.4%	-305
2011-2014	5,739	5,296	92.3%	-443	5,678	5,296	93.3%	-382
2012-2015	5,750	5,205	90.5%	-545	5,625	5,205	92.5%	-420
3-YR Average	5,707	5,204	91.2%	-502	5,573	5,204	91.2%	-369

*Adjusted Cohort -the number of students who entered 9th grade, accounting for students who transferred in or out, emigrated to another country or died prior to graduation.

SCC Service Area & Extended Service Area – Graduates Enrolled at SCC

High School Entry to Grad	# Grads Reported to DESE	# Grads Reported to SCC	# HS Grads Enrolled at SCC	% HS Grads Reported to DESE, Enrolled at SCC	% HS Grads Reported to SCC, Enrolled at SCC
2010-2013	3,971	4,022	913	23.0%	22.7%
2011-2014	4,093	4,111	989	24.2%	24.1%
2012-2015	4,084	4,080	867	21.2%	21.3%
3-YR Average	4,049	4,071	923	22.8%	22.8%

St. Charles Community College Service Area High School Information

High School Enrollment for SCC Service Area & Extended Service Area (2010 – 2013)

High School Entry to Grad (2010-2013)	9th Grade Enrollment (2010)	12th Grade Enrollment (2013)	Diff (9th vs. 12th)	% Change (9th vs. 12th)	Adjusted Cohort *	Diff Enrolled (9th vs. Adjust)	% Change Enrolled (9th vs. Adjust)
SCC Service Area							
Fort Zumwalt East	372	289	-83	-22.3%	330	-42	-11.3%
Fort Zumwalt North	411	332	-79	-19.2%	369	-42	-10.2%
Fort Zumwalt South	388	307	-81	-20.9%	336	-52	-13.4%
Fort Zumwalt West	593	483	-110	-18.5%	528	-65	-11.0%
Francis Howell	432	442	10	2.3%	438	6	1.4%
Francis Howell Central	486	484	-2	-0.4%	484	-2	-0.4%
Francis Howell North	447	487	40	8.9%	488	41	9.2%
Orchard Farm	116	110	-6	-5.2%	106	-10	-8.6%
St. Charles High	245	230	-15	-6.1%	234	-11	-4.5%
St. Charles West	202	169	-33	-16.3%	189	-13	-6.4%
Wentzville Holt	393	405	12	3.1%	401	8	2.0%
Wentzville Timberland	487	454	-33	-6.8%	460	-27	-5.5%
SCC Extended Service Area							
Elsberry	67	53	-14	-20.9%	58	-9	-13.4%
Louisiana	64	58	-6	-9.4%	58	-6	-9.4%
Montgomery	102	85	-17	-16.7%	96	-6	-5.9%
Silex	48	39	-9	-18.8%	39	-9	-18.8%
Troy-Buchanan	467	423	-44	-9.4%	438	-29	-6.2%
Washington	338	350	12	3.6%	340	2	0.6%
Winfield	150	134	-16	-10.7%	134	-16	-10.7%
Wright City	127	83	-44	-34.6%	105	-22	-17.3%
Grand Total	5,935	5,417	-518	-8.7%	5,631	-304	-5.1%

* Adjusted Cohort -the number of students who entered 9th grade, accounting for students who transferred in or out, emigrated to another country, or died prior to graduation.

Note: Wentzville Liberty High School is a new high school in SCC's service area, therefore, complete data are not currently available. Data for the private high schools in SCC's service area are not included because private high schools do not report to DESE, therefore, complete data are not available.

Sources:

Missouri Department of Elementary and Secondary Education (dese.mo.gov, Quick Facts, District and School Information, Building Enrollment) - Data as of 2/9/16

Missouri Department of Elementary and Secondary Education (dese.mo.gov, building graduation rates) - Data updated 2/9/16

St. Charles Community College Service Area High School Information

High School Enrollment for SCC Service Area & Extended Service Area (2011 – 2014)

High School Entry to Grad (2011-2014)	9th Grade Enrollment (2011)	12th Grade Enrollment (2014)	Diff (9th vs. 12th)	% Change (9th vs. 12th)	Adjusted Cohort *	Diff Enrolled (9th vs. Adjust)	% Change Enrolled (9th vs. Adjust)
SCC Service Area							
Fort Zumwalt East	382	312	-70	-18.3%	312	-70	-18.3%
Fort Zumwalt North	424	374	-50	-11.8%	370	-54	-12.7%
Fort Zumwalt South	405	369	-36	-8.9%	367	-38	-9.4%
Fort Zumwalt West	560	530	-30	-5.4%	522	-38	-6.8%
Francis Howell	455	477	22	4.8%	477	22	4.8%
Francis Howell Central	484	477	-7	-1.4%	476	-8	-1.7%
Francis Howell North	463	471	8	1.7%	479	16	3.5%
Orchard Farm	101	88	-13	-12.9%	89	-12	-11.9%
St. Charles High	202	180	-22	-10.9%	200	-2	-1.0%
St. Charles West	199	171	-28	-14.1%	186	-13	-6.5%
Wentzville Holt	440	431	-9	-2.0%	447	7	1.6%
Wentzville Timberland	510	510	0	0.0%	508	-2	-0.4%
SCC Extended Service Area							
Elsberry	69	53	-16	-23.2%	55	-14	-20.3%
Louisiana	40	38	-2	-5.0%	35	-5	-12.5%
Montgomery	111	89	-22	-19.8%	96	-15	-13.5%
Silex	30	28	-2	-6.7%	29	-1	-3.3%
Troy-Buchanan	531	501	-30	-5.6%	492	-39	-7.3%
Washington	379	374	-5	-1.3%	380	1	0.3%
Winfield	128	120	-8	-6.3%	119	-9	-7.0%
Wright City	118	85	-33	-28.0%	100	-18	-15.3%
Grand Total	6,031	5,678	-353	-5.9%	5,739	-292	-4.8%

* Adjusted Cohort -the number of students who entered 9th grade, accounting for students who transferred in or out, emigrated to another country, or died prior to graduation.

Note: Wentzville Liberty High School is a new high school in SCC's service area, therefore, complete data are not currently available. Data for the private high schools in SCC's service area are not included because private high schools do not report to DESE, therefore, complete data are not available.

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Missouri Department of Elementary and Secondary Education (dese.mo.gov, building graduation rates) - Data updated 2/9/16

St. Charles Community College Service Area High School Information

High School Enrollment for SCC Service Area & Extended Service Area (2012 – 2015)

High School Entry to Grad (2012-2015)	9th Grade Enrollment (2012)	12th Grade Enrollment (2015)	Diff (9th vs. 12th)	% Change (9th vs. 12th)	Adjusted Cohort *	Diff Enrolled (9th vs. Adjust)	% Change Enrolled (9th vs. Adjust)
SCC Service Area							
Fort Zumwalt East	363	304	-59	-16.3%	301	-62	-17.1%
Fort Zumwalt North	419	351	-68	-16.2%	341	-78	-18.6%
Fort Zumwalt South	418	346	-72	-17.2%	343	-75	-17.9%
Fort Zumwalt West	602	537	-65	-10.8%	529	-73	-12.1%
Francis Howell	452	457	5	1.1%	494	42	9.3%
Francis Howell Central	508	498	-10	-2.0%	516	8	1.6%
Francis Howell North	460	472	12	2.6%	512	52	11.3%
Orchard Farm	124	109	-15	-12.1%	113	-11	-8.9%
St. Charles High	230	219	-11	-4.8%	229	-1	-0.4%
St. Charles West	168	165	-3	-1.8%	169	1	0.6%
Wentzville Holt	451	452	1	0.2%	463	12	2.7%
Wentzville Timberland	502	489	-13	-2.6%	502	0	0.0%
SCC Extended Service Area							
Elsberry	53	46	-7	-13.2%	46	-7	-13.2%
Louisiana	63	59	-4	-6.3%	61	-2	-3.2%
Montgomery	100	79	-21	-21.0%	88	-12	-12.0%
Silex	31	30	-1	-3.2%	29	-2	-6.5%
Troy-Buchanan	463	459	-4	-0.9%	457	-6	-1.3%
Washington	335	346	11	3.3%	346	11	3.3%
Winfield	119	110	-9	-7.6%	109	-10	-8.4%
Wright City	121	97	-24	-19.8%	102	-19	-15.7%
Grand Total	5,982	5,625	-230	-3.8%	5,750	-232	-3.9%

* Adjusted Cohort -the number of students who entered 9th grade, accounting for students who transferred in or out, emigrated to another country, or died prior to graduation.

Note: Wentzville Liberty High School is a new high school in SCC's service area, therefore, complete data are not currently available. Data for the private high schools in SCC's service area are not included because private high schools do not report to DESE, therefore, complete data are not available.

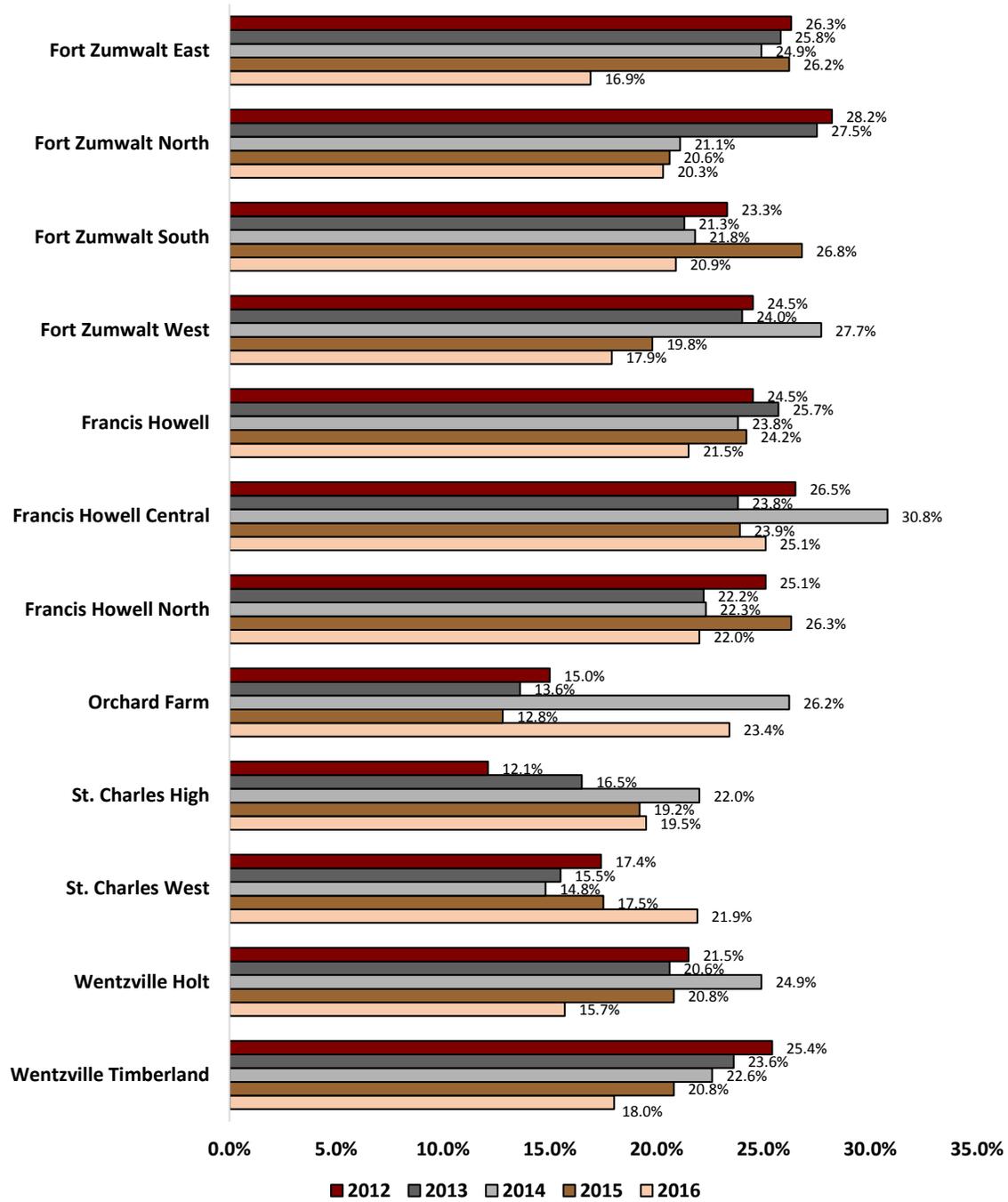
Sources:

Missouri Department of Elementary and Secondary Education (dese.mo.gov, Quick Facts, District and School Information, Building Enrollment) - Data as of 2/9/16

Missouri Department of Elementary and Secondary Education (dese.mo.gov, building graduation rates) - Data updated 2/9/16

St. Charles Community College Service Area High School Information

Percent of Graduates from St. Charles County High Schools Enrolled at SCC the following Fall



Percent recent high school graduates at SCC:	2012	2013	2014	2015	2016
	22.3%	22.0%	23.2%	20.4%	19.3%

STEEP Analysis: Technological Trends (T)

- a. Technological Trends Executive Summary
- b. Technological Trends Introduction
- c. Information Technology Trends: Impact on Higher Education
- d. Distance Education: Nationally vs. SCC
- e. Distance Education: Program Changes and Education Modalities
- f. Distance Education: Impact on SCC Divisions

Technological Trends Executive Summary

As technology advances, the role of Information Technology (IT) is evolving, and IT's contribution to higher education is changing as well. Whereas previously IT was thought of more as providing services to the business side of higher education, requests for IT to meet demands on the academic side are ever increasing. However, oftentimes this increase in demand is accompanied by limited or no resources, therefore prioritizing is essential. The goal of this section is to provide an overview of the 2017 Educause Top 10 IT Issues, St. Charles Community College's (SCC) top 5 IT issues, IT in distance education, and distance education at SCC.

The Educause Center for Analysis and Research conducted a national survey of IT professionals in order to determine the top 10 IT issues or priorities.

2017 Educause Top 10 IT Issues (National Trends):

- | | |
|-----------------------------------|--|
| 1. Information Security | 6. Data Management and Governance |
| 2. Student Success and Completion | 7. Higher Education Affordability |
| 3. Data-Informed Decision Making | 8. Sustainable Staffing |
| 4. Strategic Leadership | 9. Next-Gen Enterprise IT |
| 5. Sustainable Funding | 10. Digital Transformation of Learning |

SCC's Top 5 IT Issues:

- | | |
|----------------------------------|---------------------------------------|
| 1. Information Security | 4. Next-Gen Enterprise IT |
| 2. Data-Informed Decision Making | 5. Digital Transformation of Learning |
| 3. Sustainable Funding | |

The digital transformation of learning is directly related to distance education (online learning is the most common modality), which nationally increased steadily for six years, and is flat as of last year. At SCC, the number of distance education credit hours and the student headcount (except Academic Year (AY) 2013-2014) has increased, despite declining institutional enrollment.

Distance Education Nationally:

Nationally, 53% of online students are age 18-25, 44% are age 26 or above, 60% are female, 40% are male, and 6% are active duty military. A little over half (55%) of online courses are taught by full-time faculty.

Distance Education at SCC:

Online students at SCC differ somewhat from online students nationally. For instance, almost two-thirds (68%) of online students are age 18-24, 64% are female, 75% are in-district, and 65% are pursuing an Associate of Arts degree. Also, more online courses are taught by full-time faculty at SCC (61%) as compared to national numbers.

Technological Trends Executive Summary

Distance Education at SCC Cont.:

Efforts to increase distance education enrollment can be seen in Missouri and in different SCC divisions. In Missouri, higher education institutions have and continue to increase online course and program offerings. The same can be said for SCC, but at a bit of a slower pace. Efforts to increase the number of degrees and certificates offered at SCC ramped up starting in AY2014-2015, and SCC is on track to offer 100% online degrees.

SCC is in the process of launching an online campus, which will initially offer two degrees and five certificates 100% online. Ten additional degrees and 11 certificates will be available with at least half of required courses offered online.

To accomplish the goal of an online campus, divisions at SCC are making changes. For example, the Division of Arts, Humanities, and Social Sciences has increased their online course offerings. The Division of Math, Science, Business, Computer Science, and Physical Education is offering e-books and electronic course materials, which are less expensive. The Division of Nursing and Allied Health is exploring digital course tools and assessment techniques.

Technological Trends Introduction

Two major components of technology, which influence higher education, are Information Technology (IT) and Distance Learning. Both are important in student enrollment and success.

Ways technology improves learning (U.S. Department of Education Office of Educational Technology, 2017) are:

- Enables students to access learning opportunities apart from the traditional barriers of time and place.
- Lets students access learning opportunities outside of formal higher education institutions.
- Allows students to access high-quality learning resources, regardless of an institution's geographical location or funding.
- Enables enhanced learning experiences through blended learning models.
- Supports students in their learning based on individual academic and non-academic needs through personalization.
- Can ensure that students with disabilities participate in and benefit from educational programs and activities.

<https://tech.ed.gov/files/2017/01/Higher-Ed-NETP.pdf>

IT serves as a resource and provides support to many stakeholders in higher education. In order to serve stakeholders effectively, IT departments must know their priorities. Nationally, 10 critical IT issues were identified, five of which are also top issues for St. Charles Community College. All of those issues are discussed in this section. The IT issue most related to the academic side of the house in higher education, is the digital transformation of learning.

In line with the IT issue of the digital transformation of learning is Distance Learning. Distance learning, often referred to as online learning, is the use of technology (usually via the Internet) to provide course content. In Missouri and at St. Charles Community College, efforts are being made to increase access to higher education using online, hybrid, and other education modalities. These concepts and distance learning at SCC will also be discussed in this section.



Information Technology Trends: Impact on Higher Education

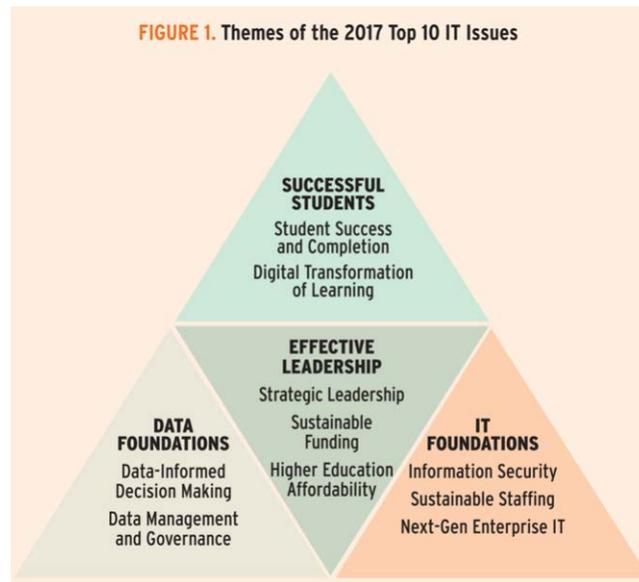
Declining student enrollment has led to a decrease in budgets in many higher education institutions, and St. Charles Community College (SCC) is no exception. Institutions are being asked to do more with less, while keeping student success a priority. Information Technology (IT) is seen as a valuable resource in achieving this priority, and as such, IT departments are tasked with meeting the needs of faculty, students, and staff often with limited resources. In serving so many constituents with varying needs, IT departments have had to prioritize. A national survey of IT departments (including higher education institutions) was conducted and 10 IT trends were identified.

2017 Educause Top 10 IT Issues (National Trends):

1. *Information Security*: Developing a holistic, agile approach to reduce institutional exposure to information security threats
2. *Student Success and Completion*: Effectively applying data and predictive analytics to improve student success and completion
3. *Data-Informed Decision Making*: Ensuring that business intelligence, reporting, and analytics are relevant, convenient, and used by administrators, faculty, and students
4. *Strategic Leadership*: Repositioning or reinforcing the role of IT leadership as a strategic partner with institutional leadership
5. *Sustainable Funding*: Developing IT funding models that sustain core services, support innovation, and facilitate growth
6. *Data Management and Governance*: Improving the management of institutional data through data standards, integration, protection, and governance
7. *Higher Education Affordability*: Prioritizing IT investments and resources in the context of increasing demand and limited resources
8. *Sustainable Staffing*: Ensuring adequate staffing capacity and staff retention as budgets shrink or remain flat and as external competition grows
9. *Next-Gen Enterprise IT*: Developing and implementing enterprise IT applications, architectures, and sourcing strategies to achieve agility, scalability, cost-effectiveness, and effective analytics
10. *Digital Transformation of Learning*: Collaborating with faculty and academic leadership to apply technology to teaching and learning in ways that reflect innovations in pedagogy and the institutional mission

<http://er.educause.edu/articles/2017/1/top-10-it-issues-2017-foundations-for-student-success>

Information Technology Trends: Impact on Higher Education



SCC's Top 5 IT Issues:

Information Security (2017 Theme #1):

- Consumer based handheld technology (i.e. cell phones, tablets, etc.) has been entering the enterprise environment for almost a decade. From a technology management and data security perspective, it's a very challenging trend. These cheap and ultraportable devices have the potential to add great value in an educational setting, but also provide an exponentially more complex manageability and security challenge compared to traditional technology environments.
- Institutions have become increasingly scrutinized by regulatory bodies regarding the stewardship of federally and state protected data (PII) such as student information, health information, human research participants, and financial information/transactions. These ever-increasing Information Security & Regulatory Compliance regulations dictate sophisticated and expensive systems to protect institutional data and impose heavy fines when regulations are violated. Therefore, more responsibility is being placed on IT to protect SCC's data and engagement in enterprise risk management.

Data-Informed Decision Making (2017 Theme #3):

- Data analytics and data driven decision-making have become an increasingly important component in the management of higher education institutions. Information technology systems combined with data analysis tools are beginning to provide unprecedented visibility into most aspects of the academic and business operations. The 2017 Educause Top 10 IT Issues Report put it this way, "Institutions are eager to apply today's tools and algorithms to their data to improve individual, departmental, and institutional outcomes, such as increased efficiencies, streamlined processes, contained costs, and better experiences and outcomes for students. Putting all that data to good use is a challenge, and doing so entails providing the right people with access to the right information in the right forms at the right times. Even that is not sufficient, because those people need help and incentives to act most effectively on the information they receive."

Information Technology Trends: Impact on Higher Education

Sustainable Funding (2017 Theme #5):

- Sustainable IT Funding - Higher education institutions continue to experience significant reductions in public sector funding and many institutions, including SCC, struggle with declining enrollment numbers. This drives the need to operate in a more efficient manner and will continue to require dramatic changes in technology use and management. This new reality will force an institutional approach to technology management and spending wherever possible. Many institutions are renewing focus on the following areas and strategies to ensure a viable technology environment to meet institutional needs:
 1. Sources of funding
 - a. This includes reviewing tuition and/or technology fees to ensure appropriate levels of funding for student specific technologies.
 - b. Greater focus on securing grants or other sponsored funding options to augment state appropriations, tuition, or technology fee based revenue sources.
 - c. Partnering with local businesses to provide technology based programs that provide workforce development opportunities.
 - d. Exploring revenue generation models to provide additional revenue streams. This could include things like depot repair, tech store, or providing computer repair service to the community. An additional area for consideration could include exploring changing to a chargeback model for campus constituents to provide visibility and clarity of technology usage and support.
 2. Centralization of technology management to provide economy of scale and limit span of control.
 - a. Standardization of technology offerings to reduce complexity, eliminate duplication of capabilities, and improve support across the institution
 - b. Providing a structured delivery model (support & technology lifecycle management)
 - i. Service catalog
 - ii. Service level agreements
 - iii. Tiered pricing for types and hours of service
 - iv. Published lifecycle processes

Next-Gen Enterprise IT (2017 Theme #9):

- Cloud based and virtual technologies will continue to make inroads in the educational enterprise and will offer significant cost savings that are worth pursuing. As an institution, SCC has embraced this trend, but has not taken an enterprise approach. Taking an enterprise approach is crucial to protecting valuable institutional data, ensuring adequate security, and eliminating redundancy in functionality.

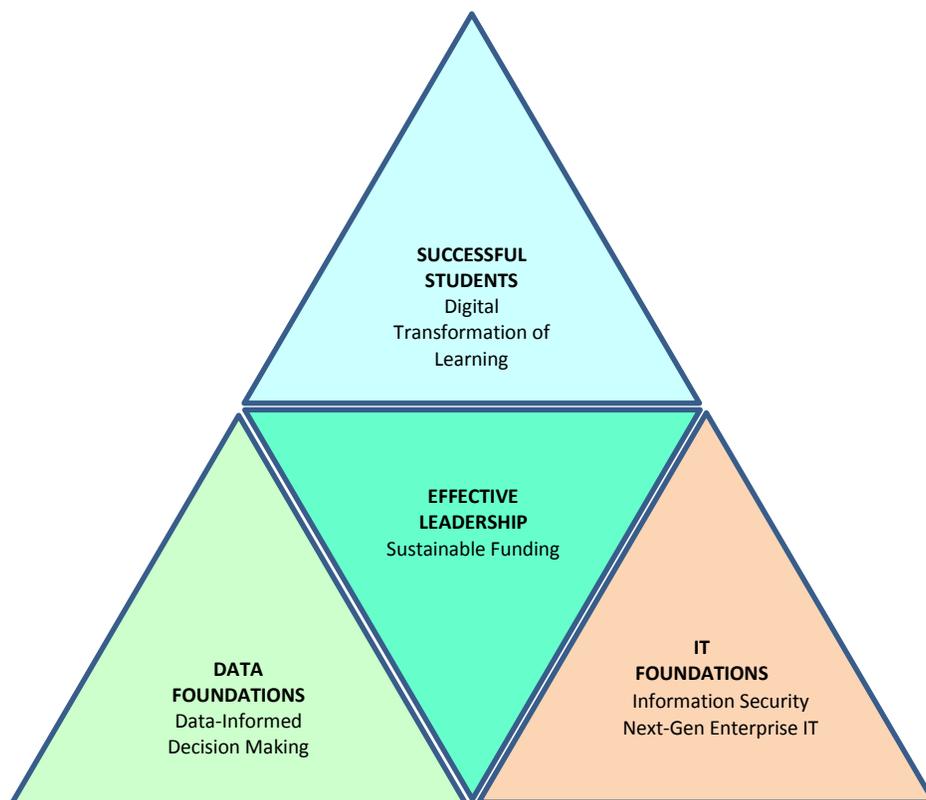
Digital Transformation of Learning (2017 Theme #10):

- Technology Enhanced Active Learning (TEAL) or Blended Learning, as it's sometimes called, is a teaching format that merges lectures, simulations, and hands-on desktop experiments to create a rich collaborative learning experience. In this method, knowledge dissemination is largely delivered via online technologies and face-to-face classroom time is focused on problem-based learning, group work, and active learning exercises. Quizzing and testing are conducted via electronic assessment systems and feedback is delivered in a more real-time format. This learning trend has solid learning outcome improvement research behind it and is growing in popularity.

Information Technology Trends: Impact on Higher Education

- The increased use of mobile devices in learning warrants the need for a stable and reliable wireless connection. As such, SCC needs to ensure that students, faculty, and staff, have adequate access to the wireless network.
- Other technological enhancements include the potential use of social media as an added mechanism for effective interaction and instruction. Possible uses for social media in the learning environment include sharing real-time course updates, providing class resources, providing access to supplemental class materials, communicating across disciplines, etc.
- Interactive communications technology such as video conferencing continues to make rapid advancements in capabilities and cost effectiveness. This provides significant opportunity for efficient interaction and education of students in diverse geographic locations.

SCC's Themes



Distance Education: Nationally vs. St. Charles Community College

An essential way for higher education institutions to influence student success is to offer different program and education modalities. Distance education via online learning is ever increasing as an important modality.

Who Is learning online?

The “typical online student” was once described as an adult learner or nontraditional student (i.e., 25+ years of age) who juggled employment, family, and college. These students continue to enroll, but as online education evolves, the market expands, and as research demonstrates that online education is “equivalent to or superior to” traditional face-to-face courses, younger students are increasingly drawn to the online environment (BestColleges.com; 2016 Online Education Trends). According to the Online College Students 2016 Research Report by Learning House, demographics for online students have shifted, with the average age of online students decreasing. The percentage of students 18-24 years of age, enrolled in online courses, has doubled since 2012. St. Charles Community College (SCC) has experienced similar trends.

National Demographics*	SCC AY2016-2017 Online Students
53% of online students are age 18-25	68% of online students are age 18 – 24
44% of online students are age 26 +	31% of online students are age 25+
60% of online students are female	64% of online students are female
40% of online students are male	35% of online students are male
6% of online students are active duty military	

* Source: ITC Annual National eLearning Report 2016 Survey Results

Where Are Online Students Located?

According to the Online College Students 2016 Research Report by Learning House, location is an important factor in selecting an institution. More than half of online learners (community college and university) select an institution within 50 miles of their home.

Location of SCC AY2016-2017 Online Students

- 75% of online students reside within the district
- 22% of online students reside out of district
- 2% of online students reside out of state (International Students primarily)

What Do SCC’s Online Students Major In?

Degree	% of Online Students AY 2016-2017
Associate of Arts	65%
Associate of Applied Science	8%
Associate of Arts Teaching	4%
Associate of Fine Arts*	0.2%
Associate of Science	5%
Certificates	1.6%
Selected Courses**	15%

*New as of fall 2015.

**Selected courses = Students just taking classes.

Distance Education: Nationally vs. St. Charles Community College

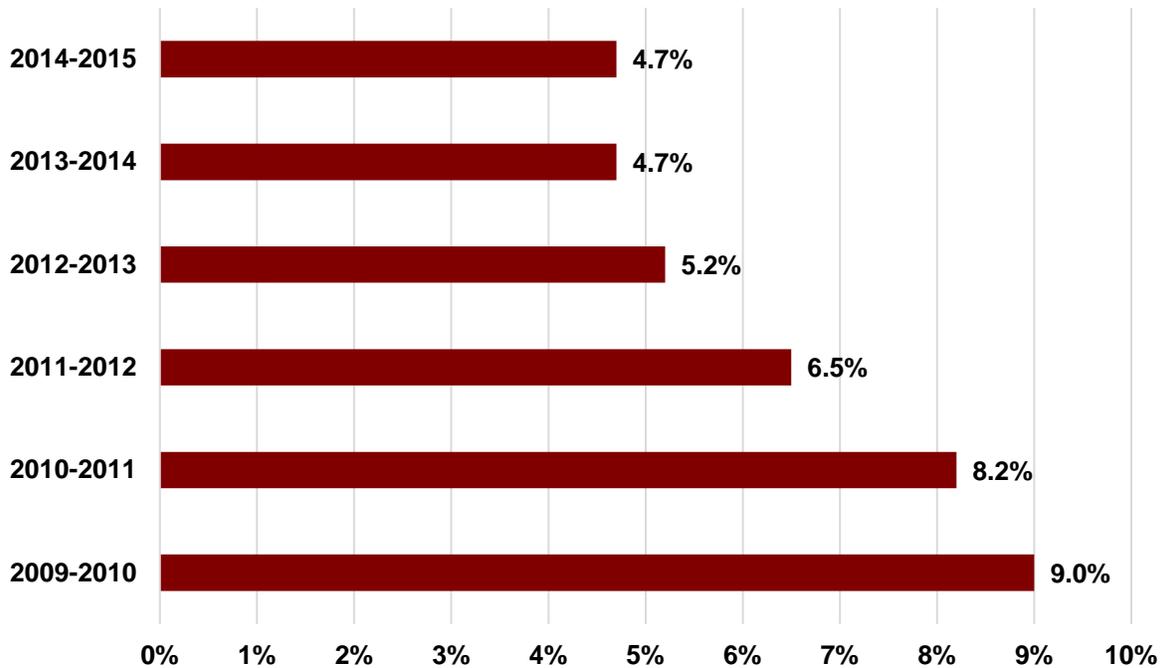
Who Is Teaching Online?

According to the 2016 ITC survey, 55% of online classes are taught by full-time faculty; at SCC 61% of online classes are taught by full-time faculty.

What does Online Enrollment look like?

Over the last 12 years, online enrollment at community colleges has increased in spite of the decline in face-to-face enrollment. Enrollment growth during the early part of the decade was high and has slowed to current levels of growth in 2016 of less than 1% (ITC Annual National eLearning Report 2016 Survey Results).

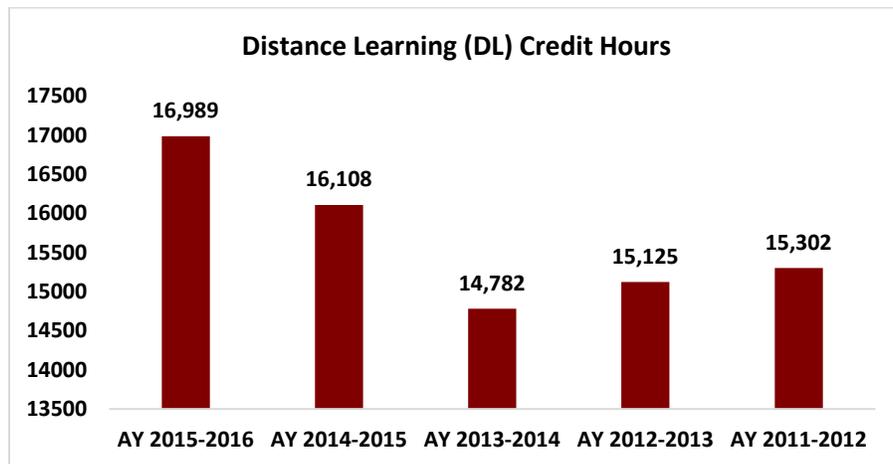
Increase in Distance Education Enrollment



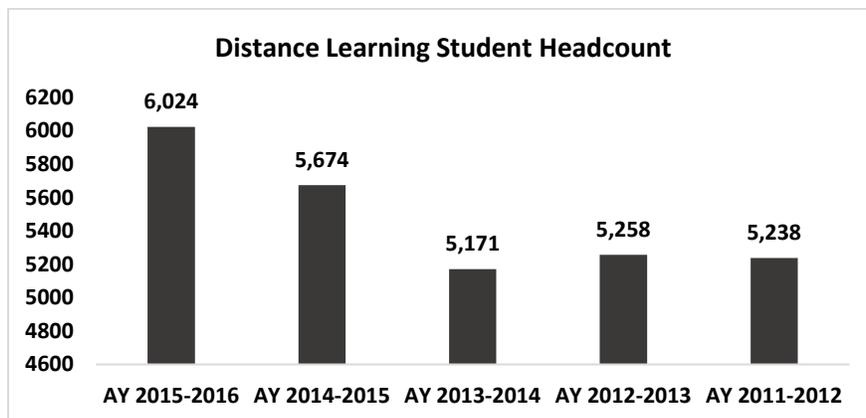
Distance Education: Nationally vs. SCC

SCC Online Enrollment

The graphs below show online credit-hour enrollment and headcount for Academic Years 2011-2016 at SCC. Credit-hour enrollments have grown from 15,302 in 2011 to 16,989 in 2016, which is an 11% increase over 5 years. Headcount has increased from 5,238 in 2011 to 6,024 in 2016, which is a 15% increase over 5 years.



	AY 2015-2016	AY 2014-2015	AY 2013-2014	AY 2012-2013	AY 2011-2012
DL % All Credit Hours	11.8%	10.9%	9.7%	9.5%	8.9%



	AY 2015-2016	AY 2014-2015	AY 2013-2014	AY 2012-2013	AY 2011-2012
DL % Overall Headcount	12.6%	11.3%	10.1%	9.6%	8.9%

Distance Education: Nationally vs. St. Charles Community College

How Do Success Rates Compare for Online vs. Face-to-Face Classes?

Success rates at SCC have steadily increased from the 60% range to the low 70% range starting in 2014. The improvement in success has been influenced by the adoption of Canvas as SCC's learning management system, required training for online instructors, and stopping the practice of combining online course sections.

Modality	15/FA	15/SP	16/FA	16/SP
Online	72%	72%	72%	76%
Face-to-Face	73%	75%	74%	75%

Note: Success = Grade of A, B, C & P

Distance Education: Program Changes and Education Modalities

Program Changes at St. Charles Community College

St. Charles Community College's (SCC's) programmatic curriculum has undergone substantial change over the last three years. As can be seen in the table below in the last three academic years combined, SCC's curriculum committee approved more new degree and certificate options than in the previous 12 years combined.

Curriculum Committee Actions	AY02-AY14	AY14-15	AY15-16	AY16-17	AY14-17 Total
Dropped Degree/Certificate Options	9	0	0	4	4
New Degree/Certificate Options	29	20	8	7	35
AY: SU, FA, SP					

The needs of present and future students were the motivating force behind these additions to the program mix. To help facilitate student transfer, SCC added several Associate of Science and Associate of Fine Arts degrees. To meet student and employer demand for short-term stackable credentials, SCC added several certificates of achievement and certificates of specialization. In addition, to meet student and employer demand, SCC added degrees and certificates in new high-growth areas in health care and technology. Based on available job growth estimates for the region and Missouri, allied healthcare and computer science related positions will continue to dominate the job market. With the acquisition of the One Academy Place facilities and its evolving program mix, SCC should be well positioned to meet the near term needs of students and employers. The largest challenge is that these programs are costly to provide. To meet that challenge, SCC will need to seek out new partnerships and sources of funding.

Program Changes and Education Modalities

Online Education/Distance Learning

The hottest trend in recent years both nationally and in Missouri in terms of education modalities has been an increase in online courses and programs. These are very popular with both traditional and non-traditional age students due to the convenience and flexibility they offer. The initial competition between public educational providers was in terms of the variety of courses offered without much emphasis on student success rates or the ability to complete an entire program online. More recently, the focus changed to instructor/course quality to address poor student success relative to that in comparable face-to-face courses. The focus has also changed to making entire programs available online so that students may complete degrees and certificates without having to come to campus at all for classes.

For various reasons online learning at SCC has lagged behind national and state trends. However, SCC is currently in the process of launching an online campus that will initially offer two degrees and five certificates 100% online. One of the degrees is the Associate of Arts in General Education statewide transfer degree. In addition, 10 degrees and 11 certificates will be available with at least half of the required courses offered online. SCC anticipates that other degrees and certificates will

Distance Education: Program Changes and Education Modalities

soon follow. A General option under the Business Administration Associate of Applied Science is currently awaiting state approval. Besides meeting other student needs, the additional option will make that degree available online. SCC is also continuing to build and enhance instructor training and course quality. None-the-less, these efforts will only help SCC get to where some other Missouri community colleges already are.

Hybrid Learning

Another trend in education modalities is the increase in hybrid (also called blended) courses. These courses combine face-to-face and online instruction. Although the proportions may vary even within a college, the most prevalent mode is to meet for half the standard class time face-to-face and provide online learning for the other half of the course. These courses tend to have better retention and student success rates than their fully online counterparts do and in some cases even fully face-to-face classes. At SCC, however, hybrid courses have not been popular with either students or instructors. Frequently SCC cancels hybrid course offerings due to low enrollment. One exception is COL-299 Sophomore Portfolio Assessment, which, due to its unique design, is not a true hybrid.

Accelerated Courses and Programs

A more popular trend in education modalities is accelerating courses and programs by offering them in a condensed format. These courses may be online, face-to-face, or hybrid. The courses may be standalone or part of an integrated program designed to allow a student to complete a degree or certificate in less than the standard timeframe. SCC has offered standalone courses in varying timeframes with mixed success. The majority of the courses offered in a shorter timeframe are career/technical, however, they are not part of a structured accelerated degree program. The Business Administration program is exploring offering an accelerated AAS that would combine face-to-face, online, and potentially hybrid courses.

Competency-Based Education

Another educational modality, which is gaining traction in higher education, is competency-based education. Like the other approaches, institutions implement competency-based education at both the course and program levels. For decades competency-based education at the course level has been in use. In its most common form, students construct portfolios that demonstrate how their life experiences have led them to develop mastery of course objectives. After conversion to the traditional credit hour, the demonstration of mastery is transcribed. There is a large standardized guide for converting military experience/training. Departments at SCC have traditionally preferred credit by exam over other means of demonstrating mastery of course objectives. SCC and other Missouri colleges have begun to reexamine the competency-based approach, and discussions are being had in order to determine how to standardize this educational method. Constructing entire programs based upon competency-based education is a relatively newer approach, which has not been widely embraced for a number of reasons.

Regardless of the educational modality chosen, the key to successful implementation is integration into a coherent program structure with all the traditional student support services.

Distance Education: Impact on SCC Divisions

According to the Information Technology Council (ITC) 2016 Survey Results, online learning is beneficial to students and education because it has:

- Greatly improved student access to higher education
- Provided a link between learning and technology
- Provided a 21st Century modality of learning
- Offered student online courses that are equal to traditional face-to-face instruction
- Prompted educators to explore new methods for teaching, learning, and communicating
- Furthered the evolution and use of mobile devices as a supported learning platform

In addition to these benefits, online education is facing these seven core challenges:

- Lack of student readiness
- Faculty training and professional development
- Quality course design
- Online course assessment
- Completion rates of online courses
- Compliance with federal regulations
- Increasing competition

These benefits and challenges are evident within the distance learning offerings in the different divisions within SCC.

The Division of Arts, Humanities, & Social Sciences

Departments in Arts, Humanities, and Social Sciences have increased the range of courses offered online as well as the numbers of sections available to students. Both the increase in numbers of courses and the addition of new courses are made possible by the versatility of Canvas, SCC's Learning Management System (LMS), and additional materials that have become available in a digital format. Professional development, which has been made available to instructors, has also enabled this trend.

- Where it was previously not possible to take all of the communication requirements online, courses such as Speech 101, have been converted into an online format (beginning with a pilot in Summer 2017). Additional sections are anticipated in the fall term.
- Multiple history, political science, sociology, psychology, and geography courses are offered online with new courses being converted to an online format each semester.
- Art and Music Appreciation courses are also offered online.

Distance Education: Impact on SCC Divisions

The Division of Math, Science, Business, Computer Science, & Physical Education

Within this division, faculty are increasing online and hybrid courses; piloting new textbook modalities; expanding their use of technology to assist students, such as through virtual office hours; making online courses more Americans with Disabilities Act (ADA) compliant; and altering what's being included in the curriculum for the education technology program.

- Programs in the division have experienced increased demand for distance learning and hybrid offerings. This has enabled SCC to expand its reach. Some departments have increased online offerings by 30% in the last year. Departments continue to explore new ways to deliver content to students and develop new online offerings to meet demand.
- Trends that the Division is observing at other schools that may affect SCC is textbook adoptions that allow e-books and course materials to be automatically available in Canvas, SCC's Learning Management System (LMS), for use on the first day. Pricing and billing for such arrangements vary by institution. SCC will be working with Pearson in order to pilot test an e-book and course materials in Canvas for BTC 103: Microcomputer Applications in Fall 2017.
- Instructors are increasing their use of Android and iOS (formerly iPhone OS) applications to enhance distance learning. These applications along with virtual office hours have allowed instructors to better connect with students in the online environment.
- Instructors are spending a significant amount of time developing and altering online courses to ensure resources and materials are ADA compliant, furthermore making sure that a variety of different types of assessment are included in the online course.
- SCC's Education program is centering most on the approach that K-12 districts are taking in relation to teacher development and preparation. Most districts in the area are having their teachers understand the SAMR model (substitution, augmentation, modification, and redefinition) and how to move from basic infusion of technology in the classroom to redefining how students learn through the use of technology. SCC's partner districts have recently provided professional development (PD) to their faculty in the areas of Google Level I certification, gamification, blended learning, flipped PD, digital scavenger hunts, growing your PLN (i.e. Using social media/online resources effectively), breakout edu, tools for digital collaboration, tools for digital communication (students/parents), and digital citizenship (ethics & practical application). K-12 districts are expecting their teachers, and ultimately the future teachers SCC is preparing, to not only be familiar with concepts such as these but also to regularly infuse these tools and methods into their daily teaching practices. As such, the education technology program is modifying its programs to prepare them.

Distance Education: Impact on SCC Divisions

The Division of Nursing & Allied Health

Occupational Therapy Assistant (OTA):

In the OTA program, as in many health care fields, clinical sites are limited, faculty demands are high, new graduates need extensive mentoring due to specializations, and there seems to be a disconnect between education/theory and application/practice. Some alternative teaching/learning models being considered are interdisciplinary simulation, faculty-led/directed experiential learning activities in the community, a competency-based curriculum, potential residency for masters or doctoral prepared OT's, and the use of technology for self/peer/patient analysis, performance, and reflection.

Health Information Management (HIM):

In the field of HIM, technology related trends include a greater focus on Information Technology and Health Informatics. These two areas require a greater classroom focus on electronic health record security and data analysis. The HIM department at SCC is looking for the most current software/programs used to track, record, access, and identify/prevent security breaches. They are also working on data mining, big data, and data analysis.

NURSING:

In Nursing, SCC faculty are making changes to the curriculum, as well as the tools used in instruction.

SCC nursing faculty are increasing their use of technology in order to actively engage students in classroom activities, such as prerecorded lectures, videos, and virtual simulations. They are also utilizing technology to make "standard" patients have a variety of clinical issues. And finally, they are making more assessment techniques digital. For example, all program assessments should be completed on the computer, skills check-off should be completed in a simulated environment, predictive assessments should be completed on the computer, and eventually having a summative clinical/skills assessment that would be measured by a high fidelity mannequin.

STEEP Analysis: Economic and Workforce Trends (E)

- a. Economic and Workforce Trends Executive Summary
- b. Economic and Workforce Trends Introduction
- c. Economic Indicators
- d. Industry Outlook
- e. Occupational Outlook
- f. Employer Outlook

Economic and Workforce Trends Executive Summary

Economic indicators and workforce trends have an essential impact on college enrollment. When the economy suffers, college enrollment often increases. On the other hand, as the economy recovers (as has been the case recently) college enrollment declines, leading to more individuals entering directly into the workforce. With that being said, as individuals enter the workforce, they may need to return to school to receive certifications or degrees to enhance their skill set. The goal of this section is to provide an overview of the Missouri and St. Charles County economic situation and various workforce trends such as industry, occupation, and employer outlooks.

Economic Indicators: St. Charles County has a higher median family income (\$86,886) than the state of Missouri (\$62,989). However, the annual average wages in St Charles County are slightly lower than those of Missouri. Missouri had the 7th lowest cost of living in the U.S. for the first quarter of 2017. In 2016, Missouri's gross state product increased by 1.1% from the prior year, with Manufacturing representing the largest share among private sectors at 12.8%. Missouri and St. Louis had unemployment rates of 4.6% in 2016, while St. Charles County had a lower rate of 3.5%.

Industry Outlook: The industry with the highest number of job postings in Missouri is Hospitals. The industries expected to experience the most growth are Construction of Buildings (9.06%), Social Assistance (7.40%), and Professional, Scientific, and Technical Services (5.99%). Missouri's target industry sectors are Automotive Suppliers, Advanced Manufacturing, BioSciences, Energy Solutions, Financial and Professional Services, Health Sciences, Information Technology, and Transportation and Logistics. St. Charles County target industry sectors are Advanced Manufacturing, Logistics, Healthcare, Financial Services, and Information Technology.

Occupational Outlook: The top 10 occupations in Missouri are Registered Nurse, General & Operations Managers, Accountants and Auditors, Managers (All Others), Computer Systems Analysts, Software Developers (Applications), Physical Therapists, Medical and Health Services Managers, Computer and Information Systems Managers, and Nurse Practitioners. The fastest growing occupation in Missouri is Statistician.

Employment Outlook: As of April 2017, the total new number of job postings totaled 994,541 for the state. Over three-fourths of the job postings were for permanent full-time positions, and St. Louis included the most postings of all the Missouri Metropolitan areas. The top three employers with the most postings in the state are Dollar General, Lowe's Companies Inc., and SSM Health Care.

Economic and Workforce Trends Introduction

Economic Indicators:

Economic indicators can provide some insight into college enrollment and workforce numbers. As the economy improves, more individuals return to the workforce and less enroll in college. With improving economies, two-year colleges experience the majority of the decline. In the state of Missouri (and in St. Louis and St. Charles County), the economy is doing quite well. As such, St. Charles County is experiencing a decline in college enrollments and increased returns to the workforce.

Workforce Trends:

Although more individuals may enter the workforce without initially enrolling in college, many leading industries and occupations require some form of postsecondary education. In addition, the individuals that enter the workforce initially, may need to return to an institution of higher learning in order to gain a credential to improve current or learn new skills. Therefore, it is important to review workforce trends in the area. According to the Missouri Economic Research and Information Center (MERIC), the St. Louis and Kansas City regions combine to make up 60% of the employment of the state. The Industry, Occupation, and Employer outlook sections that follow explore some local workforce trends in detail.

MERIC's 2016 Economic Report sums up Missouri's economic situation and workforce trends with the following fact list:

"Show Me" the Facts:

- Missouri's GDP totaled, an inflation-adjusted, \$261.5 billion in 2015 – a 1.3% increase over the previous year's \$258.2 billion.
- Between December 2014 and December 2015, 50,000 jobs were added to Missouri payrolls – the largest year-over-year increase in ten years.
- Missouri's personal income grew 2% in 2015 and has averaged an increase of 1.8% from 2010 through 2015.
- The state's unemployment rate is the lowest it has been in 11 years.
- Missouri is among the most affordable states to live in.
- The state has a higher labor force participation rate than the nation.
- The Food and Lodgings sector and the Health Care and Social Assistance sector, each added about 9,000 workers between 2014 and 2015. Professional and Technical Services added nearly 8,000 workers. The Information sectors lost around 2,500 workers while Arts & Entertainment lost 1,600 workers.
- Across the state, there is high demand for Health Care and Business/Sales positions. In the St. Louis and Kansas City regions the largest demand is for Science and Technology positions.

Economic Indicators

Economic Indicators

The Missouri Economic Research and Information Center (MERIC) regularly updates several basic economic indicators of Missouri's economy on their website. Indicators include items such as county average wages, median household income, cost of living, and Missouri Gross Domestic Product. Unemployment rates for Missouri, St. Louis, and St. Charles County were also compiled for this section. Unemployment rate tables and graphs indicate the change seen in rates from pre-to-post Great Recession.

Per the National Bureau of Economic Research, the Great Recession lasted from December 2007 to June 2009. However, Forbes Magazine indicated the financial impact lasted years longer. MERIC indicates that the Missouri economy seemed to, "navigate the early part of the recession with few disruptions. In 2009, the state's economy lost \$4.8 billion and another \$3.2 billion in 2011. The state rebounded in economic activity between 2012 and 2015—producing nearly \$10.0 billion in economic activity. In 2015, the Missouri economy grew \$3.3 billion, or 1.3 percent."

In 2010 the unemployment rate in Missouri peaked at almost 10%, however, as Missouri's economy has recovered, unemployment has fallen. "The strengths of the Missouri economy lies in its diverse regions: from the agricultural belt in the North to the hospital-education-government complex in the Central Region to its tourism sector in the Ozarks, to the cosmopolitan and economic centers of St. Louis and Kansas City. Thanks to its economic diversity, Missouri is well positioned to continue its recent economic growth."

Wage & Income Statistics:

2016 Total Wages for All Industries, Private Ownership

County/State	Avg Annual Wages	Avg Hourly Wage
St. Charles County	\$43,520	\$20.92
Missouri	\$46,564	\$22.39

2016 Total Wages for All Industries, Public and Private

County/State	Avg Annual Wages	Avg Hourly Wage
St. Charles County	\$43,446	\$20.89
Missouri	\$46,125	\$22.18

2015 Median Household Income

County/State	Median Income
St. Charles County	\$86,886
Missouri	\$62,989

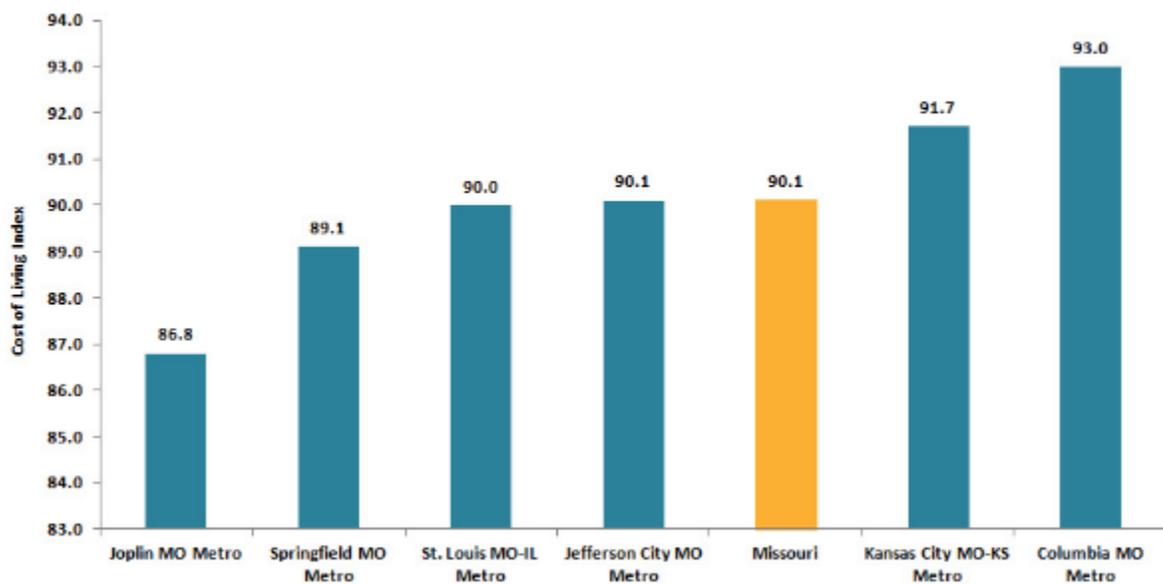
Economic Indicators: Cost of Living for Missouri

MERIC indicates that Missouri had the 7th lowest cost of living in the United States for the first quarter of 2017. “MERIC derives the cost of living index for each state by averaging the indices of participating cities and metropolitan areas in that state. Missouri’s cost of living index for the first quarter of 2017 was 90.1.”

“All of the participating Missouri cities had a composite index below the national average for the first quarter of 2017. The city with the lowest cost of living index for the first quarter was Joplin, with an index of 86.8. The city with the highest cost of living was Columbia, with an index of 93.0.”

Cost of Living Indices for Participating Missouri Cities First Quarter 2017							
Metro	Index	Grocery	Housing	Utilities	Transport	Health	Misc.
Joplin MO Metro	86.8	91.2	66.9	123.7	100.7	90.7	85.9
Springfield MO Metro	89.1	101.9	68.8	100.1	85.5	98.9	96.7
St. Louis MO-IL Metro	90.0	102.3	71.3	113.3	94.8	96.0	91.3
Jefferson City MO Metro	90.1	97.8	74.2	99.4	94.6	99.2	94.8
Missouri	90.1	99.2	73.9	102.1	94.3	97.3	94.0
Kansas City MO-KS Metro	91.7	101.9	80.0	82.4	95.7	100.0	97.5
Columbia MO Metro	93.0	99.8	82.4	93.6	94.3	99.1	97.6
US Average	100.0						

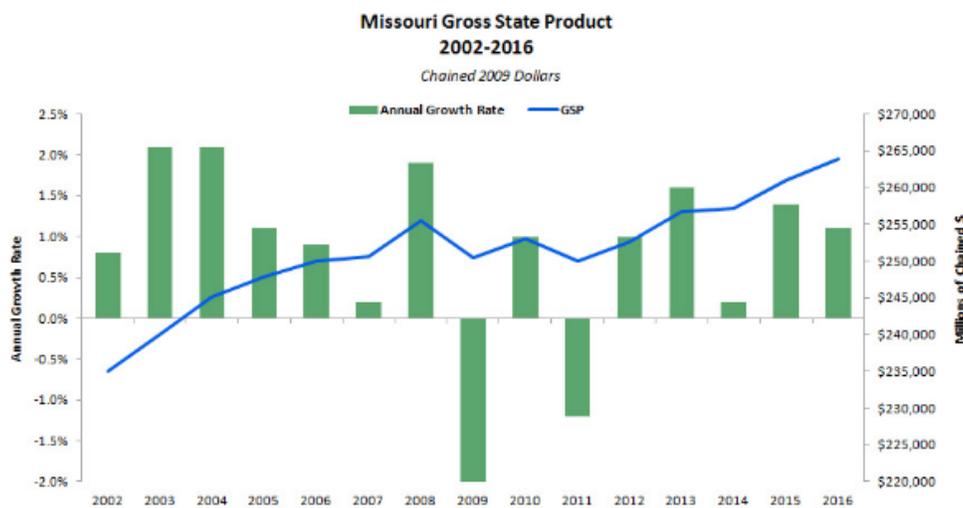
Cost of Living for Selected Missouri Cities
First Quarter 2017



Economic Indicators: Gross Domestic Product for Missouri

MERIC defines Gross Domestic Product (GDP) as being the broadest measure of economic activity, “This measure tracks the market values of goods and services produced within a nation or state for a particular period of time.” Between 2012 and 2015, Missouri industries produced a total \$9.9 billion in goods and services, growing at 1.3% per year.

Gross Domestic Product by State (GSP) measures, “the value added from industries in a state.” Missouri ranked nationally in GSP at \$263.9 billion in inflation-adjusted dollars (a 1.1% percent increase from 2015-2016). Nationally, inflation-adjusted GDP increased 1.5% over the same period.



Note: A negative growth in GDP (especially over two consecutive quarters) is one indicator used to identify a recession.

MISSOURI Gross State Product				
Year	Current (in millions \$)	Chained (in millions \$)	Percent Change Current \$	Percent Change Chained \$
2002	\$197,222	\$235,058	2.6%	0.8%
2003	\$205,164	\$240,041	4.0%	2.1%
2004	\$215,606	\$245,100	5.1%	2.1%
2005	\$224,091	\$247,860	3.9%	1.1%
2006	\$232,795	\$250,021	3.9%	0.9%
2007	\$240,613	\$250,581	3.4%	0.2%
2008	\$250,088	\$255,426	3.9%	1.9%
2009	\$250,436	\$250,436	0.1%	-2.0%
2010	\$255,865	\$253,059	2.2%	1.0%
2011	\$257,225	\$250,034	0.5%	-1.2%
2012	\$266,245	\$252,620	3.5%	1.0%
2013	\$275,911	\$256,738	3.6%	1.6%
2014	\$282,034	\$257,237	2.2%	0.2%
2015	\$292,718	\$260,933	3.8%	1.4%
2016	\$300,891	\$263,933	2.8%	1.1%

Note: chained refers to real or inflation-adjusted values

Economic indicators: Gross Domestic Product for Missouri

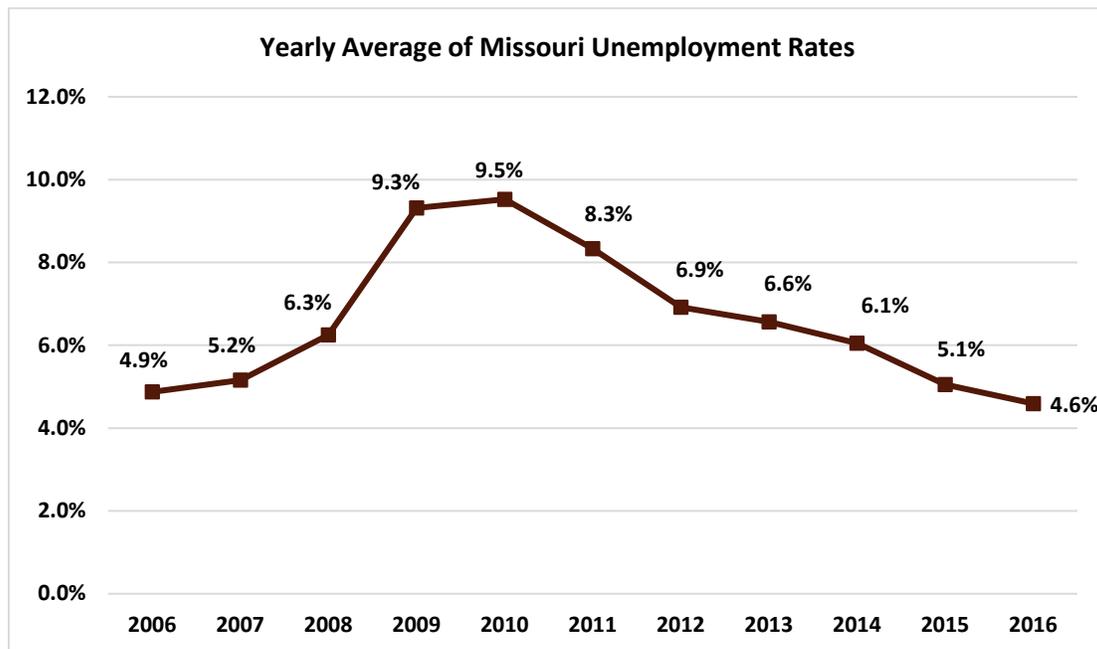
According to MERIC, “Missouri’s private sector grew 1.5 percent and contributed over \$233.3 billion to Missouri’s GSP in 2016. Government declined by 0.6 percent and contributed nearly \$30.7 billion. Among private sector industries, Manufacturing represents the largest share of GSP in the State at 12.8 percent. Real Estate (11.8 percent) and Health Care and Social Assistance (8.7 percent) are other top contributing industries to the Missouri GSP.”

Missouri Gross State Product, 2016 (in millions of 2009 chained \$)		
Industry	GSP	Share of Total GSP
All industry total	\$ 263,933	100%
Private industries	\$ 233,313	88.4%
Agriculture, forestry, fishing, and hunting	\$ 3,443	1.3%
Mining	\$ 684	0.3%
Utilities	\$ 5,378	2.0%
Construction	\$ 9,056	3.4%
Manufacturing	\$ 33,743	12.8%
Durable goods manufacturing	\$ 17,874	6.8%
Nondurable goods manufacturing	\$ 16,059	6.1%
Wholesale trade	\$ 17,923	6.8%
Transportation and warehousing	\$ 8,716	3.3%
Information	\$ 11,388	4.3%
Finance and Insurance	\$ 17,121	6.5%
Real estate, rental, and leasing	\$ 31,175	11.8%
Professional, scientific, and technical services	\$ 17,793	6.7%
Management of companies and enterprises	\$ 9,070	3.4%
Administrative and waste management services	\$ 8,425	3.2%
Educational Services	\$ 2,788	1.1%
Health care and social assistance	\$ 22,950	8.7%
Arts, entertainment, and recreation	\$ 3,554	1.3%
Accommodation and food services	\$ 6,905	2.6%
Other services, except government	\$ 6,043	2.3%
Government	\$ 30,684	11.6%

“Nationally, Real GDP growth slowed to 1.5 percent after increasing 2.6 percent in 2015. Real GDP grew in 43 states and the District of Columbia. Real GDP by state growth ranged from 3.7 percent in Washington to -6.5 percent in North Dakota. Information Services, Professional, Scientific, & Technical Services, and Health Care and Social Assistance were the leading contributors to growth in 2016. A decline in Mining subtracted from growth nationally.”

Economic Indicators: Unemployment Rates for Missouri

Missouri Unemployment Rates by Calendar Year Month											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
January	4.9%	4.9%	5.4%	8.2%	9.8%	9.1%	7.3%	6.7%	6.5%	5.5%	4.5%
February	4.9%	4.9%	5.5%	8.6%	9.8%	8.9%	7.1%	6.7%	6.5%	5.5%	4.5%
March	4.8%	4.9%	5.5%	8.9%	9.7%	8.8%	7.0%	6.7%	6.5%	5.4%	4.5%
April	4.7%	4.9%	5.7%	9.2%	9.7%	8.6%	7.0%	6.6%	6.4%	5.3%	4.5%
May	4.8%	5.0%	5.8%	9.3%	9.6%	8.5%	6.9%	6.6%	6.2%	5.2%	4.6%
June	4.8%	5.1%	6.0%	9.5%	9.5%	8.4%	6.9%	6.6%	6.1%	5.1%	4.7%
July	4.9%	5.2%	6.2%	9.6%	9.4%	8.3%	6.8%	6.6%	5.9%	5.0%	4.8%
August	4.9%	5.3%	6.4%	9.6%	9.4%	8.2%	6.8%	6.5%	5.8%	4.9%	4.8%
September	5.0%	5.4%	6.6%	9.7%	9.4%	8.1%	6.8%	6.5%	5.8%	4.8%	4.7%
October	5.0%	5.4%	6.9%	9.7%	9.4%	7.9%	6.8%	6.4%	5.7%	4.7%	4.6%
November	5.0%	5.5%	7.3%	9.7%	9.4%	7.7%	6.8%	6.4%	5.6%	4.6%	4.5%
December	4.8%	5.4%	7.7%	9.8%	9.2%	7.5%	6.8%	6.5%	5.6%	4.6%	4.4%
Yearly Average	4.9%	5.2%	6.3%	9.3%	9.5%	8.3%	6.9%	6.6%	6.1%	5.1%	4.6%

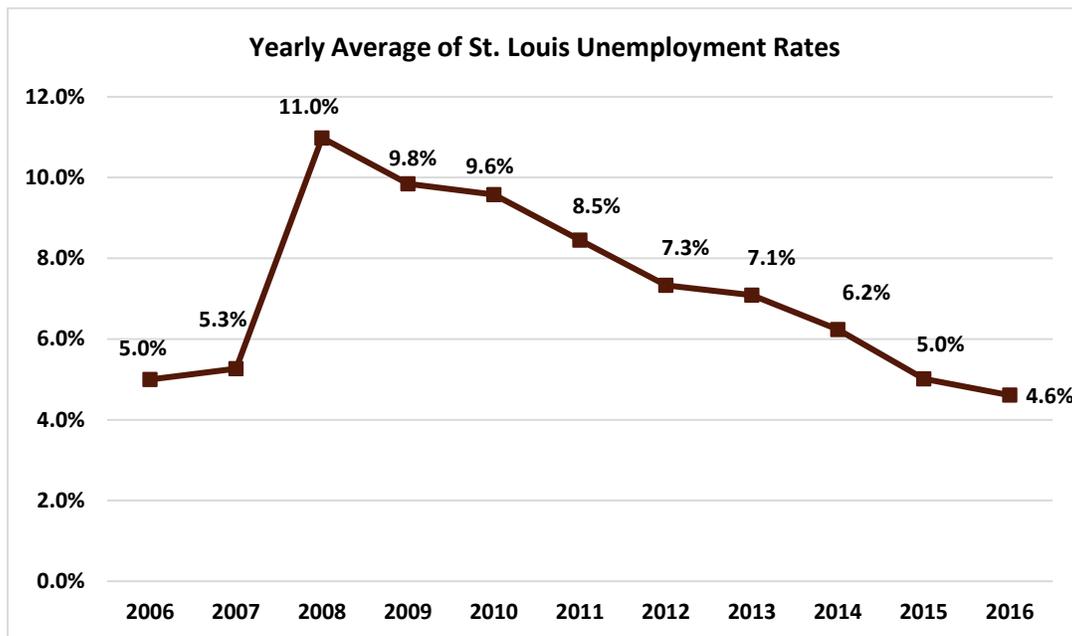


The Great Recession: Per the National Bureau of Economic Research, the Great Recession lasted Dec 2007 – June 2009. However, Forbes Magazine indicated the financial impact lasted years longer.

“Good” Unemployment Rate: The Federal Reserve estimates that the “level that unemployment rate would be expected to converge to in the next 5 to 6 years in the absence of shocks to the economy is in a range between 4.5 and 6 percent” (2015). Moneychimp.com suggests that an unemployment rate of about 4%-6% is considered “healthy.” According to wisegeek.com, “Broadly speaking, a high unemployment rate is more than 10%. Although anything more than 5% might be considered high. For the U.S. a normal unemployment rate is considered 6-7%.”

Economic Indicators: Unemployment Rates for St. Louis

St. Louis, MO Unemployment Rates by Calendar Year Month											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
January	5.0%	5.1%	5.7%	8.7%	9.9%	8.9%	7.6%	7.4%	7.0%	5.4%	4.5%
February	5.1%	5.0%	5.6%	9.2%	10.0%	8.7%	7.6%	7.3%	7.1%	5.3%	4.6%
March	5.1%	4.9%	5.7%	9.3%	10.0%	8.6%	7.5%	7.1%	6.9%	5.4%	4.7%
April	5.0%	4.9%	5.8%	9.4%	9.9%	8.6%	7.4%	7.0%	6.6%	5.4%	4.7%
May	4.9%	5.0%	6.0%	9.7%	9.6%	8.6%	7.3%	7.2%	6.4%	5.3%	4.6%
June	4.9%	5.2%	6.2%	10.0%	9.5%	8.5%	7.3%	7.2%	6.3%	5.1%	4.6%
July	5.0%	5.3%	60.0%	10.1%	9.5%	8.4%	7.4%	7.1%	6.1%	4.9%	4.7%
August	5.1%	5.4%	6.9%	10.2%	9.4%	8.5%	7.3%	7.0%	6.0%	4.7%	4.8%
September	5.0%	5.5%	7.0%	10.3%	9.3%	8.5%	7.1%	7.0%	5.8%	4.7%	4.8%
October	4.9%	5.6%	7.2%	10.4%	9.3%	8.3%	7.1%	6.9%	5.6%	4.7%	4.6%
November	5.0%	5.6%	7.6%	10.4%	9.3%	8.0%	7.1%	6.9%	5.5%	4.7%	4.4%
December	5.0%	5.7%	8.1%	10.4%	9.2%	7.8%	7.3%	6.9%	5.5%	4.6%	4.3%
Yearly Average	5.0%	5.3%	11.0%	9.8%	9.6%	8.5%	7.3%	7.1%	6.2%	5.0%	4.6%

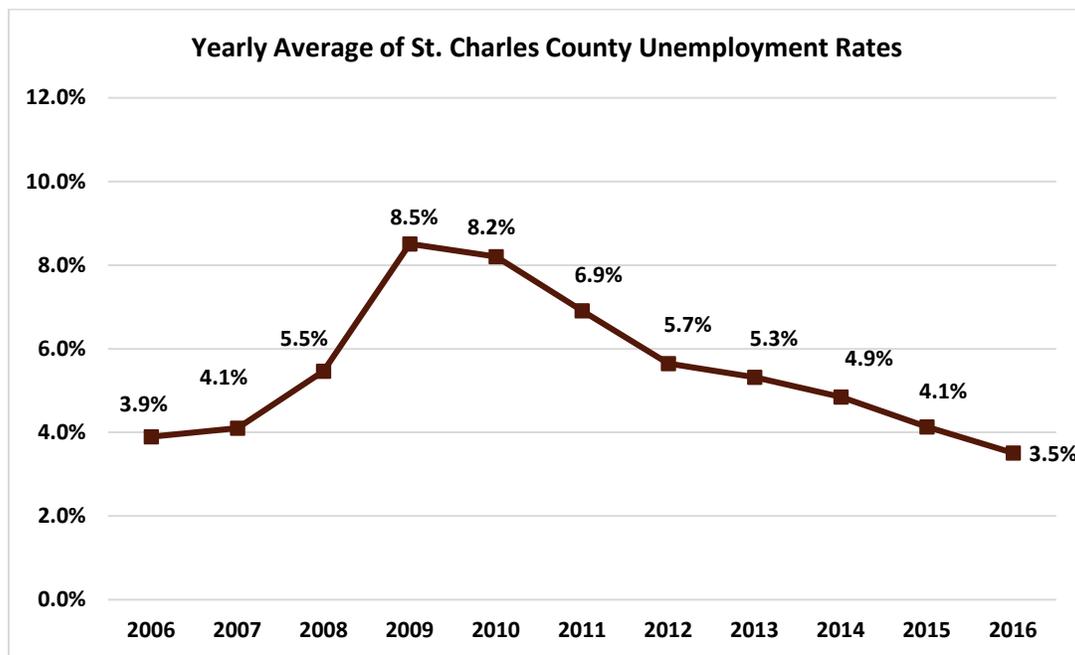


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Economic Indicators: Unemployment Rates for St. Charles County

St. Charles County, MO Unemployment Rates by Calendar Year Month											
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
January	4.2%	4.6%	4.7%	8.3%	8.9%	8.0%	6.1%	6.2%	5.5%	4.7%	3.8%
February	4.5%	4.3%	4.9%	8.5%	9.1%	8.0%	6.5%	5.8%	6.1%	4.9%	3.8%
March	4.2%	4.0%	5.4%	8.5%	8.9%	7.6%	6.3%	5.7%	5.8%	4.9%	3.8%
April	3.7%	3.4%	4.7%	7.4%	8.2%	6.8%	5.4%	4.8%	4.6%	4.3%	3.3%
May	3.6%	3.6%	5.2%	8.0%	8.0%	6.9%	5.5%	5.3%	4.9%	4.5%	3.1%
June	4.0%	4.2%	5.2%	8.8%	8.2%	7.2%	5.7%	5.7%	5.1%	4.6%	3.9%
July	4.1%	4.3%	5.7%	9.0%	8.2%	6.8%	6.0%	5.7%	5.1%	4.6%	3.9%
August	4.0%	4.1%	5.8%	8.8%	8.0%	6.9%	5.7%	5.4%	4.8%	3.9%	3.9%
September	3.7%	4.2%	5.7%	8.8%	7.8%	6.6%	5.3%	4.9%	4.4%	3.5%	3.6%
October	3.6%	4.2%	5.7%	8.7%	7.6%	6.3%	5.2%	4.8%	3.9%	3.5%	3.2%
November	3.6%	4.0%	6.0%	8.7%	7.8%	5.9%	4.9%	4.7%	4.0%	3.2%	2.8%
December	3.6%	4.3%	6.6%	8.6%	7.7%	5.9%	5.2%	4.8%	4.0%	3.0%	3.0%
Yearly Average	3.9%	4.1%	5.5%	8.5%	8.2%	6.9%	5.7%	5.3%	4.9%	4.1%	3.5%



The Great Recession: Per the National Bureau of Economic Research, the Great Recession lasted Dec 2007 – June 2009. However, Forbes Magazine indicated the financial impact lasted years longer.

“Good” Unemployment Rate: The Federal Reserve estimates that the “level that unemployment rate would be expected to converge to in the next 5 to 6 years in the absence of shocks to the economy is in a range between 4.5 and 6 percent” (2015). Moneychimp.com suggests that an unemployment rate of about 4%-6% is considered “healthy.” According to wisegeek.com, “Broadly speaking, a high unemployment rate is more than 10%. Although anything more than 5% might be considered high. For the U.S. a normal unemployment rate is considered 6-7%.”

Industry Outlook

Industry Outlook

The Missouri Economic Research and Information Center’s (MERIC) real time labor market summary identifies Missouri’s Top Industry job postings as of April 2017. See below.

Missouri Top Industry Postings	
INDUSTRIES WITH TOP POSTINGS	NUMBER OF JOB ADS
Hospitals	5,747
Restaurants, Food & Drink Services	4,392
Banks	2,224
Colleges & Universities	1,957
Insurance Companies	1,851
General Merchandise Stores	1,759
Health Practitioner Offices	1,733
Hotels & Other Accommodations	1,565
Business Support Services	1,559
Building Materials & Supplies Dealers	1,349

MERIC also provides data on the industries that are expected to experience the most growth in Missouri. See below:

Industry	2016 Employment	2018 Projected Employment	2016-2018 Percent Change
Educational Services	246,130	255,974	4.00%
Food Services and Drinking Places	230,898	240,584	4.19%
Professional, Scientific, and Technical Services	152,039	161,148	5.99%
Social Assistance	84,555	90,816	7.40%
Administrative and Support Services	156,434	161,740	3.39%
Ambulatory Health Care Services	114,183	118,642	3.91%
Hospitals	155,916	159,331	2.19%
Specialty Trade Contractors	79,752	82,780	3.80%
Construction of Buildings	27,045	29,494	9.06%
Transportation Equipment Manufacturing	46,522	48,267	3.75%

In addition, this section also provides a list of the top 20 industries in Missouri with the most employees, industry specific information, and general information on industries.

State of Missouri Target Industry Sectors:

- Automotive Suppliers
- Advanced Manufacturing
- BioSciences
- Energy Solutions
- Financial and Professional Services
- Health Sciences
- Information Technology
- Transportation and Logistics

St. Charles County Workforce Investment Area: Target Industry Sectors

- Advanced Manufacturing
- Logistics
- Healthcare
- Financial Services
- Information Technology

Industry Outlook: Major Industries in Missouri

The Missouri Economic Research and Information Center published data set of Missouri Industry Projections to their website in March 2017. The file was sorted by Employment, and the results of the top 20 industries with the most employees are presented below.

Major Industries: Missouri			
<u>Industry</u>	<u>2016 Employment</u>	<u>2018 Projected Employment</u>	<u>2016-2018 Percent Change</u>
Educational Services	246,130	255,974	4.00%
Food Services and Drinking Places	230,898	240,584	4.19%
Administrative and Support Services	156,434	161,740	3.39%
Hospitals	155,916	159,331	2.19%
Professional, Scientific, and Technical Services	152,039	161,148	5.99%
Ambulatory Health Care Services	114,183	118,642	3.91%
Local Government, Excluding Education and Hospitals	107,832	108,659	0.77%
Social Assistance	84,555	90,816	7.40%
Specialty Trade Contractors	79,752	82,780	3.80%
Nursing and Residential Care Facilities	74,265	75,015	1.01%
General Merchandise Stores	68,101	69,559	2.14%
Religious, Grantmaking, Civic, Professional, and Similar Organizations	65,745	66,796	1.60%
Management of Companies and Enterprises	65,184	64,465	-1.10%
Insurance Carriers and Related Activities	60,040	61,323	2.14%
Merchant Wholesalers, Durable Goods	57,929	58,264	0.58%
Credit Intermediation and Related Activities	54,855	55,129	0.50%
State Government, Excluding Education and Hospitals	51,447	51,289	-0.31%
Food and Beverage Stores	49,739	50,541	1.61%
Transportation Equipment Manufacturing	46,522	48,267	3.75%
Motor Vehicle and Parts Dealers	41,459	42,832	3.31%

Industry Outlook: St. Charles County Target Industry Specific Information

Logistics/Advanced Manufacturing

Logistics-specific companies that are expanding in this area include: Amazon, Reckitt Benckiser, UPS, and Witte Brothers. While these are land-based examples there is also increasing demand for individuals in Maritime and Geospatial specialties.

Industry Career Prospects:

- Certified Logistics Technician
- Geographical Information Systems
- Drone Technology
- Material Possessing and Handling

Applied Engineering & Integrated Technology (includes Advanced Manufacturing/Skilled Trades)

According to Rich Karlgaard (Economy's Tragic Mismatch, Forbes Magazine, 2016), the United States has far too few welders, carpenters, and HVAC technicians. "The shortfall in welders alone runs as high as 240,000, and it will get worse. The American Welding Society predicts it will reach 340,000 by 2024. The average welder is 54 years old, compared to about age 40 for the American workforce as a whole."

Industry Career Prospects:

- Mechatronics
- Optical (Fiber Optics) Systems
- Electronics/Electrical Technology
- Construction Technology
- Mechanical Technology
- Automated Systems (Programmable Logic Controls/Robotics)
- Welding

Other Industry Credentials and/or Skills Training Specific to Employer and/or workforce needs:

- OSHA
- ISO/Quality Systems
- Lean/Six Sigma
- Rigging
- Industrial Equipment Operations

Industry Outlook: St. Charles County Target Industry Specific Information

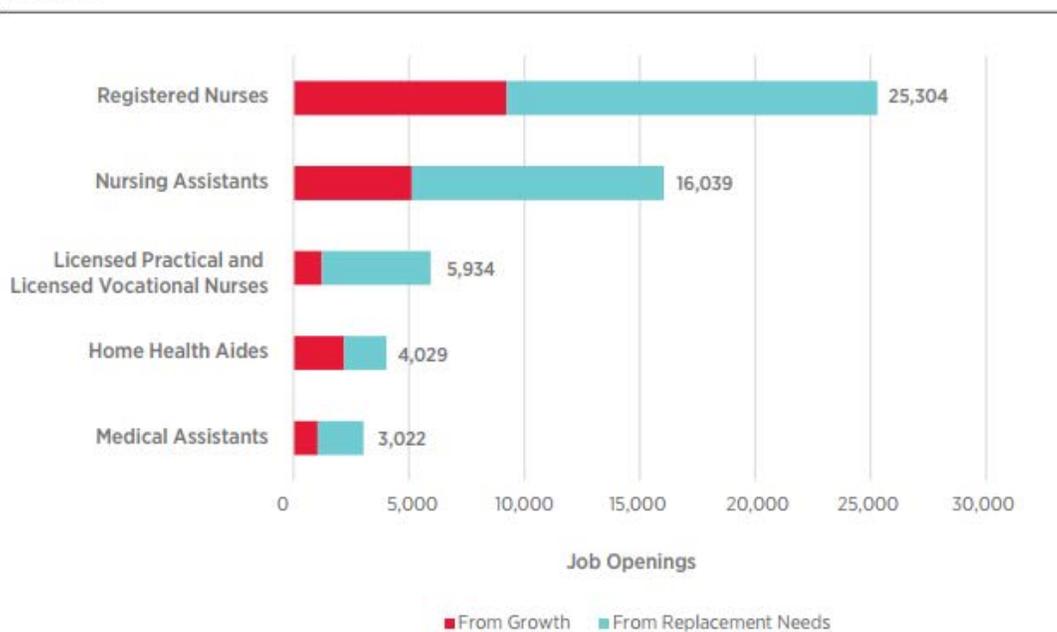
Healthcare

Healthcare has a variety of opportunities for individuals to gain short-term certifications and licensure. Many of these sectors project double digit growth. According to the Missouri Hospital Association 2017 Workforce Report, "Health care created more jobs than any other sector in 2016, helping to drive total annual job growth to 2.2 million."

Industry Career Prospects:

- Registered Nurse
- Registered Nurse 1st Assistant
- Patient Care Technician/Certified Nurse Assistant
- Licensed Practical Nurse
- Community Health Aide/Home Health Aide
- Medical Coding/Medical Assisting
- Health Information Management
- Physical Therapy Assistant
- Occupational Therapy Assistant
- Surgical Technology
- Sterile Processing
- Emergency Medical Technician
- Cardiovascular Technician
- Paramedic
- Dietetics

FIGURE 4: Top Missouri Health Care Job Openings Due To Growth And Replacement Needs, Projected 2014-2024



Industry Outlook: St. Charles County Target Industry Specific Information

Financial Services/Information Technology

Industry Credentials within Financial Services/Information Technology sector have been a main stay. Based on a Forbes report, referencing data gathered via a Global Knowledge Student Survey, the table below depicts the most valuable IT Certifications for 2016.

Most Valuable IT Certifications, 2016 (Source: Global Knowledge Study, 15 Top-Paying Certifications for 2016)	
Certification	Annual Salary
Amazon Web Services Certified Solutions Architect – Associate	\$125,871
Certified in Risk and Information Systems Control (CRISC)	\$122,954
Certified Information Security Manager (CISM)	\$122,291
Certified Information Systems Security Professional (CISSP)	\$121,923
Project Management Professional (PMP®)	\$116,094
Certified Information Systems Auditor (CISA)	\$113,320
Cisco Certified Internetwork Expert (CCIE) Routing and Switching	\$112,858
Cisco Certified Network Associate (CCNA) Data Center	\$107,045
Cisco Certified Design Professional (CCDP)	\$105,008
Certified Ethical Hacker (CEH)	\$103,297
Six Sigma Green Belt	\$102,594
Citrix Certified Professional – Virtualization (CCP-V)	\$102,138
Cisco Certified Networking Professional (CCNP) Security	\$101,414
ITIL® v3 Foundation	\$99,869
VMware Certified Professional 5 – Data Center Virtualization (VCP5-DCV)	\$99,334

Food, Agriculture, Renewable Natural Resources and the Environment

According to Gary Niemeyer (National Corn Growers Association, testifying before the US Senate Agriculture, Nutrition and Forestry Committee), “Agriculture employs 17% of the U.S. workforce, containing more than 24 million American workers, to produce, process, sell and trade the nation’s food and fiber.”

St. Charles Community College (SCC) is pursuing an interest in developing specialty programming to support workforce needs in this industry. Workforce gaps in these areas cross industry sectors to include (but are not limited to) Business/Financial Services, Logistics, Applied Engineering/Integrated Technology (production/manufacturing), and Science (Food, Plant and Animal).

Industry Outlook: General Industry Information

Stackable Industry Credentials:

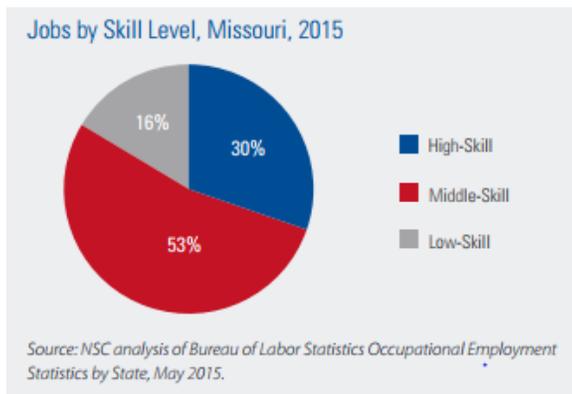
By developing opportunities for individuals to gain credentials within their chosen industry sector, individuals are able to begin work and gain experience as they consider next steps. This allows not only the individual the opportunity to learn while they earn; but also allows employers to fill specific workforce gaps during their employee’s progression.

Missouri’s Forgotten Middle:

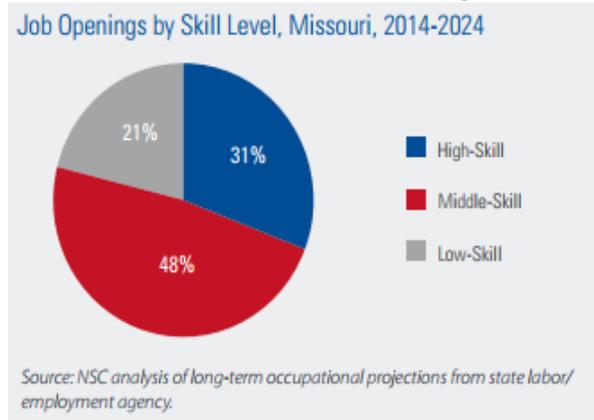
According to the National Skills Coalition, “Middle-skills jobs, which require education beyond high school but not a four-year degree, make up the largest part of America’s and Missouri’s labor market. Key industries in Missouri are unable to find enough sufficiently trained workers to fill these jobs.”

- 53% of all jobs in Missouri in 2015 were middle-skill jobs
- From 2014-2024, it is projected that 48% of all job openings will be middle-skill jobs
- Middle-skill jobs account for 53% of Missouri’s labor market, but only 46% of the state’s workers are trained to the middle-skill level.

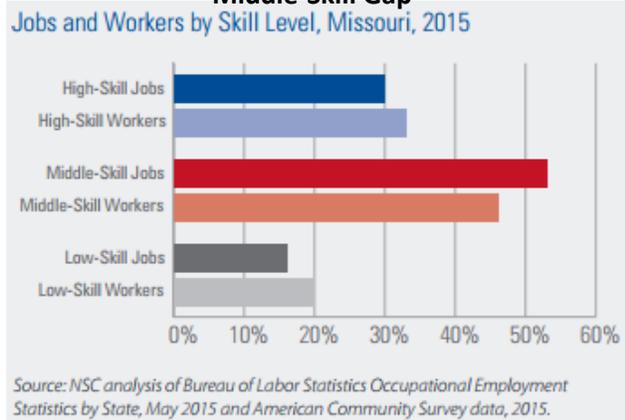
Demand for Middle-Skill Jobs is Strong



Demand will Remain Strong



Middle-Skill Gap



Occupational Outlook

Occupational Outlook: Missouri

The Missouri Economic Research and Information Center (MERIC) indicates the following 10 occupations as being the “Top” jobs in the state. Total openings and wages were taken into consideration when creating the list:

	Openings	Avg. Wages
1) Registered Nurse	25,304	\$59,145
2) General & Operations Managers	16,699	\$100,506
3) Accountants and Auditors	9,206	\$71,485
4) Managers, All Others	4,614	\$106,627
5) Computer Systems Analysts	4,028	\$89,754
6) Software Developers, Applications	3,813	\$92,663
7) Physical Therapists	2,219	\$79,119
8) Medical and Health Serv Managers	2,032	\$102,252
9) Computer & Information Sys Managers	1,740	\$125,809
10) Nurse Practitioners	1,692	\$90,410

In addition, MERIC provides a real time labor market summary. Occupations in demand are presented below and are meant to provide a broad picture of hiring activity and serve as a measure of labor demand. Occupations are classified as NOW, NEXT, and LATER depending on the training required.

NOW: Require < 1 month to no more than 12 months of on-the-job training

NEXT: Require > 1 year on-the-job training and can additionally need specific work experience; generally requires an associate’s degree or substantial vocational education

LATER: Require a bachelor’s degree and may need specific work experience; potentially some work experience or advanced degree required. (Data from April 2017)

NOW Occupations

OCCUPATIONS	ONLINE JOB ADS
Retail Salespersons	3,971
Sales Reps, Wholesale / Mfg	3,418
Customer Service Representatives	2,698
Laborers & Material Movers	1,475
Secretaries & Admin. Assistants	1,189
Food Prep & Serving Workers	1,034
Production Workers	705
Security Guards	694
Cashiers	648
Janitors & Cleaners	639

NEXT Occupations

OCCUPATIONS	ONLINE JOB ADS
Retail Sales Supervisors	2,311
Maintenance & Repair Workers	1,587
Heavy & Tractor-Trailer Truck Drivers	1,270
Nursing Assistants	1,208
Food Prep & Serving Supervisors	1,159
Licensed Practical Nurses	1,088
Bookkeeping & Accounting Clerks	1,050
Computer User Support Specialists	636
Office Worker Supervisors	563
Production & Operations Supervisors	511

LATER Occupations

OCCUPATIONS	ONLINE JOB ADS
Registered Nurses	2,692
Software Developers, Applications	2,113
Managers, Other	1,229
Medical & Health Services Managers	1,060
Accountants	969
Human Resources Specialists	895
Management Analysts	839
Sales Managers	785
Physicians	756
General & Operations Managers	737

Occupational Outlook: Major Missouri Occupations

The Missouri Economic Research and Information Center (MERIC) published a data file containing Missouri occupational projections on their website. This file was sorted by Employment, and the results of the top 20 occupations with the most employees for Missouri are presented below.

Missouri Top Earning Occupations: 2016-2018			
<u>Occupation</u>	<u>2016 Estimated Employment</u>	<u>2018 Projected Employment</u>	<u>Typical Education Required</u>
Retail Salespersons	86,930	88,662	No formal education
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	77,348	78,868	High school diploma or equivalent
Combined Food Preparation and Serving Workers, Including Fast Food	77,265	80,952	No formal education
Cashiers	73,005	74,661	No formal education
Registered Nurses	69,280	71,380	Bachelor's degree
Office Clerks, General	56,629	57,645	High school diploma or equivalent
Customer Service Representatives	54,935	56,431	High school diploma or equivalent
Waiters and Waitresses	54,350	56,055	No formal education
General and Operations Managers	47,797	49,029	Bachelor's degree
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	47,016	48,352	No formal education
Personal Care Aides	47,009	50,284	No formal education
Laborers and Freight, Stock, and Material Movers, Hand	44,807	45,969	No formal education
Heavy and Tractor-Trailer Truck Drivers	44,521	45,079	Postsecondary non-degree award
Nursing Assistants	42,652	43,568	Postsecondary non-degree award
Bookkeeping, Accounting, and Auditing Clerks	35,135	34,891	Some college, no degree
Stock Clerks and Order Fillers	33,467	34,010	No formal education
First-Line Supervisors of Retail Sales Workers	33,116	33,814	High school diploma or equivalent
Maintenance and Repair Workers, General	32,623	33,350	High school diploma or equivalent
Secondary School Teachers, Except Special and Career/Technical Education	27,410	28,477	Bachelor's degree
Construction Laborers	\$106,630	1,079	No formal education

Occupational Outlook: Top Earning Occupations in Missouri

The Missouri Economic Research and Information Center (MERIC) published a data file containing Missouri occupational projections on their website. This file was sorted by Annual Wage Average, and the results of the top 20 highest earning occupations are presented below.

Missouri Top Earning Occupations: 2016-2018			
Occupation	2015 Annual Wage Average	2016-2018 Openings Total	Typical Education Required
Anesthesiologists	\$238,110	105	Doctoral or Professional Degree
Physicians & Surgeons, All Other	\$205,630	282	Doctoral or Professional Degree
Dentists, General	\$166,000	135	Doctoral or Professional Degree
Nurse Anesthetists	\$155,910	95	Master's Degree
Family & General Practitioners	\$155,480	509	Doctoral or Professional Degree
Chief Executives	\$152,440	385	Bachelor's Degree
Marketing Managers	\$132,710	205	Bachelor's Degree
Purchasing Managers	\$132,610	60	Bachelor's Degree
Optometrists	\$131,070	108	Doctoral or Professional Degree
Architectural & Engineering Managers	\$129,180	198	Bachelor's Degree
Sales Managers	\$126,370	372	Bachelor's Degree
Financial Managers	\$126,140	611	Bachelor's Degree
Computer & Information Systems Managers	\$125,810	426	Bachelor's Degree
Pharmacists	\$121,080	425	Doctoral or Professional Degree
Human Resources Managers	\$117,480	174	Bachelor's Degree
Health Specialties Teachers, Postsecondary	\$116,270	344	Doctoral or Professional Degree
Lawyers	\$114,480	820	Doctoral or Professional Degree
Public Relations & Fundraising Managers	\$111,300	101	Bachelor's Degree
Personal Financial Advisors	\$108,660	530	Bachelor's Degree
Managers, All Other	\$106,630	1,079	Bachelor's Degree

Occupational Outlook: Fastest Growing Occupations in Missouri

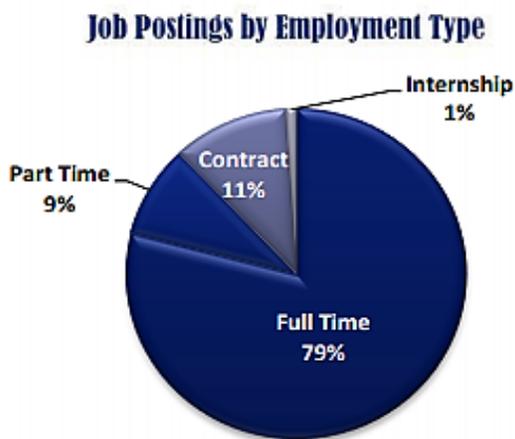
The Missouri Economic Research and Information Center (MERIC) published a list of Missouri's 20 fastest growing occupations on their website in March of 2017. Of this top 20, six are computer and mathematical occupations and five are education, training, and library occupations. Statisticians are projected to have the fastest growth in the state, while Personal Care Aides are projected to have the largest net increase of jobs. This list is presented below.

Missouri Fastest Growing Occupations: 2016-2018					
Occupation	2016 Estimated Employment	2018 Projected Employment	Net Increase	% Increase	Annual Average Wage
Statisticians	644	696	52	8.07%	\$70,900
Interpreters & Translators	1,193	1,284	91	7.63%	\$47,410
Operations Research Analysts	989	1,058	69	6.98%	\$66,610
Personal Care Aides	47,009	50,284	3,275	6.97%	\$20,140
Veterinary Technologists & Technicians	1,439	1,536	97	6.74%	\$36,140
Health Specialties Teachers, Postsecondary	3,505	3,735	230	6.56%	\$116,270
Nursing Instructors, Postsecondary	1,433	1,526	93	6.49%	\$74,100
Millwrights	782	832	50	6.39%	\$51,310
Computer Systems Analysts	11,261	11,963	702	6.23%	\$89,750
Mathematical Science Teachers, Postsecondary	950	1,008	58	6.11%	\$74,200
Personal Financial Advisors	4,837	5,132	295	6.10%	\$108,660
Preschool Teachers	6,307	6,690	383	6.07%	\$27,500
Web Developers	2,038	2,160	122	5.99%	\$61,660
Biological Science Teachers, Postsecondary	1,067	1,129	62	5.81%	\$91,150
Occupational Therapy Assistants	1,061	1,122	61	5.75%	\$55,520
Home Health Aides	10,258	10,847	589	5.74%	\$22,310
Helpers – Carpenters	891	942	51	5.72%	\$33,160
Information Security Analysts	2,534	2,677	143	5.64%	\$78,180
Software Developers, Applications	14,430	15,243	813	5.63%	\$92,660
Physical Therapy Assistants	2,108	2,224	116	5.50%	\$50,220

Employer Outlook

Employer Outlook

The Missouri Economic Research and Information Center (MERIC) provides a real time labor market summary. Included in this summary are data meant to provide a broad picture of hiring activity to serve as a measure of labor demand. According to MERIC, the total number of new job postings totaled 994,541 for the state. Over three-fourths of the job postings were for permanent full-time positions, and St. Louis included the most postings of all the Missouri Metropolitan areas. In addition, MERIC provides a list of the employers with the most job postings. This data is as of April 2017.



Missouri Cities With Most Job Postings

MSA *	NUMBER OF JOB ADS
St. Louis, MO	42,967
Kansas City, MO	22,356
Springfield, MO	5,268
Columbia, MO	2,910
Jefferson City, MO	2,618
Joplin, MO	2,370
St. Joseph, MO	1,935

**Metropolitan Statistical Area (MO Only)*

Missouri Top Employer Postings

COMPANY
Dollar General
Lowe's Companies, Inc.
SSM Health Care
Hospital Corporation of America
University of Missouri
Washington University
BJC HealthCare
Mercy Health System
Charter Communications
U.S. Bancorp

As indicated in the Economic Indicators section, unemployment rate tables and graphs indicate the change seen in rates from pre-to-post Great Recession. The decline in recent unemployment rates indicates a growth in the workforce. The major employer lists indicate the employers with the largest numbers of employees for the geographical region indicated. The top 20 major employers are included in these lists.

Employer Outlook: Major Employers in Missouri

In 2016 the Missouri Economic Research and Information Center published a list of Missouri's top 50 employers. The top 20 employers are presented below. Note: This list does not contain the actual number of employees each company employs.

Major Employers: Missouri		
Rank	Company	Type of Business:
1	Wal-Mart	Department Stores
2	Mercy Hospital Medical Centers	Hospitals
3	Washington University	Schools – Universities & Colleges Academic
4	Boeing	Aircraft-Manufacturers
5	SSM Health Care	Hospitals
6	BJC Hospital Care	Hospitals
7	Cerner Corporation	Computer Software
8	Lester E. Cox Medical Centers	Hospitals
9	Hy-Vee, Inc.	Grocers-Retail
10	Schnucks Markets, Inc.	Grocers-Retail
11	Ford Motor Company	Automobile – Manufacturers
12	Children's Mercy Hospital	Hospitals
13	United Parcel Service Inc.	Packaging Service
14	Lowe's Home Centers	Home Centers
15	Edward D. Jones & Co., L.P.	Brokers
16	Saint Louis University	Schools – Universities & Colleges Academic
17	US Bank	Banks
18	Target	Department Stores
19	Casey's General Store	Convenience Stores
20	Home Depot	Home Centers

Employer Outlook: Major Employers in St. Louis

The St. Louis Regional Chamber published a data set in December of 2016 containing St. Louis's major employers. The top 20 employers (by employee count), are presented below.

Major Employers: St. Louis			
Rank	Company	Location	Employees
1	BJC HealthCare	St. Louis	24,182
2	Wal-Mart	St. Louis	22,006
3	SSM Health Care	St. Louis	15,949
4	Washington University in St. Louis	St. Louis	14,692
5	Boeing Defense, Space & Security	Hazelwood	14,617
6	Mercy Health	Chesterfield	13,715
7	Scott Air Force Base	Scott Air Force Base	13,000
8	U.S. Postal Service	St. Louis	11,693
9	Schnucks Markets, Inc.	St. Louis	10,897
10	Archdiocese of St. Louis	St. Louis	10,460
11	AT&T Communications Inc.	St. Louis	10,015
12	McDonald's	Chesterfield	7,550
13	Saint Louis University	St. Louis	7,311
14	City of St. Louis	St. Louis	7,085
15	Washington University Physicians	St. Louis	7,004
16	Special School District of St. Louis County	Town & Country	6,382
17	Express Scripts Inc.	St. Louis	5,788
18	Edward Jones	Des Peres	5,525
19	Imo's Pizza	St. Louis	5,455
20	Enterprise Rent-A-Car	Clayton	5,100

Employer Outlook: Major Employers in St. Charles County

The Economic Development Center (EDC) Business & Community Partners is a civic group founded in 2001 to influence community progress and economic growth in the St. Charles County region. It is a part of the EDC business and community strategy collaborative. The most recently published report on St. Charles County Major Employers is presented below.

Major Employers: St. Charles			
Rank	Company	Location	Employees
1	General Motors	Wentzville	4,900
2	Citi	O'Fallon	3,800
3	MasterCard Worldwide	O'Fallon	2,530
4	Wentzville School District	Wentzville	2,118
5	Fort Zumwalt School District	O'Fallon	2,100
6	Francis Howell School District	St. Charles	2,000
7	Serco	Wentzville	1,729
8	Ameristar/Pinnacle Casino	St. Charles	1,600
9	SSM St. Joseph Health Care	St. Charles	1,308
10	St. Charles County Government	St. Charles	1,261
11	Enterprise Holdings	Weldon Spring	1,036
12	The Boeing Company	St. Charles	1,170
13	True Manufacturing	O'Fallon	N/A
14	St. Charles Community College	Cottleville	940
15	St. Charles School District	St. Charles	852
16	GC Services	Weldon Spring	753
17	SSM St. Joseph Hospital West	Lake St. Louis	730
18	City of O'Fallon	O'Fallon	715
19	Lindenwood University	St. Charles	711
20	Allianz Global Risks US	O'Fallon	550

STEEP Analysis: Educational Environment Trends (E)

- a. Educational Environment Trends Executive Summary
- b. Educational Environment Trends Introduction
- c. Enrollment Trends
- d. Retention Trends
- e. Completion Trends
- f. Financial Aid & Tuition Trends
- g. St. Charles Community College Space Utilization
- h. St. Charles Community College Student Academic and Support Services
- i. Perceptions of St. Charles Community College

Educational Environment Trends Executive Summary

The educational environment is constantly changing and as such, it is important for higher education institutions to evaluate their internal educational environment as well as how they compare to their regional peers. In order to evaluate the internal and external environment of St. Charles Community College (SCC), in this section data are presented on enrollment trends, retention trends, completion trends, financial aid trends, and tuition trends. Additionally, for SCC in particular, data on space utilization, student academic and support services, and perceptions of the College are provided.

Enrollment:

In comparison to Missouri public institutions, it is no surprise that many universities surpass SCC's enrollment numbers. On the other hand, when compared to the Missouri Community College Association (MCCA) schools, SCC's enrollment is consistently higher than many of the single-campus institutions (i.e. Crowder College, East Central College, Jefferson College, Mineral Area College, Moberly Area Community College, North Central Missouri College, State Fair Community College, State Technical College, and Three Rivers Community College. Metropolitan Community College, Ozarks Technical College, and St. Louis Community College are all multi-campus institutions). SCC enrollment was also compared to the average of all two-year institutions (excluding SCC) and, since 2014, has actually had slightly higher enrollment numbers than the average two-year institution.

SCC offers seven active academic program types: Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Arts in Teaching (AAT), Associate of Fine Arts (AFA), Associate of Science (AS), Certificate of Achievement (CA), and Certificate of Specialization (CS). As one would expect, the majority of SCC students enroll in AA programs (62.7% in 16/FA). Interestingly, there has been a decrease in enrollment in AA programs (about 4% from 14/FA to 16/FA) and an increase in AS programs (about 3% from 14/FA to 16/FA).

In regards to SCC's total enrollment trends, a very similar pattern to that of all community colleges can be seen. With attention to credit hours, SCC's total academic year enrollment steadily increased from AY05-06 to AY10-11. Prior to AY07-08, growth was modest (0.07% - 0.78%). However, growth began to increase at a greater rate during the Great Recession (Dec 2007 to June 2009). SCC's enrollment continued to climb as the economy rebounded until AY10-11, where it reached its peak. SCC began to experience a return to pre-recession enrollment numbers in AY11-12. Similarly, SCC's IPEDS 12-month enrollment data indicates enrollment growth until AY10-11 where it reached its peak.

Educational Environment Trends Executive Summary

As far as remedial enrollment trends are concerned, some national initiatives have led to the implementation of initiatives at SCC. The intent of these initiatives is to find options that are more efficient for eligible students. Nationally, initiatives such as math pathways and the push to complete math requirements in the first year of college are being encouraged. In addition, remedial/developmental English instruction is undergoing a shift to being delivered as co-requisites to college level English courses. In response to remedial education initiatives, SCC implemented a high school outreach program that urges students to take math in their first year of college. Also, SCC has 100% of its ENG-096 (remedial English) students enrolled in co-requisite composition (ENG 101, first college level English class) classes, meaning SCC is well positioned for the potential shift. In terms of successful completion of remedial courses, when compared to the MCCA schools, SCC ranked 8th highest out of 12 for math enrollee success rates and 4th highest out of 11 for writing enrollee success rates (2016).

Retention:

Compared to other MCCA schools, SCC ranks 8th highest out of 11 for fall-to-spring (14/FA to 15/SP) retention, and 7th highest out of 11 for fall-to-fall (14/FA to 15/FA) retention. When examining SCC's retention rates over time, SCC's fall-to-spring retention rates have remained steady (around 70%) while SCC's fall-to-fall retention rates continue to increase. SCC's spring-to-fall and spring-to-spring retention rates have increased steadily since spring 2014. In regards to full-time first-time freshmen students, fall-to-fall retention rates have remained around 63% while part-time first-time freshmen students' retention has remained around 40%.

In an attempt to gain a better understanding of why SCC's students choose not to continue on at SCC, an Intent to Return Survey was implemented in 15/FA by the Department of Institutional Research and Grants. A majority of students who stated that they would not be returning the following term indicated "transferring," "graduating," or "graduating and transferring" as their reason. However, the next most selected answer choice was "other" with comments falling in the following categories: "Family/personal," "work," "taking time off," "just came for a class or classes," "military," "moving," "class/program not offered at SCC," "dissatisfied," "waiting on program/course availability," "undecided," "transportation/location," "high school student," and miscellaneous reasons. Although it varied by term, "work," "military," and "just came for a class or classes," were the choices that fairly consistently were in the top five "other" reasons for not continuing enrollment at SCC.

Educational Environment Trends Executive Summary

Completion:

In regards to completions (or graduation), data were examined for two-year institutions only, as four-year universities *typically* award degrees of Bachelor's or above. Data are presented by total awards, certificates, and degrees awarded. Generally, SCC granted less total awards than the average of other MCCA two-year institutions. However, it should be noted that the multi-campus institutions (Metropolitan, Ozarks Tech, & St. Louis Community College) are likely pulling the average up. Upon closer look, in fiscal year (FY) 2014, SCC ranked sixth out of 13 in most awards granted (behind: Ozarks Tech, Metropolitan, St. Louis Community College, Jefferson, & Three Rivers).

When looking solely at degrees awarded, SCC consistently granted less than the average of other MCCA schools with the exception of FY13 (again, it should be noted that the multi-campus institutions are likely pulling that average up). With that being said, in FY14, SCC ranked fourth out of 13 in most degrees granted (behind: St. Louis Community College, Ozarks Tech, & Metropolitan). For certificates awarded (which includes less than 1-year, less than 2-year, and less than 4-year certificates), SCC consistently awarded substantially fewer than the average of other MCCA schools (in FY14, SCC ranked third lowest in certificates granted).

Recall that SCC offers seven active academic program types (AA, AAS, AAT, AFA, AS, CA & CS) and the majority of SCC students graduate with AA degrees (72.3% in AY15-16). Interestingly, there has been a 3% decrease in degrees awarded and a 3% increase in certificates awarded since AY13-14. This suggests that some students are opting for certificates rather than degrees, or are obtaining a certificate in addition to or while working toward a degree.

When thinking about the trends in enrollment, retention, and completion rates, it is important to look at the factors that influence them. For example, changes in financial aid amounts and types, the rising cost of tuition, the availability of educational spaces on campus, student services provided to students, and SCC's reputation in the community as well as among its students, are factors related to SCC trends.

Financial Aid & Tuition Trends:

Since FY12, SCC's need-based financial aid awarded has been substantially below the average for other Missouri public two-year institutions. In addition, since FY12, SCC students have received more A+ grant aid but substantially less ACCESS grant aid (a need-based grant awarded in the state of Missouri) than the average for other Missouri public two-year institutions. Finally, in FY12 and FY13, SCC students received substantially less Bright Flight grant aid (merit-based scholarship) than the average

Educational Environment Trends Executive Summary

for other Missouri public two-year institutions; however in FY14 and FY15 students received more Bright Flight than average.

Overall, SCC's total tuition and fees have been consistently lower than the average of Missouri public two-year institutions, but comparable to the total tuition and fees for the other MCCA schools. The percent change in total tuition and fees from FY14 to FY17 was approximately the same for SCC as compared to the average public two-year institution in Missouri. Essentially, SCC has increased its total tuition and fees at rates similar to the other MCCA schools, but at rates lower than other Missouri public two-year institutions on average.

Space Utilization:

A reason cited by students regarding their intent not to return to SCC, is the lack of programs or classes offered, which is directly impacted by the availability of campus spaces. Thus, how spaces were being used at SCC was examined. Data are provided by term. In summer terms, on Monday through Thursday, the Administration Building had the highest use from 9:00AM – 2:00PM while the College Center had the lowest usage from 2:00PM – 6:00PM. On Friday, the Fine Arts Building had the highest use from 9:00AM – 2:00PM while the Social Science Building had the lowest use from 2:00PM -6:00PM. In fall terms, on Monday through Thursday, the Humanities Building had the highest use from 9:00AM – 2:00PM while the Learning Resource Center had the lowest usage from 2:00PM – 6:00PM. On Friday, the Visual Arts Building had the highest use from 9:00AM – 2:00PM while the Learning Resource Center had the lowest use from 2:00PM -6:00PM.

In spring terms, on Monday through Thursday, the Visual Arts Building had the highest use from 9:00AM – 2:00PM while the Learning Resource Center had the lowest usage from 2:00PM – 6:00PM. On Friday, the Visual Arts Building had the highest use from 9:00AM – 2:00PM while the Learning Resource Center had the lowest use from 2:00PM – 6:00PM. The time blocks in which use is low, is an indication of an opportunity to offer more classes in these spaces during these times.

Student Academic and Support Services:

SCC offers an array of valuable student services free of charge to students, which are meant to help students maintain a proper school-life-work balance as well as help students grow and develop. Services available to SCC students include the Assessment Center, ACE Center Tutoring Services, Disability Support Services, Helpdesk Technology Services, CARE Team, Counseling/Mental Health Services, Child Care, and Career Services.

Educational Environment Trends Executive Summary

In addition to these services, SCC also has a library. The Paul and Helen Schnare Library at SCC provides academic resources to students by providing print and electronic materials such as electronic books, full-text databases, and access to streaming video through Films on Demand.

SCC also offers a variety of student organizations and activities meant to enhance the college experience and help students grow, discover, and nurture their interests. Specifically, SCC offers six Athletic and Club Sports to choose from, approximately 45 student clubs and organizations, health and fitness equipment and classes, and arts and entertainment opportunities.

Perceptions of SCC:

In the summer of 2016, SCC conducted its first community survey. The goals of the survey included: measure the community's awareness and knowledge of SCC and its programs and services, assess the importance and performance of SCC's programs and services with constituents, identify programming needed at SCC, determine levels of engagement with SCC, determine the perceived accountability of SCC to the community, and define the needs of the adult learner. About two-thirds (67.7%) of community members were familiar with SCC. As a measure of top-of-mind awareness, it was found that approximately 30% of community members first recalled SCC when asked to name five colleges in the area. Additionally, approximately 70% of respondents recalled the College name correctly and in full. The descriptors that respondents used when asked to describe SCC were affordable, close/local, and convenient (all of which are traits owned by all community colleges as well).

To measure SCC's media presence, respondents were asked if they had seen or heard any information about SCC in the last year. It was found that SCC had done a good job of maintaining a presence in the cluttered media market but will need to continually evaluate the effectiveness of its spending between new and traditional media. In order to measure SCC's programs, community members were asked to list up to three programs at SCC that they believed were excellent quality. Overall, 67% of respondents could not list at least one program of excellent quality at SCC. Additional suggestions made to SCC based on survey results were: develop a communication strategy to begin to inform the constituents in St. Charles County, continue to communicate its benefits to all parents since they are major influences to where their children ultimately attend college, and continue to split its marketing budget between branding and targeted enrollment campaigns. Finally, after profiling the potential adult student, it was indicated that the current adult market is very practical and much more likely to equate education with an immediate payoff, which explains the increase in

Educational Environment Trends Executive Summary

credentials/certifications (since many employers will pay for certifications). It was also recommended that SCC develop specialized programming for adults interested in completed bachelor's degrees.

In addition to surveying members of the community, SCC surveys its current students every other year via the Student Opinion Survey. This survey is meant to help gather the student perspective on SCC's facilities, services, and resources. Question categories include asking students: their reasons for enrolling at SCC; the level of importance of factors regarding their enrollment at SCC; how they would rate their overall educational experience at SCC; their satisfaction with services, programs, and miscellaneous items offered by SCC; their satisfaction with facilities; how much their experience at SCC has contributed to their knowledge, skills, and personal development; how often they participated in particular tasks during their experience at SCC; their level of agreement with statements regarding particular experiences at SCC; the level of importance particular course related activities had in helping them learn course material; background questions; and miscellaneous questions of additional interest.

Based on calendar year 2015 results, the choice with the most "yes" responses as being a reason for enrolling at SCC was "plan to transfer to a four-year school" (77.3%). When asked to rate the importance of a list of reasons that influenced their decision to attend SCC, the choice with the most "very important" or "important" answers was "the cost of attending SCC" (76.5%). When asked to indicate their level of agreement with statements about their educational experience at SCC, the choice with the most "strongly agree" or "agree" answers was "overall, I would rate SCC as a very good school" (93.0%). When asked to indicate their level of satisfaction with each of the services, programs, or items listed, the choice with the most "very satisfied" or "satisfied" answers was "quality of instruction" (84.8%). When asked to indicate their level of satisfaction with facilities listed, the choice with the most "very satisfied" or "satisfied" answers was "overall college appearance" (97.0%). When asked how much their experience at SCC has contributed to their knowledge, skills, and personal development in particular areas, the choice with the most "very much" or "quite a bit" answers was "learning on your own, pursuing ideas, finding information to solve problems" (66.1%).

Students were also asked how often in their experience at SCC (during the school year) they had done the course related tasks and the two choices with the most "very often" or "often" answers were "worked harder than you thought you could to meet an instructors expectations" and "provided the support you need to help you succeed at this college" (64.9%). When asked their level of agreement with statements concerning their experiences at SCC, the choice with the most "strongly agree" or

Educational Environment Trends Executive Summary

“agree” answers was “my contact with students outside the classroom has had a positive influence on my attitudes toward SCC” (67.1%). When asked to indicate the level of importance of different teaching strategies, the choice with the most responses of “important,” was “group discussions” (91.9%).

As far as background questions are concerned, about half of the respondents indicated that their mother’s educational attainment was below an Associate’s while about 60% said the same of their father. Three-fourths (78.5%) of students enrolled at SCC after completing a GED or upon graduation from high school, while more than half reported no previous college experience prior to SCC enrollment (60.2%), and about 25% reported completion of one to five college courses prior to SCC enrollment. About 17% of students reported they were still deciding on a major, about 70% reported spending one to 10 hours on activities related to school work, and 62% indicated more online coursework should be offered. Almost all students (91.3%) reported that they work while attending SCC, while around 45% reported working full-time. Three-fourths (75%) of students indicated more internships should be offered by SCC, 77% indicated that more educational partnerships with employers should be offered by SCC, and 65% indicated more travel abroad programs should be offered. About half of respondents indicated that they live with their parents or a relative, 25% live five miles or less from SCC, and approximately 31% reported they would prefer if SCC offered an option to live on campus.

Educational Environment Trends Introduction

Higher education institutions need to stay abreast of ever changing trends in their environment in order to make informed decisions that will allow them to survive, and thrive. To gain a better understanding of the educational environment in which St. Charles Community College (SCC) and its regional peers operate, in this section data are provided on enrollment trends, retention trends, and completion trends (i.e. graduation trends). Data are also provided on factors such as financial aid trends, tuition trends, SCC's space utilization, student life, and perceptions of SCC, which are also important components of the educational environment. Benchmark data for enrollment, retention, completion, financial aid and tuition trends are presented for SCC and it's regional peers. SCC's regional peers include other Missouri community colleges, such as the Missouri Community College Association (MCCA) institutions. The MCCA institutions are Crowder College, East Central College, Jefferson College, Metropolitan Community College, Mineral Area College, North Central Missouri College, Ozarks Technical Community College System, St. Louis Community College System, State Fair Community College, State Technical College in Linn Missouri, and Three Rivers Community College.

Additionally, upon completion of a block of courses or after completing a degree, SCC students can transfer to a four-year institution. Four-year institutions which SCC students typically transfer to include the University of Missouri-St. Louis, Truman State University, and the University of Missouri-Columbia. Since SCC students transfer to four-year institutions, for some measures, four-year institution data are included for aspirational purposes. It is hoped that by investigating how SCC compares to them, SCC can use this data to make changes which will better prepare students to transfer.



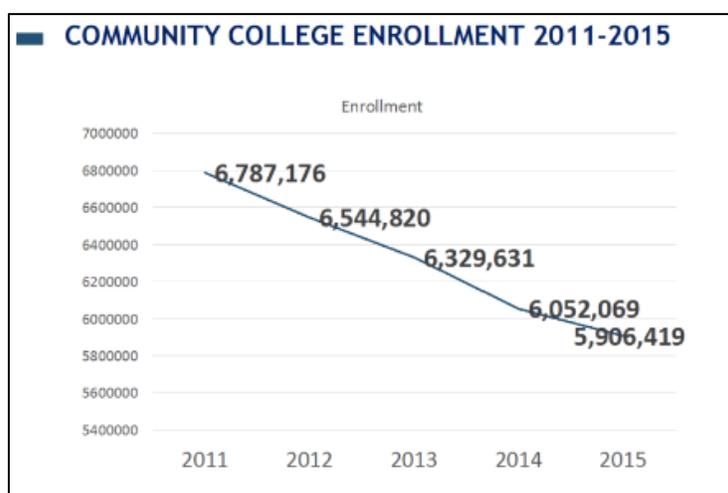
Enrollment Trends

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Source: MDHE; SCC Website; SCC Census Reports; Dr. Michael Dompierre, Assistant VP for ASA; IPEDS; NCCBP; Lauren Dickens, Dean for MSBCP & Jacqueline Gray, Professor of English

Enrollment Trends

To begin to understand the educational environment, this section examines enrollment trends. Enrollment at community colleges in the United States (U.S.) reached its peak during the last recession. According to the National Bureau of Economic Research, the Great Recession lasted from approximately December 2007 to June 2009, although Forbes magazine has indicated that the financial impact lasted years longer. As the economy began to rebound in the years following the Great Recession, community college enrollment began to decline. In fact, Dwyer Education Strategies, Inc. reported that enrollment at community colleges has dropped 13% since 2011 (see image below).



While U.S. numbers are relevant, comparisons to SCC's regional educational environment is more pertinent. Enrollment numbers for Missouri Public Institutions are presented in comparison to those of SCC. Enrollment data are presented for both two-year and four-year Missouri public institutions. Comparisons to public two-year institutions are most relevant, as those institutions are SCC's peers. Note: Missouri State University – West Plains (MSU – WP) is included with the public two-year Missouri schools because it offers associate's degrees. Excluding MSU-WP, all of the two-year institutions are Missouri Community College Association (MCCA) schools. Data are provided on public four-year institutions for aspirational purposes. In addition, SCC specific enrollment trends are examined. The data provided include definitions of the seven academic program types offered by SCC, a full list of SCC's active credit academic programs (as of 2017 spring), enrollment by program type, enrollment counts by academic year and term, IPEDS 12-month enrollment numbers, and remedial enrollment trends. The remedial enrollment information presented includes national and SCC initiatives as well as remedial course completion data for the U.S., Missouri, and SCC.

Enrollment Trends: Missouri Public Institution

The Missouri Department of Higher Education (MDHE) publishes data on fall enrollment by headcount and full-time equivalency (FTE) for public two-year and four-year Missouri institutions. Data from this file were compiled and are presented in this section in order to provide a detailed look at the enrollment trends that have been present in Missouri over the last five years.

Headcount (HC) for all Public Missouri Institutions over Five Years:

	Institution:	2012	2013	2014	2015	2016
Public Two-Year	St. Charles Community College	7,642	7,396	7,153	6,865	6,755
	Crowder College	5,575	5,845	5,710	5,584	5,434
	East Central College	4,043	3,900	3,606	3,222	2,966
	Jefferson College	5,494	5,194	4,883	4,705	4,692
	Metropolitan Community College	20,151	19,234	18,202	17,680	18,138
	Mineral Area College	3,775	4,508	4,632	4,387	4,173
	Missouri State University - West Plains	2,082	2,123	2,161	1,970	1,941
	Moberly Area Community College	5,294	5,793	5,444	4,823	5,004
	North Central Missouri College	1,786	1,775	1,720	1,679	1,722
	Ozarks Technical Community College	15,123	14,798	14,393	13,611	13,255
	St. Louis Community College	26,613	24,009	21,218	18,902	19,052
	State Fair Community College	5,115	5,185	4,981	4,926	5,138
	State Technical College	1,212	1,294	1,259	1,274	1,227
	Three Rivers Community College	4,651	4,399	4,201	3,856	3,505
		Sector Total	108,556	105,453	99,563	93,484
Public Four-Year	Harris Stowe State University	1,484	1,298	1,280	1,390	1,470
	Lincoln University	3,205	3,043	3,117	2,945	2,738
	Missouri Southern State University	5,417	5,616	5,613	5,783	6,197
	Missouri State University	20,628	21,265	21,813	22,268	23,537
	Missouri University of Science and Technology	7,645	8,129	8,640	8,884	8,835
	Missouri Western State University	6,056	5,802	5,863	5,530	5,363
	Northwest Missouri State University	6,830	6,483	6,718	6,592	6,530
	Southeast Missouri State University	11,672	11,866	12,039	11,786	11,791
	Truman State University	6,226	6,215	6,241	6,196	6,364
	University of Central Missouri	11,878	12,513	13,379	14,395	13,988
	University of Missouri-Columbia	34,704	34,616	35,425	35,424	33,239
	University of Missouri-Kansas City	15,990	15,718	16,146	16,685	16,936
	University of Missouri-St. Louis	16,705	16,809	17,072	16,738	16,989
		Sector Total	148,440	149,373	153,346	154,616

Enrollment Trends: Missouri Public Institution

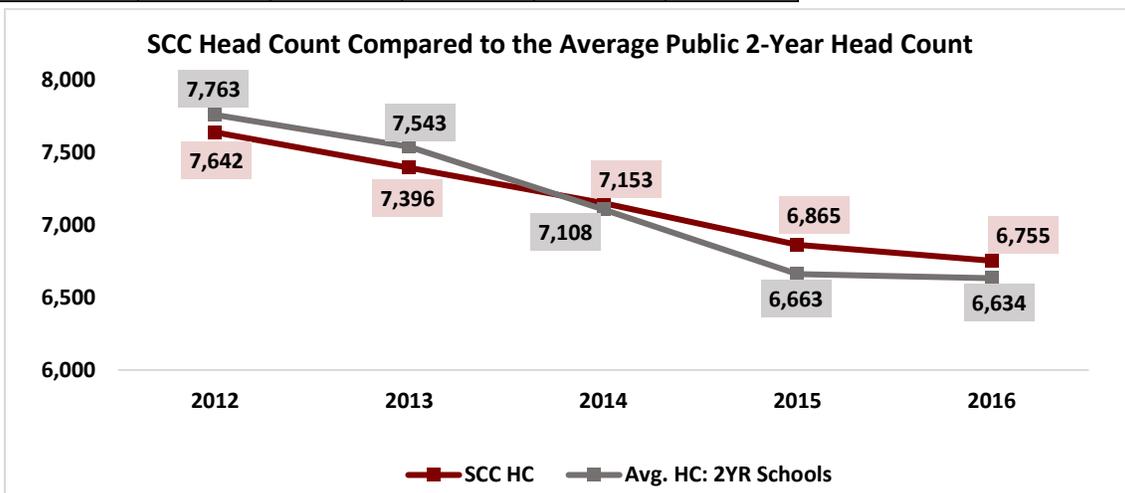
Full-Time Equivalency (FTE) for all Public Missouri Institutions over Five Years:

	Institution:	2012	2013	2014	2015	2016
Public Two-Year	St. Charles Community College	5,066	4,846	4,738	4,605	4,491
	Crowder College	3,464	3,614	3,642	3,473	3,175
	East Central College	2,626	2,511	2,342	2,065	1,896
	Jefferson College	3,776	3,523	3,319	3,060	3,042
	Metropolitan Community College	12,216	11,841	11,050	10,483	10,669
	Mineral Area College	2,751	3,521	3,670	3,419	3,386
	Missouri State University - West Plains	1,426	1,444	1,434	1,086	1,243
	Moberly Area Community College	3,745	3,759	3,510	3,136	3,242
	North Central Missouri College	1,170	1,165	1,125	1,072	1,060
	Ozarks Technical Community College	9,972	9,745	9,237	8,622	8,440
	St. Louis Community College	16,164	14,631	12,847	11,487	11,223
	State Fair Community College	3,399	3,473	3,200	3,058	3,241
	State Technical College	1,236	1,325	1,276	1,273	1,226
	Three Rivers Community College	3,234	3,140	2,991	2,767	2,460
		Sector Total	70,244	68,538	64,381	59,606
Public Four-Year	Harris Stowe State University	1,188	1,053	1,052	1,136	1,251
	Lincoln University	2,271	2,155	2,284	2,301	2,160
	Missouri Southern State University	4,296	4,400	4,415	4,561	4,869
	Missouri State University	16,435	16,764	17,135	17,528	18,375
	Missouri University of Science and Technology	6,453	6,794	7,277	7,487	7,456
	Missouri Western State University	4,590	4,416	4,413	4,152	3,988
	Northwest Missouri State University	5,663	5,482	5,641	5,550	5,495
	Southeast Missouri State University	9,320	9,334	9,478	9,233	9,174
	Truman State University	5,615	5,609	5,535	5,488	5,505
	University of Central Missouri	9,442	9,850	10,413	10,985	10,532
	University of Missouri-Columbia	29,845	29,875	30,526	30,661	28,720
	University of Missouri-Kansas City	11,387	11,391	11,552	11,742	11,814
	University of Missouri-St. Louis	10,121	10,102	10,203	9,917	9,788
		Sector Total	116,625	117,225	119,924	120,741

Enrollment Trends: Missouri Public Institution

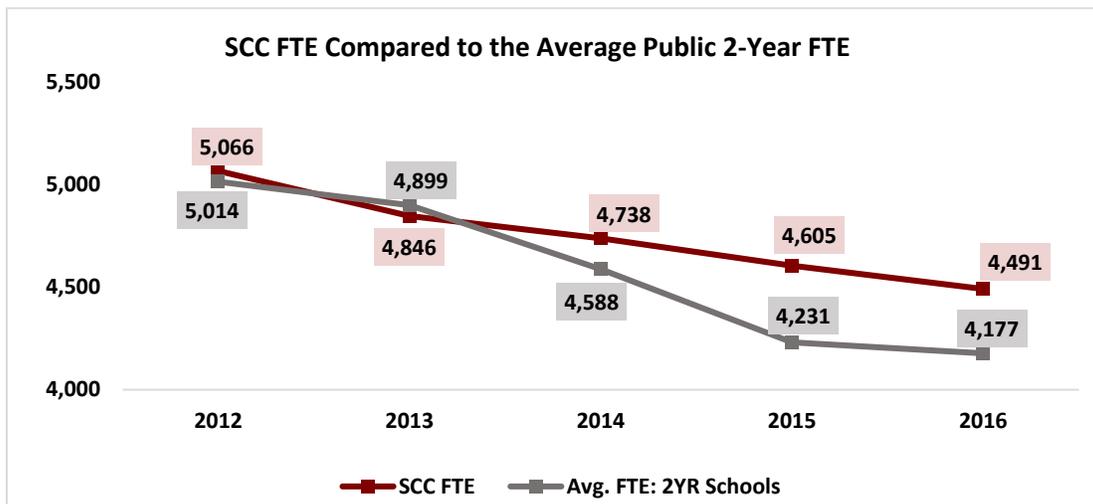
Institution:	2012	2013	2014	2015	2016
SCC HC	7,642	7,396	7,153	6,865	6,755
Avg. HC: 2YR Schools	7,763	7,543	7,108	6,663	6,634
Avg. HC: 4YR Schools	11,418	11,490	11,796	11,894	11,844

Since 2014, SCC's HC has modestly surpassed the average enrollment for other Missouri two-year institutions.



Institution:	2012	2013	2014	2015	2016
SCC FTE	5,066	4,846	4,738	4,605	4,491
Avg. FTE: 2YR Schools	5,014	4,899	4,588	4,231	4,177
Avg. FTE: 4YR Schools	8,971	9,017	9,225	9,288	9,164

Since 2014, SCC's FTE has modestly surpassed the average enrollment for other Missouri two-year institutions.



Enrollment Trends: St. Charles Community College Credit Program Information

St. Charles Community College currently has seven active academic program types including: Associate of Arts, Associate of Applied Science, Associate of Arts in Teaching, Associate of Fine Arts, Associate of Science, Certificate of Achievement, and Certificate of Specialization. Program types are defined as follows:

- **Associate of Arts Degree:** A two-year degree designed to transfer, fulfill general education requirements and meet the first half of bachelor's degree requirements.
- **Associate of Applied Science:** Career program. The primary purpose of curriculum leading to an A.A.S. is immediate employment. The requirements for this degree include appropriate coursework to prepare students to enter the job market upon completion.
- **Associate of Arts in Teaching:** A two-year degree designed to transfer, which prepares future educators. The Missouri public 4-year institutions of higher education, and some private 4-year institutions, have agreed to accept the AAT as equivalent to their first two years of teacher education.
- **Associate of Fine Arts:** A two-year degree designed to transfer, which prepares students pursuing one of the fine arts areas.
- **Associate of Science:** A degree offered for specific majors that are science related. May offer skills to be used in employment after completion, but may also be used for the purpose of transferring to earn a bachelor's degree.
- **Certificate of Achievement:** A certification requiring completion of at least 30 credit hours designed to prepare students to update existing skills or learn new skills in specific content areas.
- **Certificate of Specialization:** A certification requiring completion of less than 30 credit hours designed to prepare individuals already in the workforce to update existing skills or learn new skills in specific content areas.

Enrollment by Program Type:

In fall 2016, most students were enrolled in Associate of Arts degree programs (62.7%), followed by Associate of Science degree programs (10.3%) and Associate of Applied Science degree programs (9.8%). Following these degree programs, the next largest proportion of student enrollment was accounted for by "Other" enrollment. Students included in the "Other" category are students who enrolled in joint programs or selected courses (students taking selected courses have not chosen a major but are instead taking courses of their choice). When comparing the change in degree program enrollment and certificate program enrollment, out of total enrollment, since 14/FA there has been about a 4% decrease in enrollment in AA programs, about a 3% increase in enrollment in AS programs, and fairly consistent enrollment in AAS, AAT, CA, and CS programs. AFA was new in 15/FA, so an increase in enrollment is expected (e.g. see graph on page 114).

Enrollment Trends: Active Credit Academic Programs - Spring 2017

Associate of Arts (AA):

- ❖ **Liberal Studies**
 - Arts and Sciences

Associate of Applied Science (AAS):

- ❖ **Business Administration**
 - Accounting
 - Finance
 - Management
 - Marketing
 - General Business
- ❖ **Business Technology**
 - Business Technology
- ❖ **Child Care and Early Education**
 - Child Care & Early Education
- ❖ **Computer Aided Drafting**
 - Computer Aided Drafting
- ❖ **Computer Science**
 - Database Management
 - Computer Programming
 - Management Information Systems
 - Cyber Security
 - Networking
 - Network Security
 - Multimedia and Web Design
- ❖ **Criminal Justice**
 - Law Enforcement
- ❖ **Education**
 - Paraprofessional Studies
 - Autism Specialist
- ❖ **Emergency Medical Science**
 - Emergency Medical Science
- ❖ **General Technology**
 - General Technology
 - Supply Chain Logistics & Manufacturing Technologies
 - Welding
- ❖ **Graphic Design**
 - Graphic Design
- ❖ **Human Services**
 - Human Services

AAS Continued:

- ❖ **Occupational Therapy Assistant**
 - Occupational Therapy Assistant
- ❖ **Skilled Trades Apprenticeship Training**
 - Skilled Trades Apprenticeship Training

Associate of Arts in Teaching (AAT):

- ❖ **Education**
 - Early Childhood Education
 - Elementary Education
 - Secondary Education

Associate of Fine Arts (AFA):

- ❖ **Art**
 - Graphic Design
 - Studio Art
 - Art Education
- ❖ **Music**
 - Music

Associate of Science (AS):

- ❖ **Biology**
 - Biology
 - Pre-Environmental Health & Safety
- ❖ **Chemistry**
 - Chemistry
- ❖ **Computer Science**
 - Cyber Security
 - Management Information Systems
 - Programming
- ❖ **Engineering**
 - Engineering
- ❖ **Health Information Management**
 - Health Information Management
- ❖ **Nursing**
 - Nursing
- ❖ **Physical Education**
 - Exercise Science
 - Recreation/Leisure

Enrollment Trends: Active Credit Academic Programs - Spring 2017

AS Continued:

Pre-Pharmacy

- Pre-Pharmacy

Certificate of Achievement (CA):

❖ Business Administration

- Accounting Clerk
- Economics/Finance
- Management
- Marketing/Sales
- General Business

❖ Business Technology

- Computer Applications
- Customer Service
- Desktop Publishing

❖ Child Care and Early Education

- Child Care & Early Education

❖ Computer Aided Drafting

- Computer Aided Drafting

❖ Computer Science

- Multimedia
- Web Design
- Data Management
- Networking
- Programming Language

❖ Criminal Justice

- Law Enforcement

❖ General Technology

- Entry Level Welding
- Manufacturing Technology

❖ Global Studies

- Global Studies

❖ Healthcare

- Medical Assisting
- Medical Billing & Coding

❖ Liberal Studies

- Arts and Sciences

❖ Practical Nursing

- Practical Nursing

Certificate of Specialization (CS):

❖ Business Administration

- Accounting
- Finance
- Management
- Marketing

❖ Business Technology

- Software Productivity

❖ Computer Science

- Multimedia
- Programming
- Web Development
- Computer Security
- Cyber Security
- Desktop Support
- Networking (Routing & Switching)
- IT Project Management
- System Administration

❖ Diversity

- Diversity

❖ Education

- Autism Specialist

❖ English

- Creative Writing

❖ English as a Second Language

- English as a Second Language

❖ Liberal Studies

- Honors

❖ Graphic Design

- Design Media
- Photography
- Print Media
- Web Media

❖ General Technology

- Basic Welding
- Advanced Welding
- Manufacturing Technology, Certified Production Technician

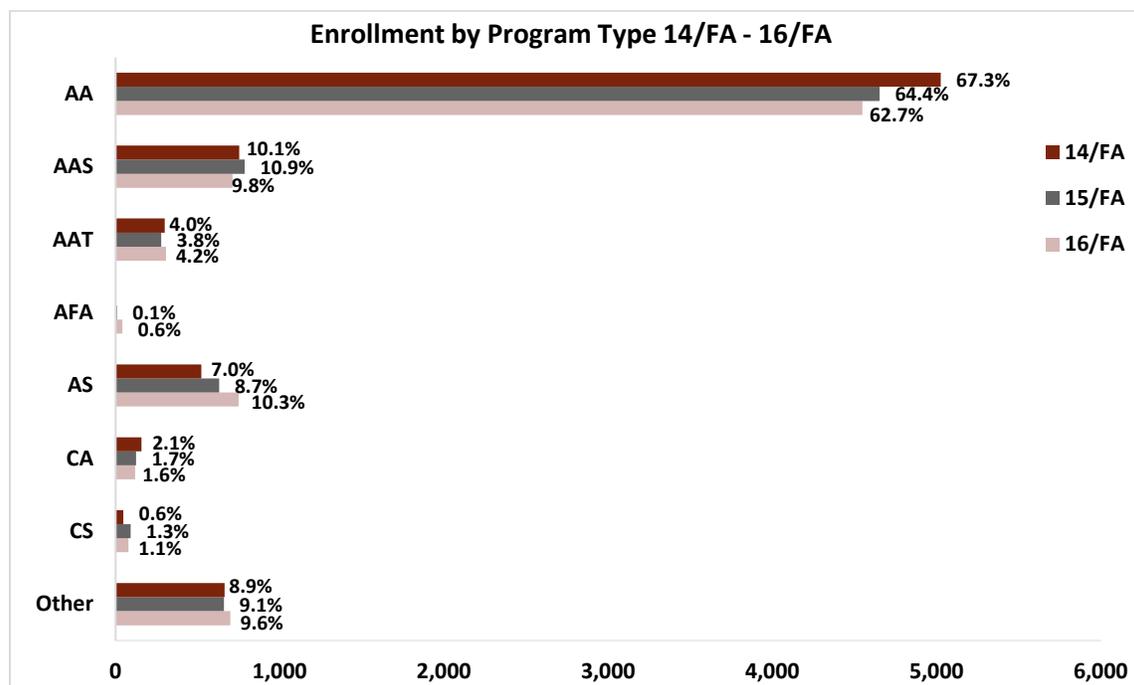
Enrollment Trends: SCC Enrollment by Program Type

The program enrollment numbers presented are duplicated. If a student enrolled in more than one program, he or she is counted in each program he or she is enrolled in. Students are also counted in each term for which they are enrolled.

Fall Enrollment by Program Type over Three Years			
	14/FA	15/FA	16/FA
Associate of Arts (AA)	5,025	4,652	4,548
Associate of Applied Science (AAS)	753	786	712
Associate of Arts in Teaching (AAT)	299	277	306
Associate of Fine Arts (AFA)*	N/A	9	41
Associate of Science (AS)	521	630	749
Certificate of Achievement (CA)	157	125	119
Certificate of Specialization (CS)	47	91	78
Other (Joint programs & selected courses)	664	659	698
Grand Total	7,466	7,229	7,251

*AFA is new as of 15/FA

Enrollment in degree programs decreased by 3.4% in 16/FA (6,356) in comparison to the number enrolled in 14/FA (6,598). The number enrolled in certificate programs decreased as well in 16/FA (197) by 3.4% in comparison to the number enrolled in 14/FA (204).



When comparing the change in degree program enrollment and certificate program enrollment, out of total enrollment, since 14/FA there has been about a 4% decrease in enrollment in AA programs, about a 3% increase in enrollment in AS programs, and fairly consistent enrollment in AAS, AAT, CA, and CS programs. AFA was new in 15/FA, so an increase in enrollment is expected.

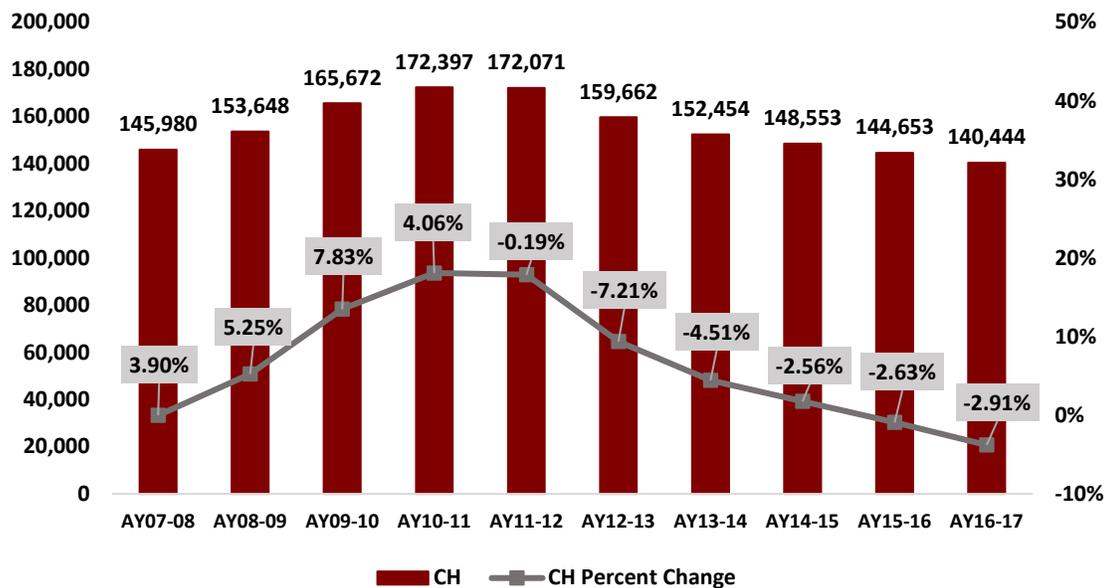
Enrollment Trends: St. Charles Community College

The table and graph below indicate SCC enrollment trends by academic year. These numbers include students who are exclusively auditing.

Table 1: Academic Year Enrollment Trend

AY (SU, FA, SP) Total	Headcount (HC)	Credit Hours (CH)	AY FTE (AY CH/30)	Year-to-Year CH % Change	CH Change from previous year
AY04-05	16,565	139,320	4,644	N/A	N/A
AY05-06	16,631	140,412	4,680	0.78%	Inc
AY06-07	16,481	140,507	4,684	0.07%	Inc
AY07-08	16,951	145,980	4,866	3.90%	Inc
AY08-09	17,880	153,648	5,122	5.25%	Inc
AY09-10	18,981	165,672	5,522	7.83%	Inc
AY10-11	19,677	172,397	5,747	4.06%	Inc
AY11-12	19,363	172,071	5,736	-0.19%	Dec
AY12-13	18,105	159,662	5,322	-7.21%	Dec
AY13-14	17,453	152,454	5,082	-4.51%	Dec
AY14-15	16,573	148,553	4,952	-2.56%	Dec
AY15-16	16,118	144,653	4,822	-2.63%	Dec
AY16-17	15,823	140,444	4,681	-2.91%	Dec

Graph 1: Academic Year 10-Year CH Trend



Note: The trend line represents change since AY07-08. The data labels indicate the year-to-year change.

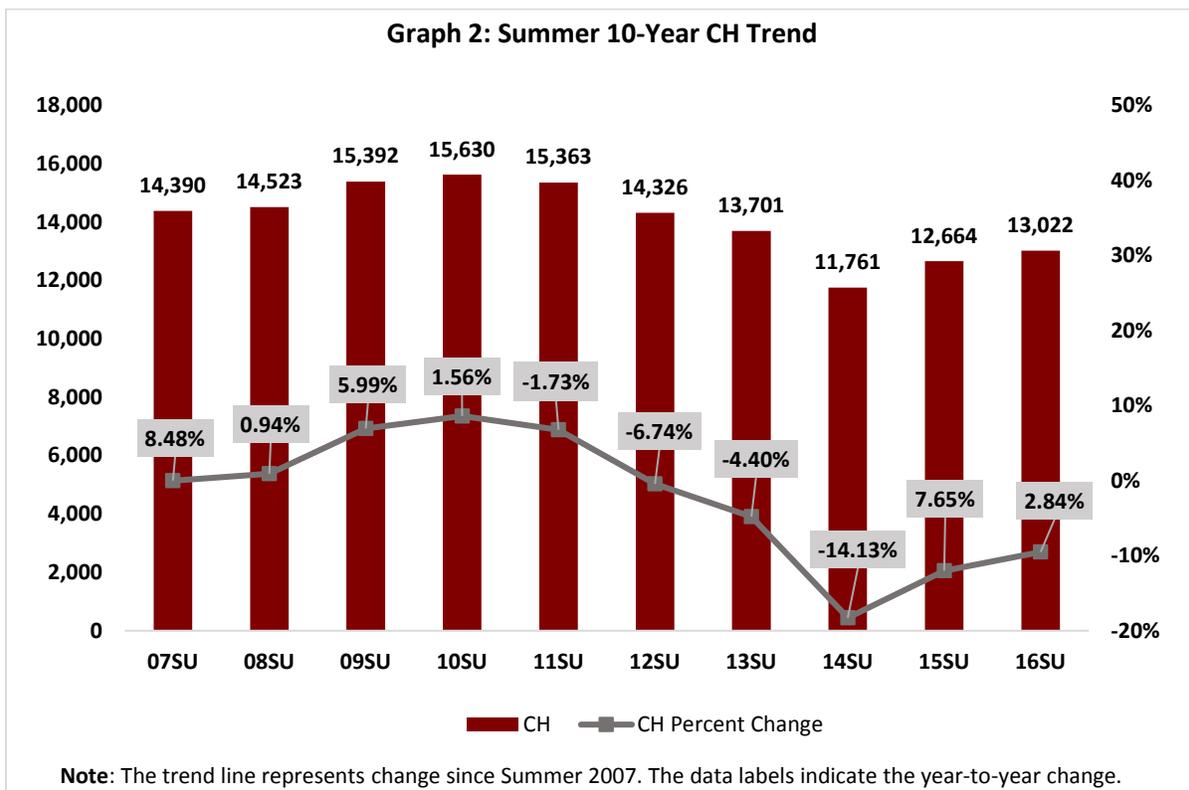
Additional Notes: FTE = Credit Hours (CH)/15 Green = CH increased from prior year

Per the National Bureau of Economic Research, the Great Recession lasted December 2007 – June 2009. However, Forbes Magazine indicated that the financial impact lasted years longer.

Enrollment Trends: St. Charles Community College

The table and graph below indicate SCC enrollment trends by term. These numbers include students who are exclusively auditing.

Table 2: Summer Enrollment Trend						
TERM	HC	CH	FTE	Year-to-Year CH % Change	CH Change from Previous Year	Average CH per Student
04SU	3,091	13,568	905	N/A	N/A	4.39
05SU	3,090	13,529	902	-0.33%	Dec	4.38
06SU	3,010	13,254	884	-2.00%	Dec	4.40
07SU	3,226	14,390	959	8.48%	Inc	4.46
08SU	3,265	14,523	968	0.94%	Inc	4.45
09SU	3,486	15,392	1026	5.99%	Inc	4.42
10SU	3,477	15,630	1042	1.56%	Inc	4.50
11SU	3,385	15,363	1024	-1.73%	Dec	4.54
12SU	3,139	14,326	955	-6.74%	Dec	4.56
13SU	3,055	13,701	913	-4.40%	Dec	4.48
14SU	2,600	11,761	784	-14.13%	Dec	4.52
15SU	2,757	12,664	844	7.65%	Inc	4.59
16SU	2,821	13,022	868	2.84%	Inc	4.62



Additional Notes: FTE = Credit Hours (CH)/15 Green = CH increased from prior year

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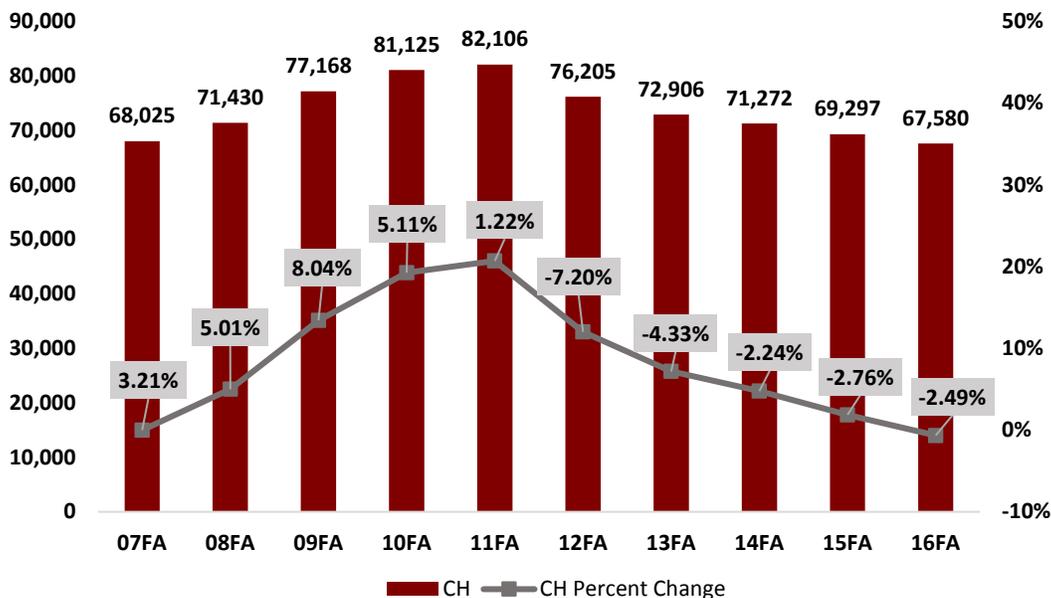
Enrollment Trends: St. Charles Community College

The table and graph below indicate SCC enrollment trends by term. These numbers include students who are exclusively auditing.

Table 3: Fall Enrollment Trend

TERM	HC	CH	FTE	Year-to-Year CH % Change	CH Change from Previous Year	Average CH per Student
04FA	6,856	65,000	4,333	N/A	N/A	9.48
05FA	6,937	65,524	4,368	0.81%	Inc	9.45
06FA	6,930	65,911	4,394	0.60%	Inc	9.51
07FA	7,027	68,025	4,535	3.21%	Inc	9.68
08FA	7,414	71,430	4,762	5.01%	Inc	9.63
09FA	7,911	77,168	5,145	8.04%	Inc	9.75
10FA	8,290	81,125	5,408	5.11%	Inc	9.79
11FA	8,260	82,106	5,474	1.22%	Inc	9.94
12FA	7,724	76,205	5,080	-7.20%	Dec	9.87
13FA	7,477	72,906	4,860	-4.33%	Dec	9.75
14FA	7,214	71,272	4,751	-2.24%	Dec	9.88
15FA	6,930	69,297	4,620	-2.76%	Dec	10.00
16FA	6,822	67,580	4,505	-2.49%	Dec	9.91

Graph 3: Fall 10-Year CH Trend



Note: The trend line represents change since Fall 2007. The data labels indicate the year-to-year change.

Additional Notes: FTE = Credit Hours (CH)/15 Green = CH increased from prior year

Per the National Bureau of Economic Research, the Great Recession lasted December 2007 – June 2009. However, Forbes Magazine indicated that the financial impact lasted years longer.

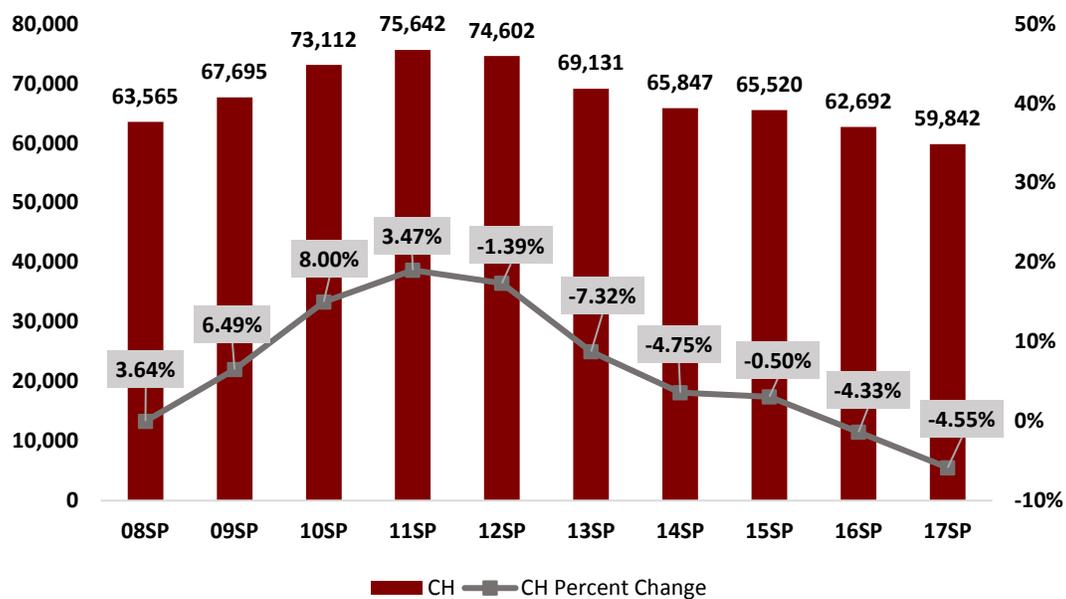
Enrollment Trends: St. Charles Community College

The table and graph below indicate SCC enrollment trends by term. These numbers include students who are exclusively auditing.

Table 4: Spring Enrollment Trend

TERM	HC	CH	FTE	Year-to-Year CH % Change	CH Change from Previous Year	Average CH per Student
05SP	6,618	60,752	4,050	N/A	N/A	9.18
06SP	6,604	61,359	4,091	1.01%	Inc	9.29
07SP	6,541	61,342	4,089	-0.05%	Dec	9.38
08SP	6,698	63,565	4,238	3.64%	Inc	9.49
09SP	7,201	67,695	4,513	6.49%	Inc	9.40
10SP	7,584	73,112	4,874	8.00%	Inc	9.64
11SP	7,910	75,642	5,043	3.47%	Inc	9.56
12SP	7,718	74,602	4,973	-1.39%	Dec	9.67
13SP	7,242	69,131	4,609	-7.32%	Dec	9.55
14SP	6,921	65,847	4,390	-4.75%	Dec	9.51
15SP	6,759	65,520	4,368	-0.50%	Dec	9.69
16SP	6,431	62,692	4,179	-4.33%	Dec	9.75
17SP	6,180	59,842	3,989	-4.55%	Dec	9.68

Graph 4: Spring 10-Year CH Trend



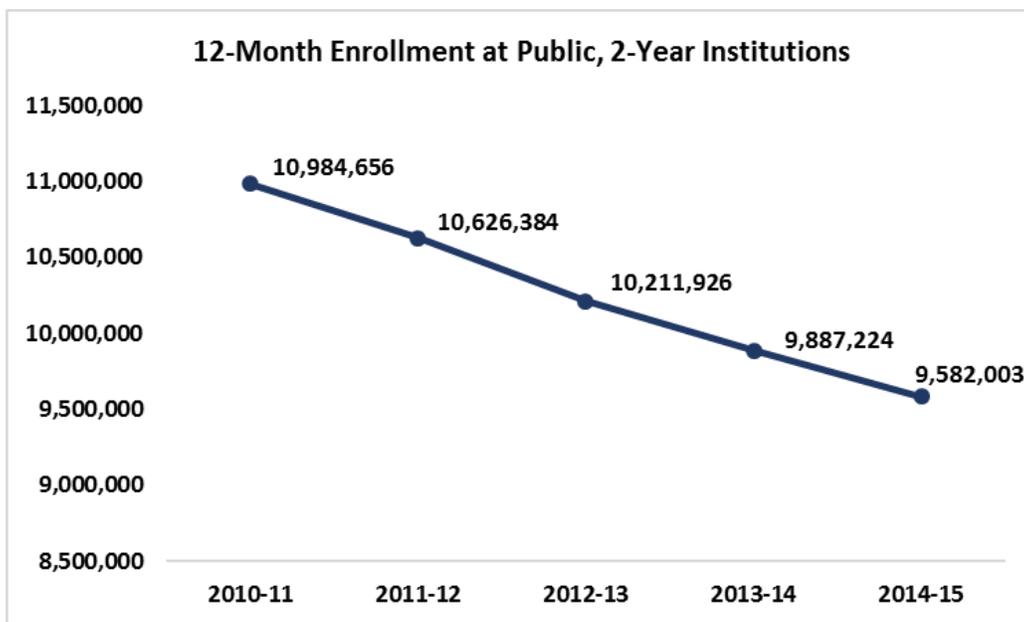
Note: The trend line represents change since Spring 2008. The data labels indicate the year-to-year change.

Additional Notes: FTE = Credit Hours (CH)/15 Green = CH increased from prior year

Per the National Bureau of Economic Research, the Great Recession lasted December 2007 – June 2009. However, Forbes Magazine indicated that the financial impact lasted years longer.

Enrollment Trends: St. Charles Community College

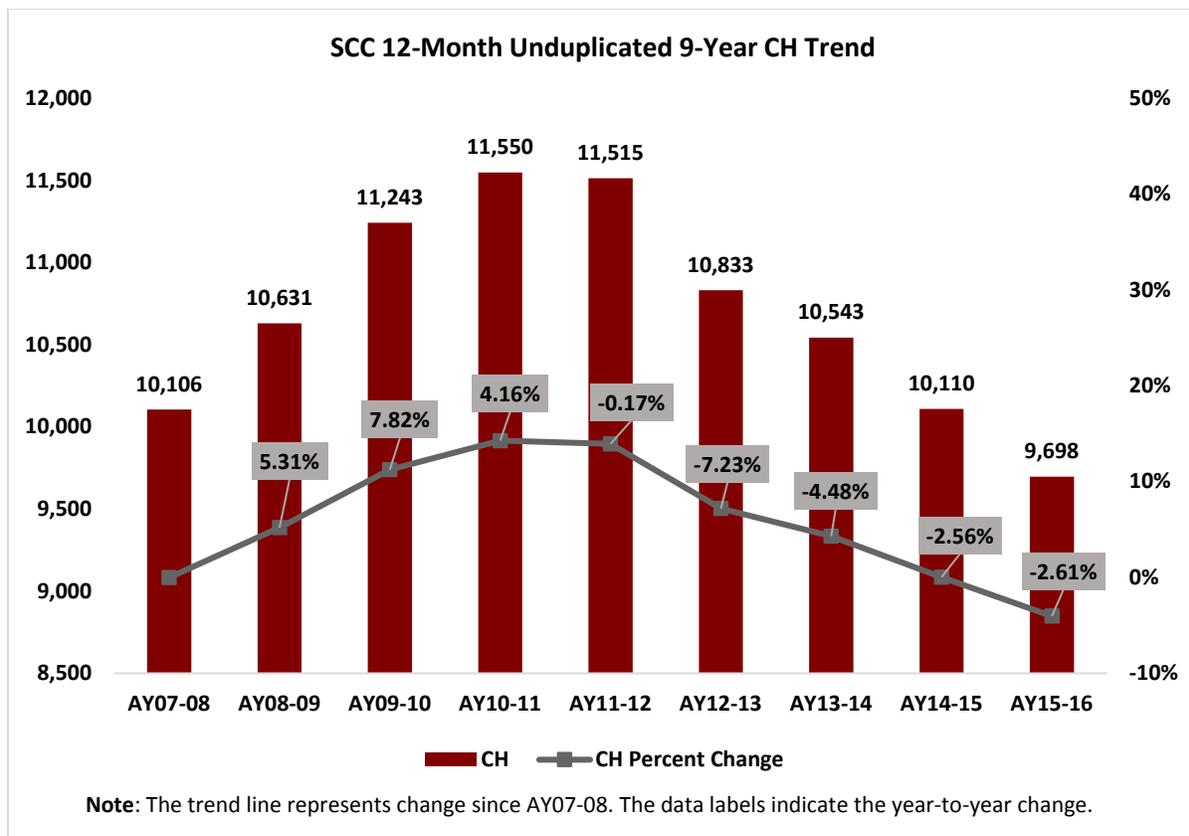
St. Charles Community College also reports annual unduplicated enrollment numbers. IPEDS is the Integrated Postsecondary Education Data System, which is a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES). The IPEDS 12-Month Enrollment component collects an institution’s unduplicated enrollment for an academic year (SU, FA, SP). The 12-month unduplicated headcount is the sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled (IPEDS Glossary). The numbers reported to IPEDS by public, 2-year institutions (see image below) are similar to the trend for community colleges by Dwyer Education Strategies, Inc., which were referenced at the beginning of the Enrollment Trends section.



Enrollment Trends: St. Charles Community College

The table and graph below indicate SCC's IPEDS 12-month enrollment trends. These numbers exclude students who are exclusively auditing.

SCC 12-Month Student Enrollment					
AY (SU, FA, SP) Total	Unduplicated Headcount (HC)	Credit Hours (CH)	AY FTE (AY CH/30)	Year-to-Year CH % Change	CH Change from Previous Year
AY07-08	10,106	145,245	4,842	N/A	N/A
AY08-09	10,631	152,959	5,099	5.31%	Inc
AY09-10	11,243	164,922	5,497	7.82%	Inc
AY10-11	11,550	171,775	5,726	4.16%	Inc
AY11-12	11,515	171,479	5,716	-0.17%	Dec
AY12-13	10,833	159,073	5,302	-7.23%	Dec
AY13-14	10,543	151,953	5,065	-4.48%	Dec
AY14-15	10,110	148,062	4,935	-2.56%	Dec
AY15-16	9,698	144,203	4,807	-2.61%	Dec



Additional Notes: Green = CH increased from prior year FTE = Credit Hours (CH)/30

Enrollment Trends: Remedial Enrollment Trends & Initiatives

The state of Missouri, through the Department of Higher Education, has pulled together a state-wide task force to move Missouri forward toward offering students remedial coursework as a co-requisite (a course that is required to be taken simultaneously with another), and alternate pathways. The goal is not to remove remedial education, but to try and find more efficient options for students who are eligible. This initiative is related to movements taking place at the national level.

National Movements that State Initiative are based on:

Math

- One of the biggest movements nationally is to, “ensure that all students in higher education enroll in mathematics pathways that will prepare them for their future, enable them to make timely progress towards completion of a degree, and empower them as lifelong math learners” (Charles A. Dana Center).
- Since placement exams are high-stakes exams, students should be given the opportunity to prepare for placement exams with practice tests and prep sessions (Complete College America).
- Students should complete their math requirements within the first year of college. There are several approaches: single-semester corequisite approaches, one-course pathways that stretch a common single semester course over two semesters, and parallel remediation effective for students enrolled in career technical or applied degree programs (Complete College America).

English

- Across the country, remedial/developmental English instruction is in the throes of a shift from serving as preparation for courses in college writing to being delivered in service to such courses in the form of co-requisites. For example, at SCC, all of the students who enroll in the highest level remedial course are participating in co-requisite enrollment by being enrolled in Developmental English II (ENG-096) and simultaneously enrolled in English Composition I (ENG-101).

St. Charles Community College (SCC) Initiatives/Standing:

Math

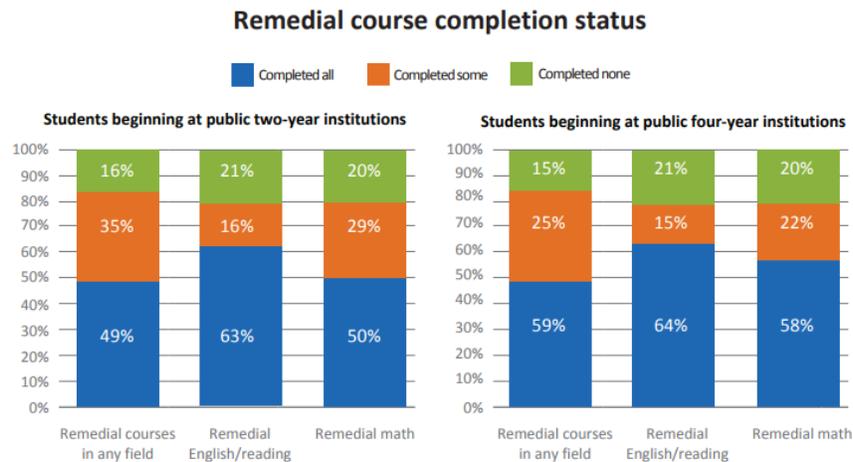
- SCC has a high school outreach program that sends speakers out to talk to area Juniors and urges them to take math in their Senior year of high school. This program also educates students about placement and the overall college experience.

English

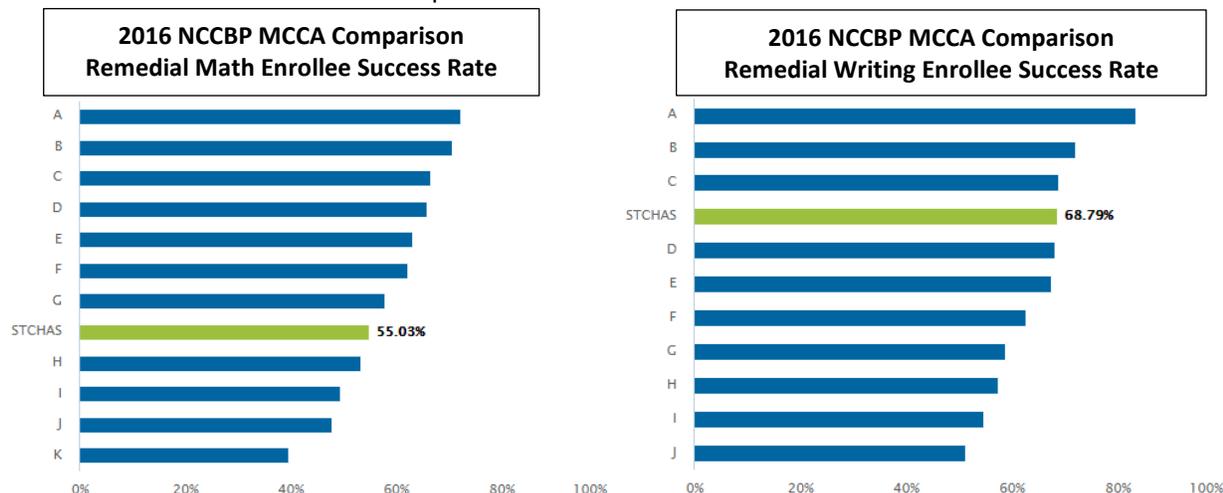
- SCC is the only college in Missouri where 100% of its ENG-096 students are enrolled in co-requisite compositions classes, meaning SCC is well positioned for the proposed shift. SCC’s English faculty have also been highly trained in this form of instruction.

Enrollment Trends: Remedial Enrollment Trends & Course Completion

The American Association of Community Colleges indicated that, “nearly half of students enrolled in remedial courses at public two-year institutions complete all the remedial course they attempt.” See image below.



As the above numbers are at a national level, Missouri numbers are presented below. The National Community College Benchmark Project (NCCBP) provides data on remedial math and English enrollee success rates. The enrollee success rates indicate the percentage of students who enrolled in a remedial math or English course, and completed the course successfully (i.e. received a grade of A, B, C, P). Using the MCCA schools as a peer group, benchmarks are provided below. These benchmarks serve as an indication of how SCC students compare to students at other public two-year institutions in Missouri in terms of successful completion of remedial coursework.



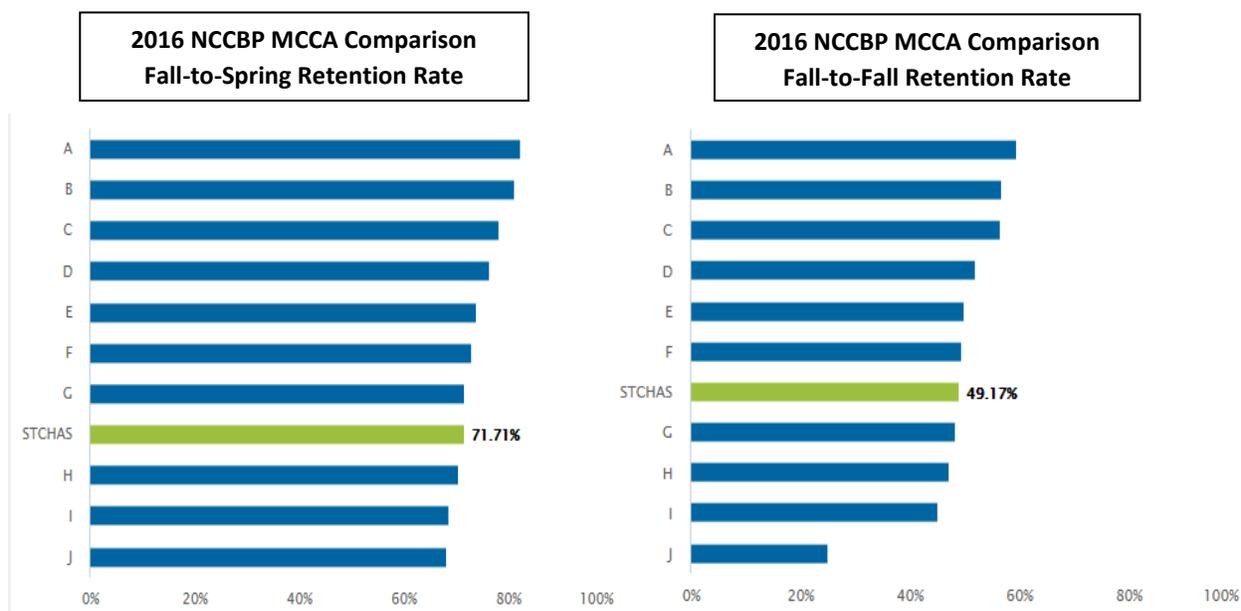
Per the 2016 NCCBP results, compared to other MCCA schools, SCC ranked 8th out of 12 for math enrollee success rates and 4th out of 11 for writing enrollee success rates (there are 12 MCCA schools but one did not submit data for the writing measure).

Retention Trends

Retention Trends

As part of evaluating the educational environment, St. Charles Community College (SCC) also tracks retention rates. Since a majority of SCC’s students are continuing students, tracking retention is beneficial. Retaining students is a cost effective and surefire way of positively impacting enrollment, and SCC has ramped up efforts to improve retention. At SCC, a retention rate is the percentage of SCC students who continue at SCC in the next semester or the semester indicated (e.g. fall-to-spring, fall-to-fall, spring-to-fall, spring-to-spring).

Per the 2016 National Community College Benchmarking Project (NCCBP), compared to MCCA schools, SCC ranks 8th out of 11 for fall-to-spring (14/FA to 15/SP) retention, and 7th out of 11 for fall-to-fall (14/FA to 15/FA) retention. (There are 12 Missouri community colleges, but one didn’t submit data).



Note: NCCBP retention rates exclude students who are exclusively auditing and looks at students from end of term to the next term census, while SCC’s retention rates in the Factbook don’t exclude auditors and looks at students from census to the next term census.

Overall, SCC’s fall-to-spring retention rates have remained steady (around 70%) since fall 2013, while fall-to-fall retention rates continue to increase. In line with fall-to-fall retention rates, SCC’s spring-to-fall and spring-to-spring retention rates have increased steadily since spring 2014.

When looking at retention rates for SCC’s first-time, degree/certificate seeking students, students who enroll their first semester at SCC as full-time, have a fall-to-fall retention rate of 62.5%, and students who enroll their first semester at SCC as part-time, have a fall-to-fall retention rate of 40%. The difference between first-time freshmen and the overall retention rate of SCC students is of importance and warrants further investigation.

Retention Trends: St. Charles Community College Retention Rates*

*Retention Rates = The number of students from a term who re-enrolled in a subsequent term, divided by the number from the original term (excluding graduates). Numbers include auditors.

Table 1: Enrolled Fall (FA) and Retained the Following Fall (FA)			
	Students Retained	Students in Original Term	Retention Rate
13FA - 14 FA	3,143	6,701	46.9%
14FA - 15FA	3,079	6,423	47.9%
15FA - 16FA	3,059	6,188	49.4%

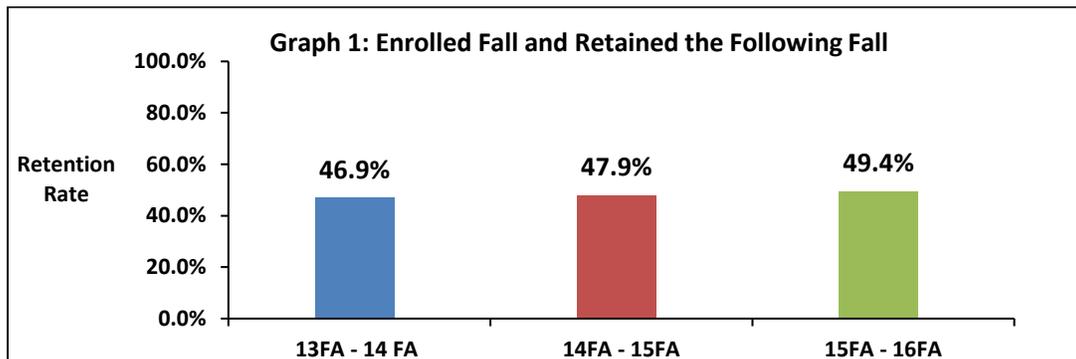


Table & Graph 1: Fall-to-fall retention has increased moderately since 13FA - 14FA.

Table 2: Enrolled Fall (FA) and Retained the Following Spring (SP)			
	Students Retained	Students in Original Term	Retention Rate
13FA - 14SP	5,104	7,239	70.5%
14FA - 15SP	4,955	7,003	70.8%
15FA - 16SP	4,796	6,740	71.2%
16FA - 17SP	4,641	6,623	70.1%

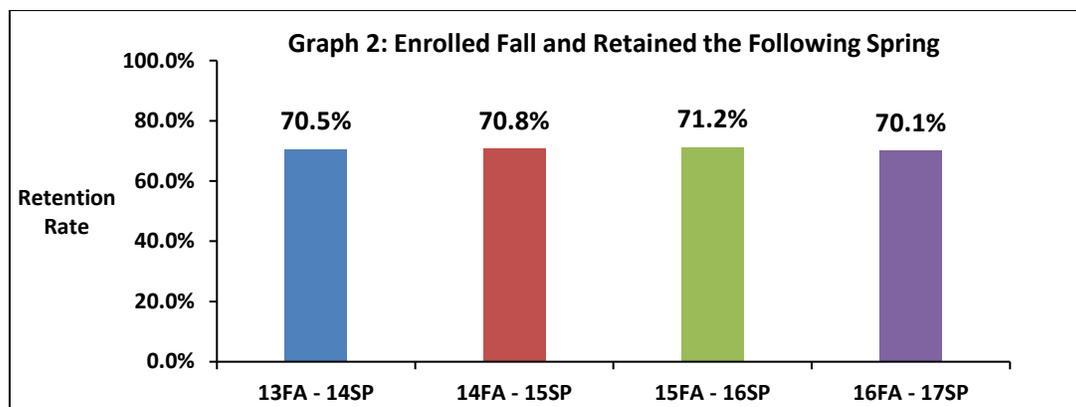


Table & Graph 2: Fall-to-spring retention has remained around 70% since 13FA -14SP.

Retention Trends: St. Charles Community College Retention Rates*

*Retention Rates = The number of students from a term who re-enrolled in a subsequent term, divided by the number from the original term (excluding graduates). Numbers include auditors.

Table 3: Enrolled Spring (SP) and Retained the Following Spring (SP)			
	Students Retained	Students in Original Term	Retention Rate
14SP – 15SP	2,848	6,176	46.1%
15SP – 16SP	2,872	5,998	47.9%
16SP – 17SP	2,728	5,679	48.0%

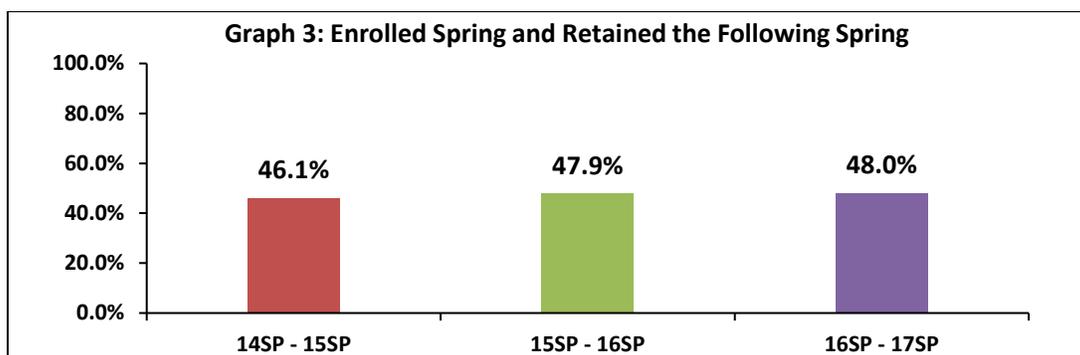


Table & Graph 3: Spring-to-spring retention has remained around 47% since 14SP – 15SP.

Table 4: Enrolled Spring (SP) and Retained the Following Fall (FA)			
	Students Retained	Students in Original Term	Retention Rate
14SP – 14FA	3,598	6,383	56.4%
15SP – 15FA	3,579	6,185	57.9%
16SP – 16FA	3,476	5,878	59.1%

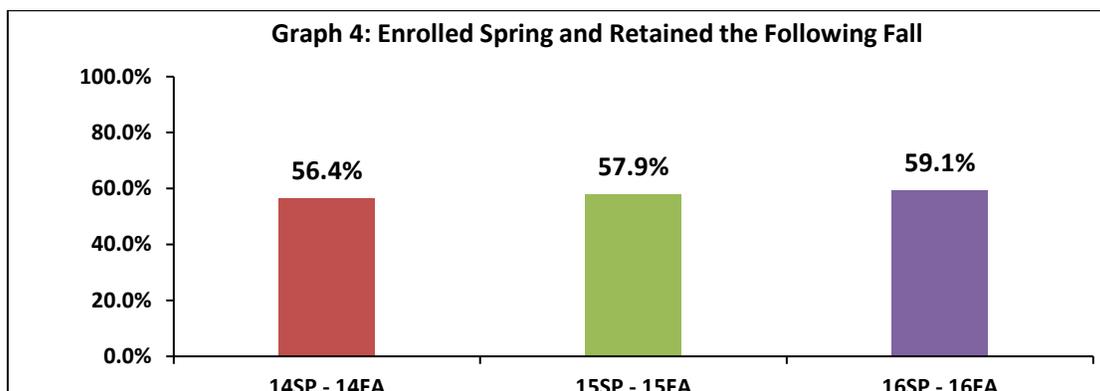


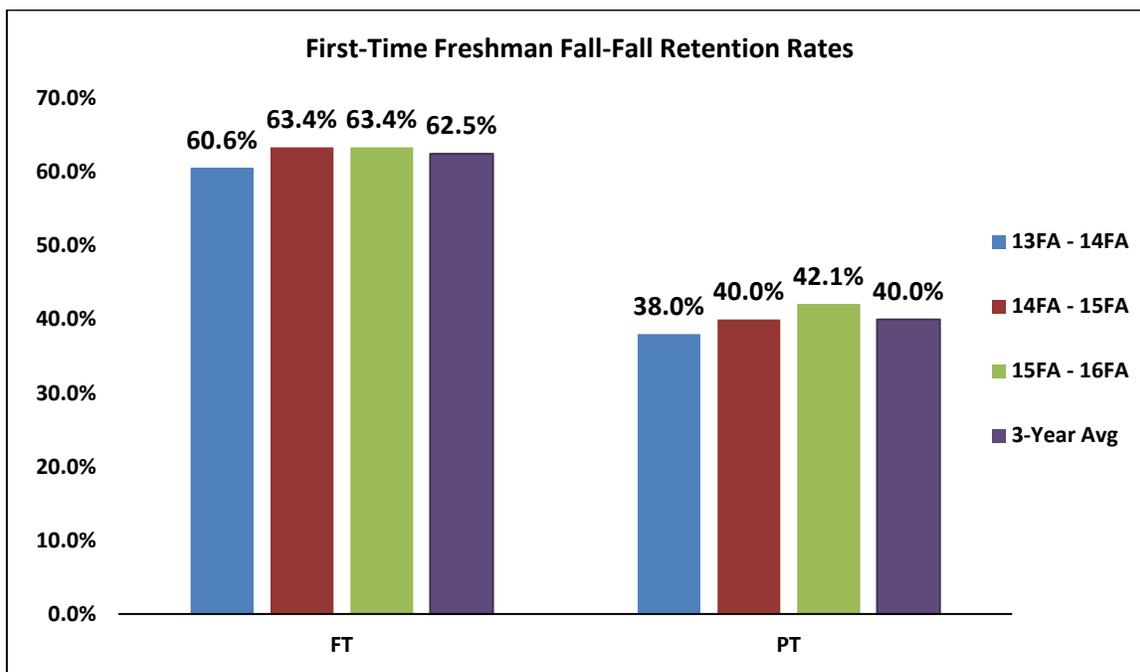
Table & Graph 4: Spring-to-fall retention has increased modestly since 14SP – 14FA.

Retention Trends: St. Charles Community College Retention Rates*

In addition to the overall retention rates that are calculated, retention rates for first-time freshman are calculated and reported to IPEDS.

*First-time freshman retention rates are calculated for IPEDS Fall Enrollment reporting and are presented below. IPEDS Fall Enrollment reporting includes the percentage of first-time, degree/certificate seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Numbers **exclude** auditors.

First-Time Freshman Enrolled Fall (FA) and Retained the Following Fall (FA)				
	Full-Time		Part-Time	
	Cohort Number	Retention Rate	Cohort Number	Retention Rate
13FA - 14 FA	1,152	60.6%	397	38.0%
14FA - 15FA	1,217	63.4%	458	40.0%
15FA - 16FA	1,148	63.4%	356	42.1%
3-Year Average (13/FA-15/FA)	1,172	62.5%	404	40.0%



IPEDS fall-to-fall retention rates for full-time first-time freshman have remained around 63% since 13FA – 14FA. Fall-to-fall retention rates for part-time first-time freshman have remained around 40% since 13FA – 14FA.

Retention Trends: Intent to Return Survey

As mentioned in the introduction to the Retention Trends section, many institutions across the country have experienced a steady decline in enrollment since around 2011. Since most institutions' student enrollment consists of returning students, institutions need to refocus their efforts from centering on obtaining new students, to retention rate improvement. In order to increase SCC's retention rates, SCC needs to better understand why their students choose not to continue at SCC. Beginning in fall 2015, the Department of Institutional Research and Grants (IRG) implemented an Intent to Return Survey and began to administer it to students who participated in the end-of-term evaluations. The one-page survey was designed to gauge whether or not students planned to return in the semesters following the survey, and if not, why they were choosing to leave.

Fall 2015 and spring 2016 were used as pilot terms for the survey, and answer choices were expanded starting in fall 2016. In its pilot version in academic year 2015-2016, answer choices were transfer, financial, academic, and other. In fall 2016 & spring 2017, answer choices were graduating, transferring, graduating & transferring, financial, academic, or other. As the answer choices were more detailed in AY 2016 -2017, the results from these terms are presented in the following pages. Interestingly, IRG found that students reported intending to return more often than they actually returned (see table below). These findings are important as they help to provide a jumping off point by identifying variables that influence SCC's students' decision to return; however, it doesn't yet address the gap between intent and actual return.

Comparison of Survey Results to Actual Retention:

Fall Data							
Terms	Survey	Actual	Difference	Terms	Survey	Actual	Difference
15FA – 16SP	86.6%	71.2%	-15.4%	15FA – 16FA	64.1%	49.4%	-14.7%
16FA – 17SP	83.9%	70.1%	-13.8%	16FA – 17FA	62.6%	N/A	N/A
Spring Data							
Terms	Survey	Actual	Difference	Terms	Survey	Actual	Difference
16SP – 16SU	49.3%	23.5%	-25.8%	16SP – 16FA	71.5%	59.1%	-12.4%

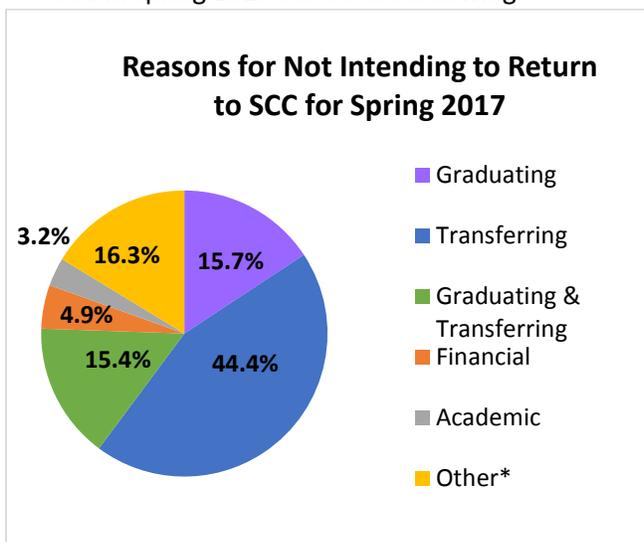
Retention Trends: Fall 2016 Intent to Return Survey Results

Fall 2016 credit student enrollment N = 6,822.

Fall 2016 credit student "Intent to Return" survey respondents N = 4,061 (59.5%).

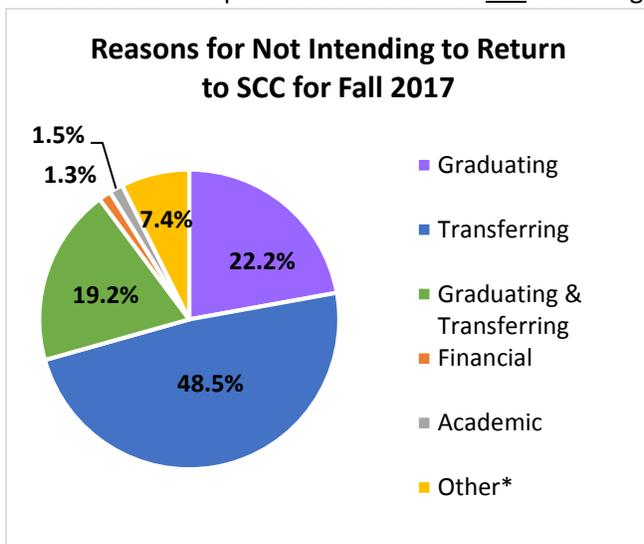
Note: Only students who attended face-to-face classes at SCC were surveyed.

- Of those who responded to the question "Do you plan to return to SCC in spring 2017," 83.9% (3,378/4,028) indicated they planned to return in spring 2017.
- Students who provided a reason for not returning to SCC in spring 2017 stated the following:



*Other Reason Category
Family/Personal (N = 29)
Work (N = 25)
Taking Time Off (N = 20)
Just Came for a Class or Classes (N=16)
Military (N = 11)
Moving (N = 10)
Miscellaneous Reasons (N < 10)
Class/Program not offered at SCC (N < 10)
Dissatisfied (N < 10)
Waiting on Program/Course Availability (N < 10)
Undecided (N < 10)
Transportation/Location (N < 10)
High School Student (N < 10)

- Of those who responded to the question "Do you plan to return to SCC fall 2017," 62.6% (2,445/3,904) indicated they planned to return in fall 2017.
- Students who provided a reason for not returning to SCC in fall 2017 stated the following:



*Other Reason Category
Undecided (N = 18)
Military (N = 17)
Work (N = 16)
Just Came for a Class or Classes (N=14)
Moving (N = 12)
Miscellaneous Reasons (N = 10)
Family/Personal (N = 10)
Dissatisfied (N < 10)
Taking Time Off (N < 10)
High School Student (N < 10)
Class/Program not Offered (N < 10)
Transportation/Location (N < 10)
Waiting on Program/Course Availability (N = 0)

*Note: Students who answered "other" could have refused to provide a reason or indicated more than one reason, so each reason a student listed is recorded separately.

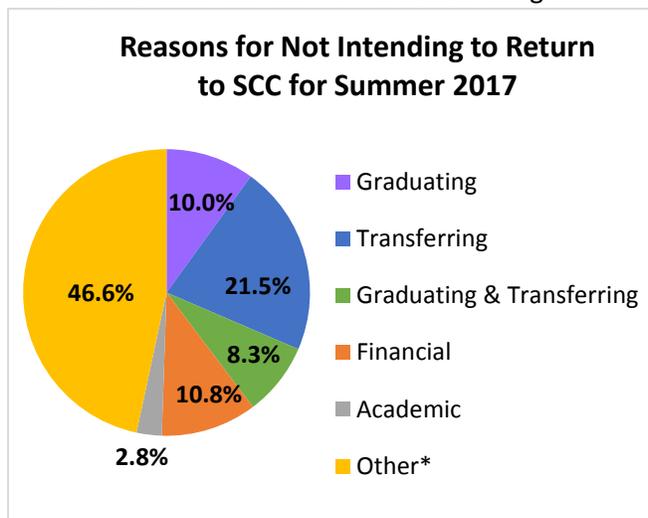
Retention Trends: Spring 2017 IRG Intent to Return Survey Results

Spring 2017 credit student enrollment N = 6,180.

Spring 2017 credit student "Intent to Return" survey respondents N =3,332 (53.9%).

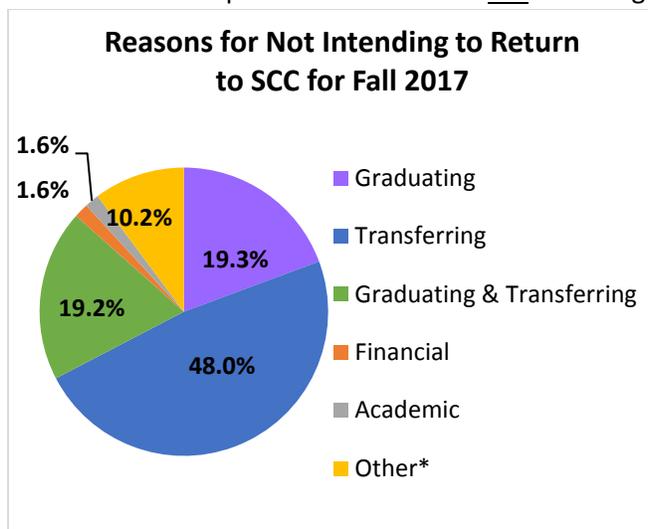
Note: Only students who attended face-to-face classes at SCC were surveyed.

- Of those who responded to the question "Do you plan to return to SCC in summer 2017," 44.7% (1,478/3,304) indicated they planned to return in summer 2017.
- Students who provided a reason for not returning to SCC in summer 2017 stated the following:



*Other Reason Category
Taking Time Off (N = 555)
Work (N = 91)
Class/Program not offered at SCC (N = 32)
Family/Personal (N = 29)
Just Came for a Class or Classes (N=14)
Moving (N = 14)
Undecided (N = 12)
Military (N < 10)
Dissatisfied (N < 10)
Waiting on Program/Course Availability (N < 10)
Miscellaneous Reasons (N < 10)
Transportation/Location (N < 10)
High School Student (N < 10)

- Of those who responded to the question "Do you plan to return to SCC fall 2017," 71.6% (2,340/3,266) indicated they planned to return in fall 2017.
- Students who provided a reason for not returning to SCC in fall 2017 stated the following:



*Other Reason Category
Undecided (N = 12)
Moving (N = 11)
Work (N < 10)
Just Came for a Class or Classes (N <10)
Military (N < 10)
Miscellaneous Reasons (N < 10)
Family/Personal (N < 10)
Dissatisfied (N < 10)
Taking Time Off (N < 10)
High School Student (N < 10)
Class/Program not Offered (N < 10)
Transportation/Location (N < 10)
Waiting on Program/Course Availability (N < 10)

*Note: Students who answered "other" could have refused to provide a reason or indicated more than one reason, so each reason a student listed is recorded separately.

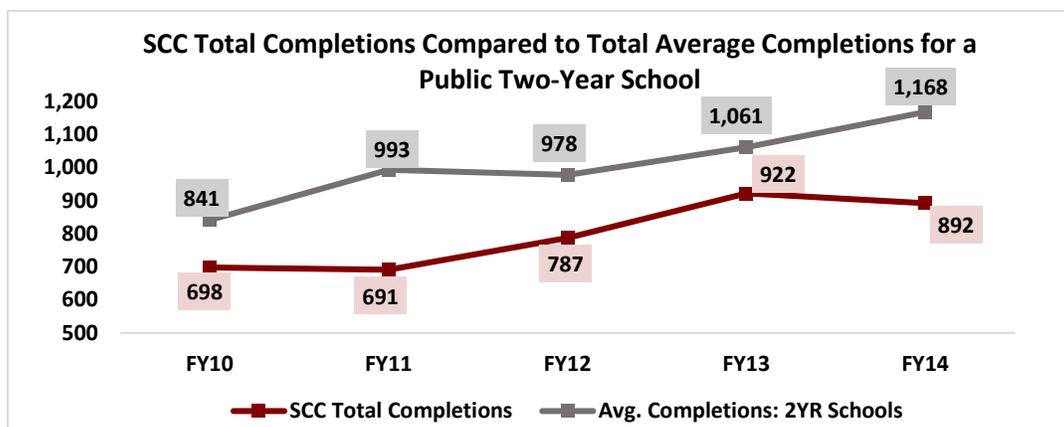
Completion Trends

Completion Trends: Missouri Public Institution

The Missouri Department of Higher Education (MDHE) publishes data on associate's (AA) degrees and certificates ((CERT) less than 1-year, less than 2-year, & less than 4-year) awarded by public two-year schools. In this section, data for four-year schools are excluded as they typically award bachelor's degrees or higher. MDHE data were compiled and are presented in this section in order to provide a detailed look at the completion (i.e. graduation) trends that have been present in Missouri Community College Association (MCCA) schools over the last five years. Overall, St. Charles Community College (SCC) has awarded less degrees and certificates than the average for the other MCCA schools. However, it should be noted that Metropolitan Community College, Ozarks Technical Community College and St. Louis Community College are likely driving the average up since they are multi-campus institutions. Additionally, this section examines SCC's completion trends by program type.

Total Awards for all Public Two-Year Missouri Institutions over Five Years:

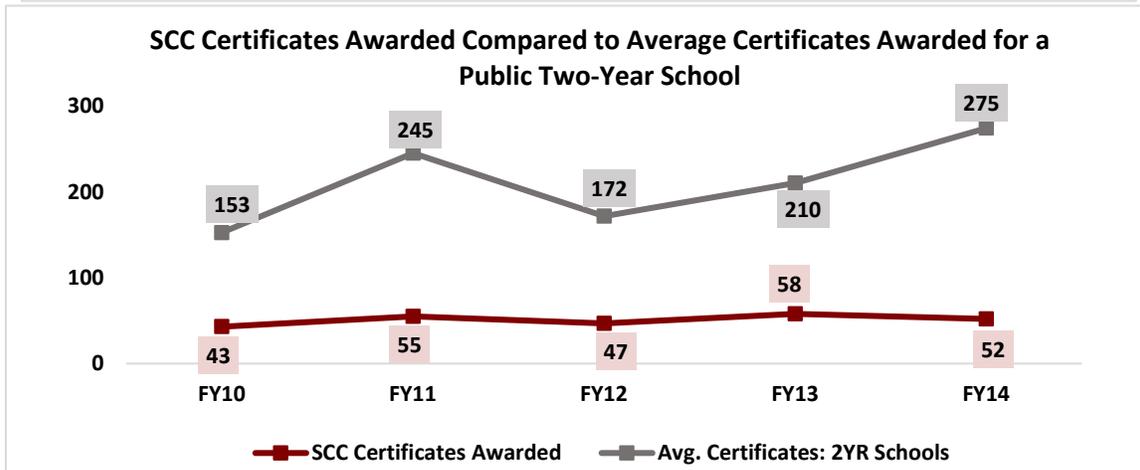
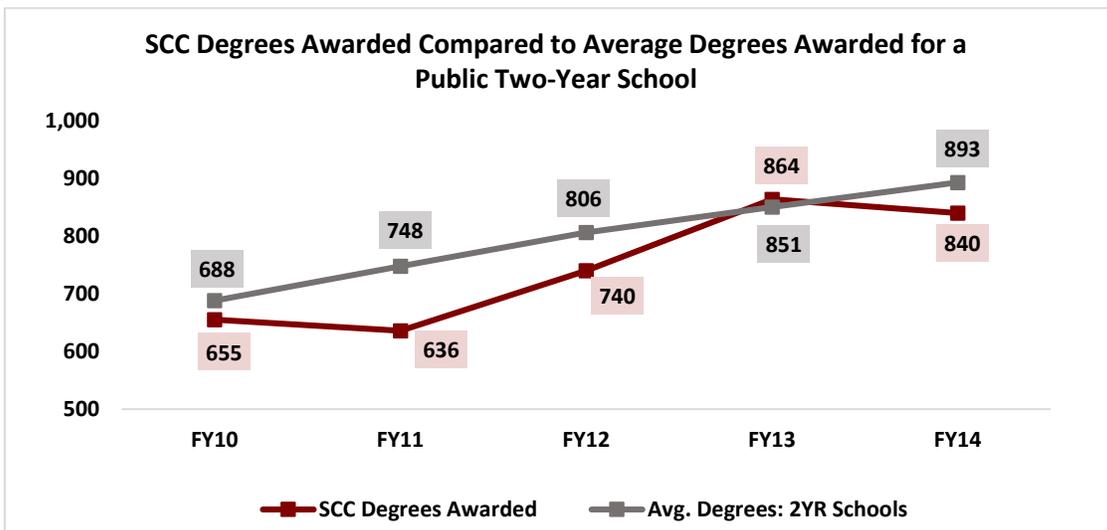
Institution:	FY10	FY11	FY12	FY13	FY14
St. Charles Community College	698	691	787	922	892
Crowder College	540	533	661	749	846
East Central College	489	487	471	479	493
Jefferson College	806	1,031	1,057	834	1,006
Metropolitan Community College	2,147	3,479	2,394	2,539	2,622
Mineral Area College	634	661	762	661	662
Missouri State University - West Plains	286	303	333	302	309
Moberly Area Community College	597	714	785	743	842
North Central Missouri College	273	330	324	369	445
Ozarks Technical Community College	1,329	1,418	1,644	2,726	3,103
St. Louis Community College	2,525	2,451	2,574	2,467	2,514
State Fair Community College	535	589	741	802	832
State Technical College	411	423	436	466	581
Three Rivers Community College	363	492	534	656	927
Grand Total	11,633	13,602	13,503	14,715	16,074



Completion Trends: Missouri Public Institution

Institution:	FY10		FY11		FY12		FY13		FY14	
	AA	CERT*	AA	CERT*	AA	CERT*	AA	CERT*	AA	CERT*
St. Charles Community College	655	43	636	55	740	47	864	58	840	52
Crowder College	460	80	474	59	584	77	620	129	680	166
East Central College	374	115	428	59	420	51	446	33	460	33
Jefferson College	671	135	773	258	759	298	699	135	745	261
Metropolitan Community College	1,616	531	1,789	1,690	1,889	505	1,922	617	2,046	576
Mineral Area College	454	180	536	125	552	210	541	120	547	115
Missouri State University - West Plains	285	1	301	2	324	9	285	17	306	3
Moberly Area Community College	513	84	627	87	681	104	659	84	748	94
North Central Missouri College	194	79	248	82	222	102	252	117	313	132
Ozarks Technical Community College	1,159	170	1,251	167	1,471	173	2,097	629	2,079	1,024
St. Louis Community College	2,058	467	1,975	476	2,113	461	2,011	456	2,092	422
State Fair Community College	481	54	544	45	673	68	669	133	655	177
State Technical College	332	79	348	75	372	64	377	89	474	107
Three Rivers Community College	351	12	426	66	422	112	480	176	467	460
Grand Total	9,603	2,030	10,356	3,246	11,222	2,281	11,922	2,793	12,452	3,622

*Certificates: Includes less than 1-year, less than 2-year and less than 4-year certificates



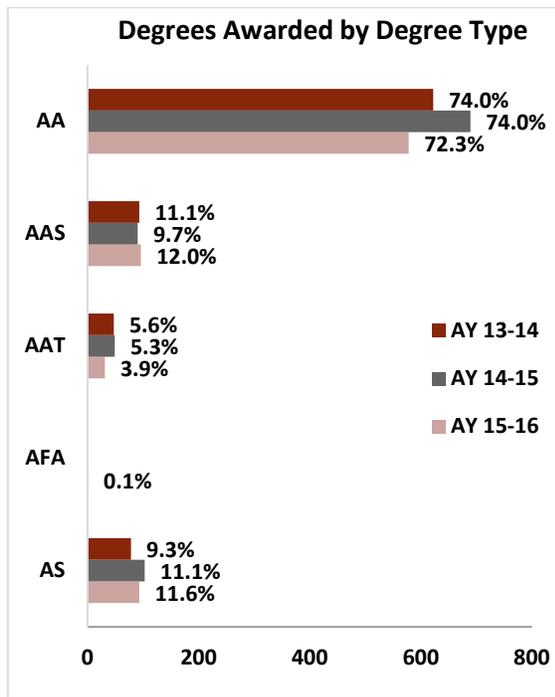
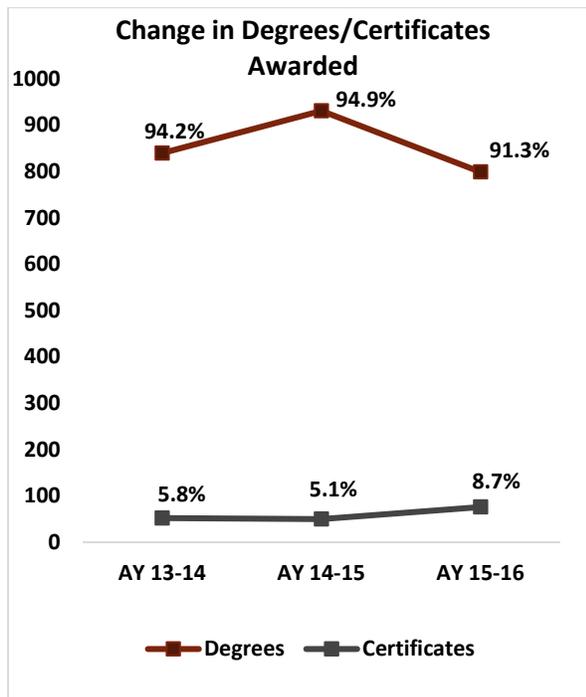
Completion Trends: St. Charles Community College Completion by Program Type

The completion numbers presented are duplicated. If a student graduated with more than one degree, he or she is counted for each degree completed.

Completion by Program Type over Three Years			
	AY 13-14	AY 14-15	AY 15-16
Associate of Arts (AA)	622	689	578
Associate of Applied Science (AAS)	93	90	96
Associate of Arts in Teaching (AAT)	47	49	31
Associate of Fine Arts (AFA)*	0	0	1
Associate of Science (AS)	78	103	93
Certificate of Achievement (CA)	42	42	45
Certificate of Specialization (CS)	10	8	31
Grand Total	892	981	875

*AFA is new as of 15/FA

The number of degrees awarded decreased by 4.9% in AY15-16 (799) in comparison to the number awarded in AY13-14 (840). On the other hand, the number of certificates awarded increased in AY15-16 (76) by 46.2% in comparison to the number awarded in AY13-14 (52).



When comparing the change in degrees completed to the change in certificates completed, out of total awards completed, since AY 13-14 there has been about a 3% decrease in degrees completed and a 3% increase in certificates completed. However, the proportion of each degree type completed (i.e. AA, AAS, AAT, AFA, AS) has remained relatively consistent.

Financial Aid & Tuition Trends

Financial Aid & Tuition Trends: Missouri Public Institution

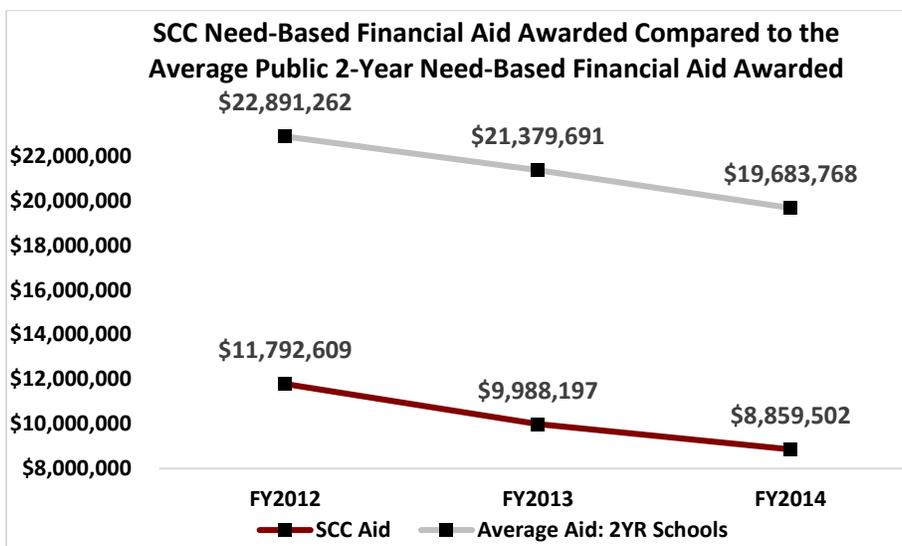
Financial Aid Trends

In addition to enrollment, retention, and completion trends, trends in available financial aid and college costs need to be considered when exploring SCC’s educational environment. The following data for two-year and four-year public Missouri higher education institutions are compiled from the DHE-14 form. The most recent three years of data are provided for need-based financial aid awarded in Missouri, and the most recent four years of data are provided for specific grant aid (i.e. A+, ACCESS, and Bright Flight). Eligibility for need-based financial aid and grants aid, are determined based on a student’s Expected Family Contribution (EFC) and cost of attendance (COA). A student’s EFC is determined after completing the Free Application for Federal Student Aid (FAFSA). A student is eligible for need-based financial aid if his or her COA is greater than his or her EFC.

Need-Based Financial Aid Awarded for all Public Missouri Institutions over Three Years:

Institution:	FY2012	FY2013	FY2014
SCC Aid	11,792,609	9,988,197	8,859,502
Average Aid: 2YR Schools	\$22,891,262	\$21,379,691	\$19,683,768
Average Aid: 4YR Schools	\$42,029,105	\$35,389,437	35,389,455

Fiscal Year (FY): July 1 to June 30.



See table on next page for data.

Since FY2012, SCC’s need-based financial aid awarded continues to be substantially below the average for other Missouri two-year institutions.

Financial Aid & Tuition Trends: Missouri Public Institution

Financial Aid Trends

	Institution:	FY2012		FY2013		FY2014	
		Awards	\$ Amount	Awards	\$ Amount	Awards	\$ Amount
Public Two-Year	St. Charles Community College	3,401	11,792,609	2,848	9,988,197	2,651	8,859,502
	Crowder College	3,581	14,669,221	3,485	14,770,137	3,449	11,525,761
	East Central College	2,723	11,361,116	2,649	11,029,370	2,555	10,199,687
	Jefferson College	4,119	16,724,505	3,631	14,917,270	3,257	13,388,531
	Metropolitan Community College	13,487	46,001,254	11,718	40,771,727	10,569	37,623,315
	Mineral Area College	2,884	13,372,550	2,654	12,651,963	2,437	11,522,117
	Missouri State University - West Plains	1,697	7,546,436	3,897	16,984,017	1,573	7,211,907
	Moberly Area Community College	3,783	17,809,328	1,460	7,492,155	3,709	15,822,183
	North Central Missouri College	1,267	6,399,455	1,108	5,582,828	1,068	5,306,446
	Ozarks Technical Community College	12,507	58,867,434	12,284	59,428,755	11,473	56,666,861
	St. Louis Community College	18,669	63,665,303	15,691	53,975,187	13,458	47,157,107
	State Fair Community College	4,091	19,843,157	3,999	18,665,265	4,011	18,225,023
	State Technical College	757	4,287,778	752	4,386,612	793	4,614,953
	Three Rivers Community College	3,694	17,038,864	3,721	17,280,698	3,424	16,625,092
	Sector Total	76,660	\$309,379,009	69,897	\$287,924,181	64,427	\$264,748,485
Public Four-Year	Harris Stowe State University	1,520	8,827,051	1,480	9,340,061	1,365	8,681,658
	Lincoln University	2,536	16,829,583	2,027	13,654,290	1,965	13,646,453
	Missouri Southern State University	4,164	27,175,103	3,991	25,721,324	4,022	25,211,099
	Missouri State University	10,878	69,111,768	9,176	60,812,642	9,967	63,374,912
	Missouri University of Science and Technology	3,580	23,123,644	3,350	21,025,297	3,456	21,418,141
	Missouri Western State University	4,075	25,361,189	3,847	23,723,562	3,642	22,528,316
	Northwest Missouri State University	4,254	28,322,753	3,731	25,341,387	3,425	23,923,178
	Southeast Missouri State University	6,253	39,622,909	6,024	37,936,537	5,825	37,059,167
	Truman State University	2,693	16,743,264	2,506	15,190,260	2,516	16,214,833
	University of Central Missouri	8,533	52,266,479	7,870	47,582,120	7,501	47,256,927
	University of Missouri-Columbia	15,756	116,112,097	13,170	91,664,675	12,806	90,674,676
	University of Missouri-Kansas City	8,944	64,220,159	6,198	42,810,838	6,152	45,179,249
	University of Missouri-St. Louis	8,865	58,662,362	6,819	45,259,684	6,784	44,894,300
	Sector Total	82,051	\$546,378,360	70,189	\$460,062,676	69,426	\$460,062,910
Missouri Public Institution Total		158,711	\$855,757,369	140,086	\$747,986,857	133,853	\$724,811,395

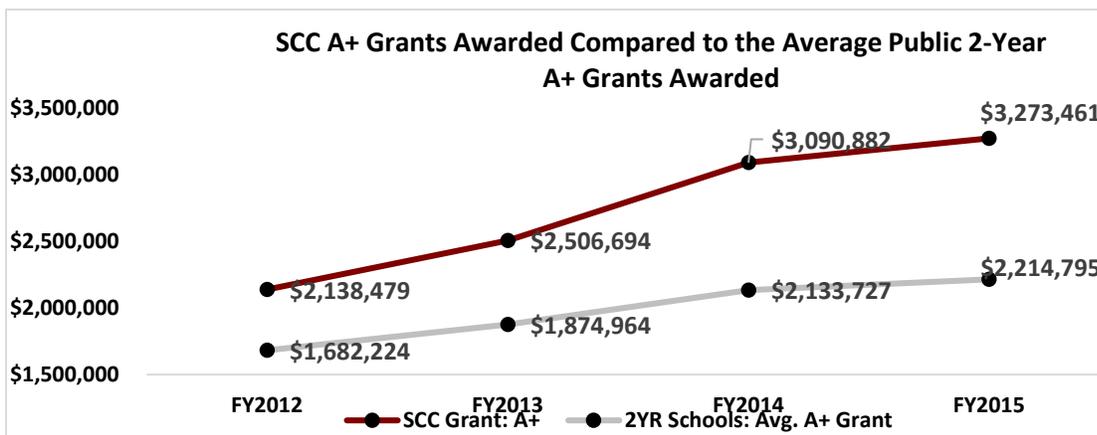
Source: MDHE DHE-14

Financial Aid & Tuition Trends: Missouri Public Institution Financial Aid Trends

A+ Financial Aid Grants Awarded for all Public Missouri Institutions over Four Years:

Institution:	FY2012	FY2013	FY2014	FY2015
SCC Grant: A+	\$2,138,479	\$2,506,694	\$3,090,882	\$3,273,461
2YR Schools: Avg. A+ Grant	\$1,682,224	\$1,874,964	\$2,133,727	\$2,214,795

Fiscal Year (FY): July 1 to June 30.



Since FY2012, SCC students have received more A+ grant aid than the average for other Missouri two-year institutions.

Institution:	FY2012	FY2013	FY2014	FY2015
	A+ \$	A+ \$	A+ \$	A+ \$
St. Charles Community College	\$2,138,479	\$2,506,694	\$3,090,882	\$3,273,461
Crowder College	\$951,680	\$1,016,021	\$1,167,332	\$1,351,800
East Central College	\$1,020,029	\$1,086,879	\$1,124,958	\$1,109,943
Jefferson College	\$1,378,842	\$1,529,045	\$1,492,507	\$1,512,114
Metropolitan Community College	\$2,438,629	\$2,823,817	\$5,056,223	\$4,976,744
Mineral Area College	\$4,660,437	\$5,136,318	\$1,157,661	\$1,182,636
Missouri State University - West Plains	\$890,450	\$1,026,620	\$671,650	\$648,982
Moberly Area Community College	\$619,755	\$617,312	\$2,131,882	\$2,472,436
North Central Missouri College	\$1,479,862	\$1,715,791	\$775,204	\$835,353
Ozarks Technical Community College	\$486,578	\$630,781	\$5,458,489	\$5,863,881
St. Louis Community College	\$4,001,460	\$4,457,676	\$2,933,063	\$2,979,419
State Fair Community College	\$2,348,349	\$2,465,120	\$1,468,267	\$1,543,906
State Technical College	\$1,115,486	\$1,265,924	\$3,533,042	\$3,427,937
Three Rivers Community College	\$477,361	\$603,231	\$768,170	\$887,183
Sector Total	\$24,007,396	\$26,881,229	\$30,829,329	\$32,065,795

Note: Four-Year Institutions don't receive A+ Funding. Historical data are currently not available.

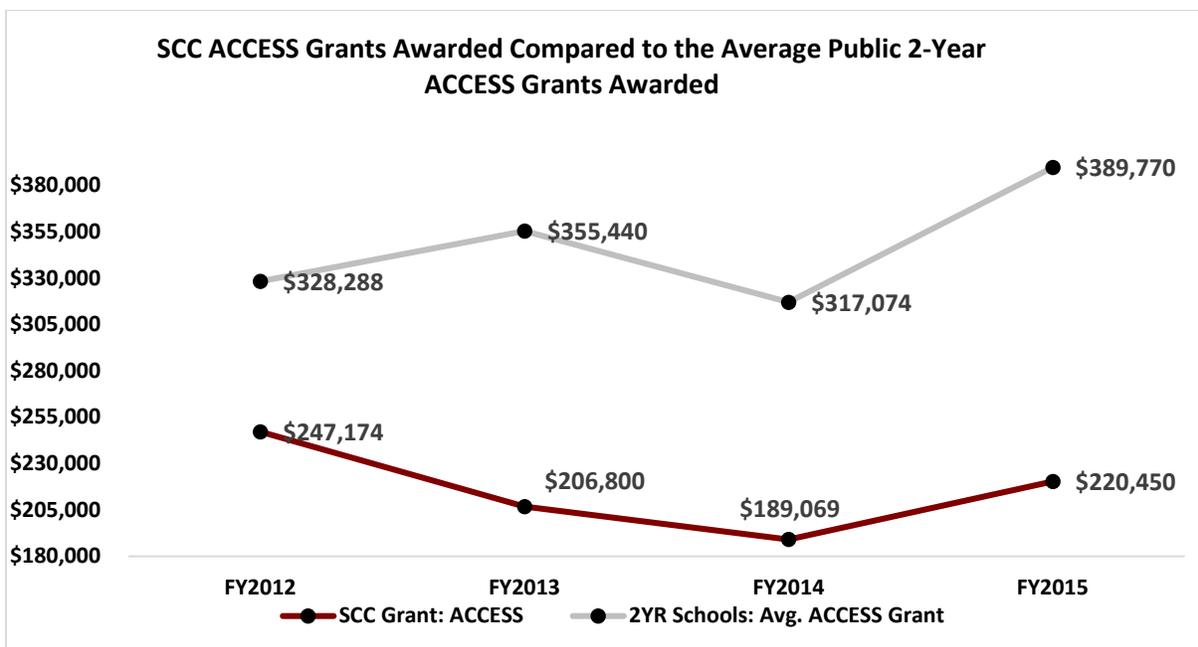
Source: DHE-14, Financial Aid Awarded

Financial Aid & Tuition Trends: Missouri Public Institution Financial Aid Trends

ACCESS Financial Aid Grants Awarded for all Public Missouri Institutions over Four Years:

Institution:	FY2012	FY2013	FY2014	FY2015
SCC Grant: ACCESS	\$247,174	\$206,800	\$189,069	\$220,450
2YR Schools: Avg. ACCESS Grant	\$328,288	\$355,440	\$317,074	\$389,770
4YR Schools: Avg. ACCESS Grant				

Fiscal Year (FY): July 1 to June 30.



See table on next page for data.

Since FY2012, SCC students have received substantially less ACCESS grant aid than the average for other Missouri two-year institutions.

Financial Aid & Tuition Trends: Missouri Public Institution

Financial Aid Trends

Institution:	FY2012	FY2013	FY2014	FY2015
	ACCESS	ACCESS	ACCESS	ACCESS
	\$	\$	\$	\$
St. Charles Community College	\$247,174	\$206,800	\$189,069	\$220,450
Crowder College	\$274,310	\$291,380	\$299,889	\$328,747
East Central College	\$248,632	\$243,633	\$208,754	\$262,135
Jefferson College	\$296,531	\$280,387	\$238,883	\$304,952
Metropolitan Community College	\$589,444	\$693,010	\$531,161	\$673,649
Mineral Area College	\$221,733	\$225,007	\$209,346	\$296,396
Missouri State University - West Plains	\$121,216	\$128,882	\$123,219	\$166,132
Moberly Area Community College	\$397,030	\$353,466	\$311,861	\$329,695
North Central Missouri College	\$164,460	\$120,828	\$122,940	\$162,214
Ozarks Technical Community College	\$876,090	\$798,255	\$745,020	\$823,717
St. Louis Community College	\$400,418	\$655,455	\$619,330	\$768,870
State Fair Community College	\$278,474	\$267,801	\$223,136	\$312,344
State Technical College	\$183,133	\$233,220	\$219,490	\$261,348
Three Rivers Community College	\$216,272	\$329,402	\$268,932	\$376,815
Sector Total	\$4,514,917	\$4,827,526	\$4,311,029	\$5,287,464
Harris Stowe State University	\$345	\$355,300	\$278,500	\$411,750
Lincoln University	\$646	\$547,851	\$566,665	\$774,000
Missouri Southern State University	\$1,438	\$1,328,150	\$1,341,200	\$1,769,250
Missouri State University	\$4,857	\$4,050,850	\$4,260,983	\$6,305,500
Missouri University of Science and Technology	\$1,424	\$1,392,670	\$1,440,616	\$2,085,483
Missouri Western State University	\$1,762	\$1,466,100	\$1,382,100	\$1,873,500
Northwest Missouri State University	\$1,695	\$1,591,360	\$1,365,371	\$1,875,604
Southeast Missouri State University	\$3,044	\$2,697,805	\$2,673,586	\$3,762,643
Truman State University	\$1,465	\$1,446,217	\$1,496,329	\$2,137,992
University of Central Missouri	\$2,806	\$2,837,487	\$2,499,667	\$3,488,286
University of Missouri-Columbia	\$5,333	\$5,478,678	\$4,991,069	\$7,037,318
University of Missouri-Kansas City	\$1,643	\$1,788,900	\$1,748,273	\$1,785,000
University of Missouri-St. Louis	\$1,788	\$1,622,834	\$1,762,218	\$2,572,720
Sector Total	\$28,246	\$26,604,202	\$25,806,577	\$35,879,046
Missouri Public Institution Total	\$4,543,163	\$31,431,728	\$30,117,606	\$41,166,510

Note: Four-Year Institutions don't receive A+ Funding

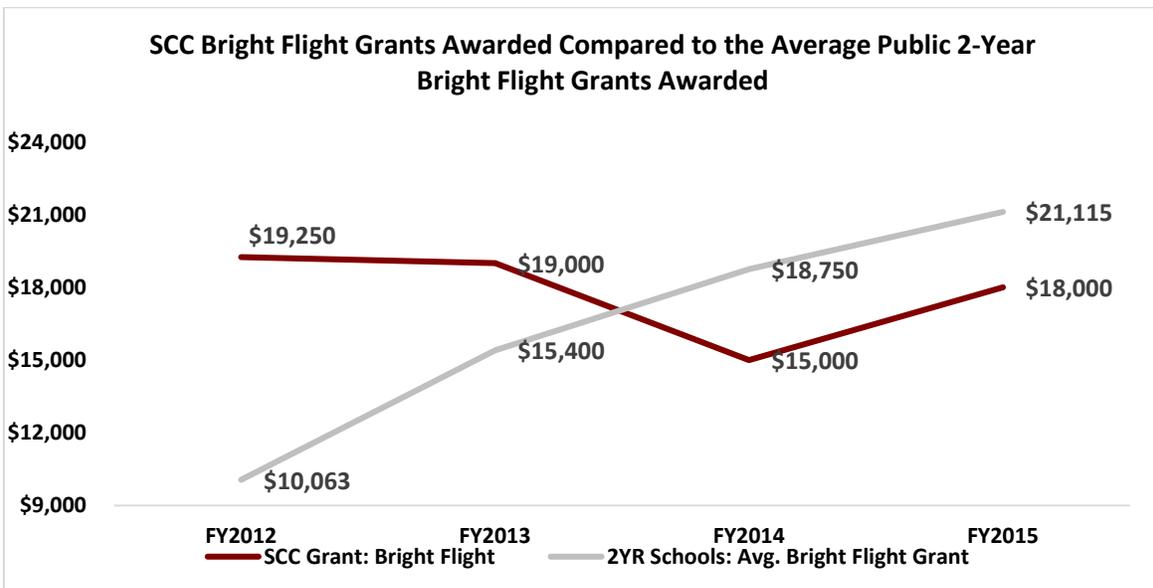
Source: DHE-14, Financial Aid Awarded

Financial Aid & Tuition Trends: Missouri Public Institution Financial Aid Trends

Bright Flight Financial Aid Grants Awarded for all Public Missouri Institutions over Four Years:

Institution:	FY2012	FY2013	FY2014	FY2015
SCC Grant: Bright Flight	\$19,250	\$19,000	\$15,000	\$18,000
2YR Schools: Avg. Bright Flight Grant	\$10,063	\$15,400	\$18,750	\$21,115
4YR Schools: Avg. Bright Flight Grant	\$683,922	\$747,250	\$920,356	\$1,144,662

Fiscal Year (FY): July 1 to June 30.



See table on next page for data.

In FY2012 and FY2013, SCC students received substantially less Bright Flight grant aid than the average for other Missouri two-year institutions; however in FY2014 SCC students received more Bright Flight aid than the average for other Missouri two-year institutions. This trend held true in FY2015.

Financial Aid & Tuition Trends: Missouri Public Institution

Financial Aid Trends

Institution:	FY2012	FY2013	FY2014	FY2015
	Bright Flight \$	Bright Flight \$	Bright Flight \$	Bright Flight \$
St. Charles Community College	\$19,250	\$19,000	\$15,000	\$18,000
Crowder College	\$1,750	\$4,000	\$8,750	\$12,000
East Central College	\$12,250	\$14,000	\$15,000	\$28,500
Jefferson College	\$8,750	\$20,000	\$18,750	\$16,500
Metropolitan Community College	\$35,875	\$48,000	\$56,250	\$96,000
Mineral Area College	\$1,750	\$7,000	\$8,750	\$6,000
Missouri State University - West Plains	\$2,625	\$3,000	\$3,750	\$9,000
Moberly Area Community College	\$2,625	\$3,000	\$7,500	\$15,000
North Central Missouri College	\$875	\$0	\$0	\$4,500
Ozarks Technical Community College	\$15,750	\$16,000	\$26,250	\$34,500
St. Louis Community College	\$31,500	\$32,000	\$35,000	\$33,000
State Fair Community College	\$0	\$2,000	\$3,750	\$6,000
State Technical College	\$1,750	\$0	\$0	\$7,500
Three Rivers Community College	\$5,250	\$5,000	\$3,750	\$6,000
Sector Total	\$140,000	\$173,000	\$202,500	\$292,500
Missouri Grant Total-2YR				
Harris Stowe State University	\$0	\$0	\$0	\$0
Lincoln University	\$3,500	\$6,000	\$7,500	\$10,500
Missouri Southern State University	\$86,625	\$91,000	\$107,500	\$142,500
Missouri State University	\$849,625	\$809,000	\$996,250	\$1,260,000
Missouri University of Science and Technology	\$1,377,250	\$1,621,000	\$2,147,500	\$2,835,000
Missouri Western State University	\$44,625	\$54,000	\$82,500	\$102,000
Northwest Missouri State University	\$110,250	\$110,000	\$111,250	\$162,000
Southeast Missouri State University	\$266,000	\$281,000	\$323,750	\$373,500
Truman State University	\$1,522,862	\$1,539,238	\$1,840,000	\$2,200,199
University of Central Missouri	\$166,250	\$163,000	\$172,500	\$199,500
University of Missouri-Columbia	\$3,168,707	\$3,567,264	\$4,289,769	\$5,282,992
University of Missouri-Kansas City	\$478,375	\$565,500	\$743,750	\$878,250
University of Missouri-St. Louis	\$133,000	\$160,000	\$222,000	\$289,500
Sector Total	\$8,207,069	\$8,967,002	\$11,044,269	\$13,735,941
Missouri Grant Total-4YR				
Missouri Public Institution Total	\$8,347,069	\$9,140,002	\$11,246,769	\$14,028,441

Note: Four-Year Institutions don't receive A+ Funding

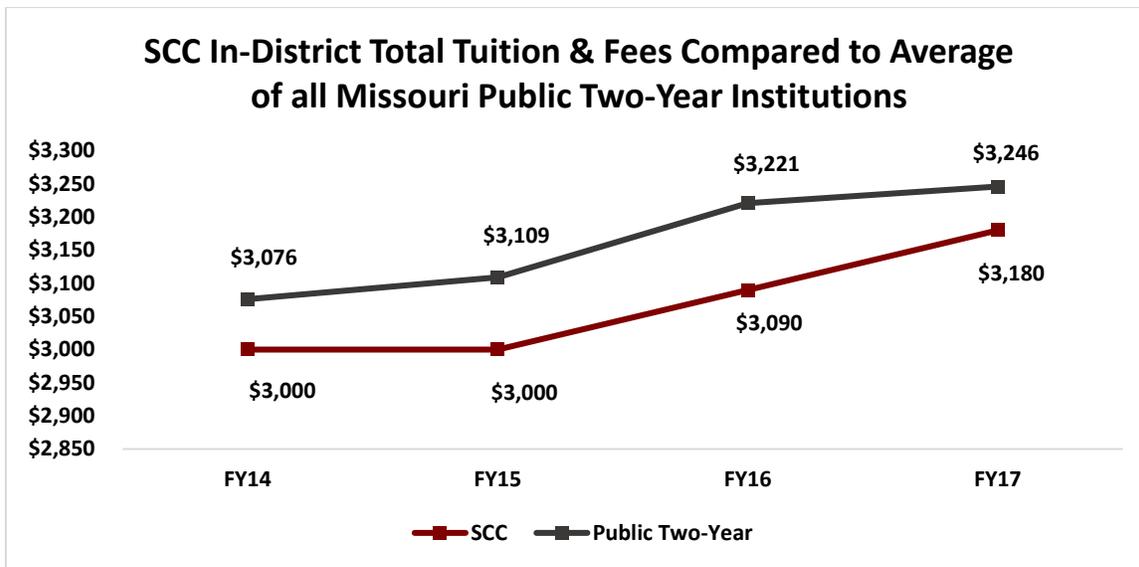
Source: DHE-14, Financial Aid Awarded

Financial Aid & Tuition Trends: Missouri Public Institution Tuition Trends

In addition to Financial Aid information, the Missouri Department of Higher Education (MDHE) also publishes Tuition information. The data presented here were downloaded from MDHE and indicate tuition and fee trends for all Missouri Public two-and four-year institutions over four years (historical data prior to fiscal year FY14 were not available on the MDHE website). St. Charles Community College’s (SCC) tuition and fees are also presented for comparison. Four-year institution data is presented for in-state rates.

Missouri Average Published In-District Total Tuition and Fees

	FY14	FY15	FY16	FY17	4-Year Average	4-Year % Change
SCC (In-district)	\$3,000	\$3,000	\$3,090	\$3,180	\$3,068	6.0%
Public Two-Year (In-district)	\$3,076	\$3,109	\$3,221	\$3,246	\$3,208	5.5%
Public Four-Year (In-state)	\$8,337	\$8,479	\$8,625	\$8,632	\$8,518	3.5%



Overall, SCC’s in-district total tuition and fees have been consistently lower than the average of all Missouri public two-year institutions. The percent change from FY14 in tuition and fees was approximately the same for SCC, and the average for public two-year institutions.

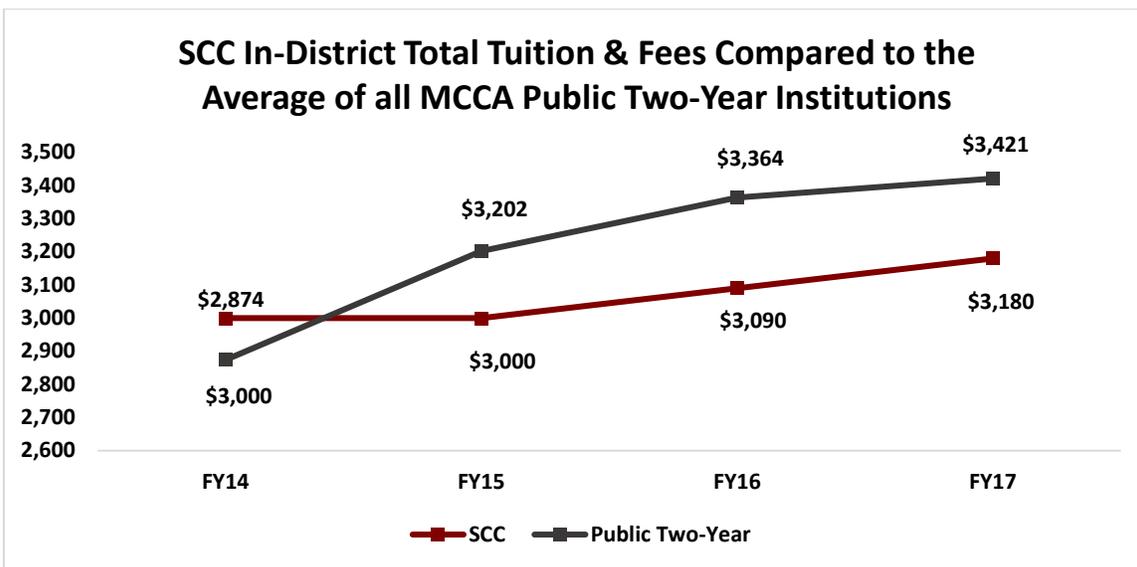
Financial Aid & Tuition Trends: Missouri Public Institution Tuition Trends

MDHE also provides data on tuition and fees for two-year public Missouri Community College Association (MCCA) Schools. A tuition comparison between SCC and MCCA schools is presented here.

MCCA Average Published Total Tuition and Fees

	FY14	FY15	FY16	FY17	4-Year % Change
SCC (In-district)	\$3,000.00	\$3,000.00	\$3,090.00	\$3,180.00	6.0%
MCCA Public Two-Year (In-district)	\$2,874.00	\$3,202.00	\$3,363.54	\$3,421.04	19.0%

SCC In-District Total Tuition & Fees Compared to the Average of all MCCA Public Two-Year Institutions

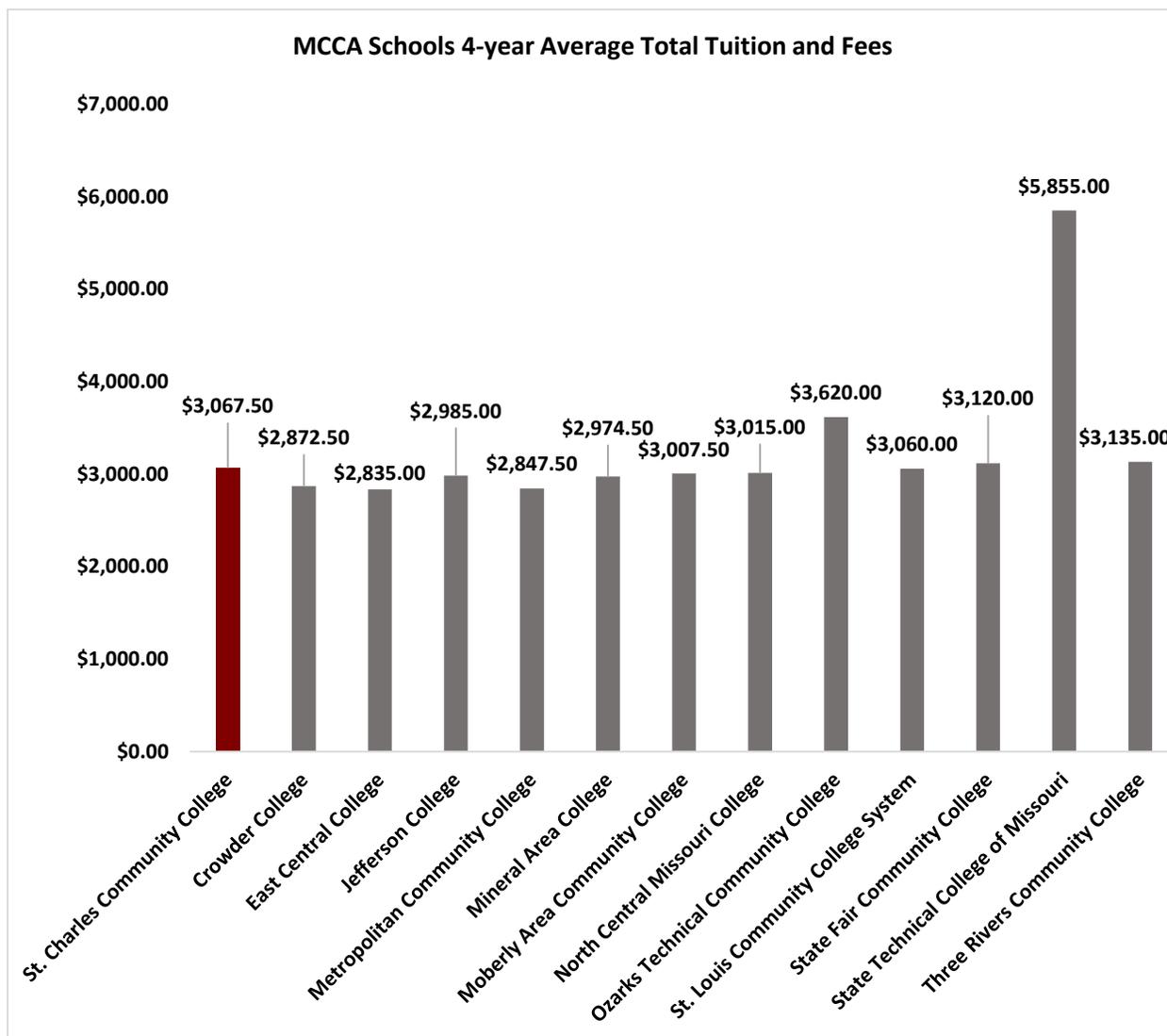


Overall, SCC’s total tuition and fees have been slightly lower than the average MCCA public two-year institution. Note however, the average for the MCCA schools is slightly elevated due to State Technical College which has tuition and fees amounts which are substantially above the other MCCA schools. When looking at the MCCA schools without State Tech, SCC’s total tuition and fees are in line with the other MCCA schools (see Table: Tuition Comparison for Two-Year Missouri Public Institutions of Higher Education).

SCC also has a substantially lower 4-year percent change in comparison to the average for the MCCA schools. Essentially, SCC has increased its tuition at a lower rate than other MCCA two-year Public institutions on average, and, has mainlined slightly lower than average total tuition and fees.

Financial Aid & Tuition Trends: Missouri Public Institution Tuition Trends

The graph below indicates the four-year average of in-district total tuition and fees for each MCCA school. Average total tuition and fee rates were calculated for each institution in order to provide an idea of how SCC has ranked among other public 2-year institutions in Missouri. Detailed total tuition and fees information for FY14-FY17 are provided on the next page.



Among the 12 MCCA schools, SCC's in-district total tuition and fees rate is approximately \$2,700 lower than the highest 4-year average total in-district tuition and fees of MCCA schools and is only approximately \$200 more than the MCCA school with the lowest 4-year average.

Financial Aid & Tuition Trends: Missouri Public Institution Tuition Trends

Tuition Comparison for Two-Year Missouri Public Institutions of Higher Education					
		FY14	FY15	FY16	FY17
School	Residency Type	Total Tuition and required fees, per year, charged to a typical full-time student (based on 30 credit hours)	Total Tuition and required fees, per year, charged to a typical full-time student (based on 30 credit hours)	Total Tuition and required fees, per year, charged to a typical full-time student (based on 30 credit hours)	Total Tuition and required fees, per year, charged to a typical full-time student (based on 30 credit hours)
Crowder College	In District	\$2,700.00	\$2,790.00	\$2,940.00	\$3,060.00
	Out of District	\$3,570.00	\$3,810.00	\$4,140.00	\$4,440.00
	Out of State	\$3,570.00	\$3,810.00	\$4,140.00	\$4,440.00
East Central College	In District	\$2,670.00	\$2,850.00	\$2,850.00	\$2,970.00
	Out of District	\$3,600.00	\$3,900.00	\$3,900.00	\$4,020.00
	Out of State	\$5,220.00	\$5,610.00	\$5,610.00	\$5,370.00
Jefferson College	In District	\$2,940.00	\$3,000.00	\$3,000.00	\$3,000.00
	Out of District	\$4,380.00	\$4,470.00	\$4,470.00	\$4,470.00
	Out of State	\$5,790.00	\$5,910.00	\$5,910.00	\$5,910.00
Metropolitan Community College	In District	\$2,780.00	\$2,870.00	\$2,870.00	\$2,870.00
	Out of District	\$5,180.00	\$5,270.00	\$5,270.00	\$5,270.00
	Out of State	\$6,800.00	\$6,890.00	\$6,890.00	\$6,890.00
Mineral Area College	In District	\$2,824.00	\$2,914.00	\$3,080.00	\$3,080.00
	Out of District	\$3,784.00	\$4,084.00	\$4,100.00	\$4,220.00
	Out of State	\$4,954.00	\$5,254.00	\$5,570.00	\$5,720.00
Moberly Area Community College	In District	\$2,790.00	\$2,970.00	\$3,060.00	\$3,210.00
	Out of District	\$3,900.00	\$4,260.00	\$4,590.00	\$4,770.00
	Out of State	\$5,580.00	\$5,820.00	\$6,120.00	\$6,360.00
North Central Missouri College	In District	\$2,820.00	\$2,880.00	\$3,180.00	\$3,180.00
	Out of District	\$3,810.00-\$4,500.00	\$3,870.00	\$4,170.00	\$4,170.00
	Out of State	\$4,980.00	\$5,040.00	\$5,340.00	\$5,340.00
Ozarks Technical Community College	In District	\$3,420.00	\$3,570.00	\$3,700.00	\$3,790.00
	Out of District	\$4,560.00	\$4,995.00	\$5,170.00	\$5,305.00
	Out of State	\$5,790.00	\$6,420.00	\$6,640.00	\$6,790.00
St. Charles Community College	In District	\$3,000.00	\$3,000.00	\$3,090.00	\$3,180.00
	Out of District	\$4,440.00	\$4,440.00	\$4,560.00	\$4,710.00
	Out of State	\$6,600.00	\$6,600.00	\$6,600.00	\$6,690.00
St. Louis Community College System	In District	\$2,940.00	\$3,030.00	\$3,090.00	\$3,180.00
	Out of District	\$4,320.00	\$4,410.00	\$4,470.00	\$4,560.00
	Out of State	\$5,970.00	\$6,060.00	\$6,150.00	\$6,240.00
State Fair Community College	In District	\$2,940.00	\$2,940.00	\$3,300.00	\$3,300.00
	Out of District	\$3,930.00	\$4,110.00	\$4,500.00	\$4,800.00
	Out of State	\$5,880.00	\$5,940.00	\$6,300.00	\$6,600.00
State Technical College of Missouri	In District	N/A	\$5,820.00	\$5,872.50	\$5,872.50
	Out of District	N/A	\$5,820.00	\$5,872.50	\$5,872.50
	Out of State	N/A	\$10,560.00	\$10,665.00	\$10,665.00
Three Rivers Community College	In District	\$2,790.00	\$2,790.00	\$3,420.00	\$3,540.00
	Out of District	\$4,140.00	\$4,140.00	\$4,890.00	\$5,190.00
	Out of State	\$5,040.00	\$5,040.00	\$5,970.00	\$6,330.00

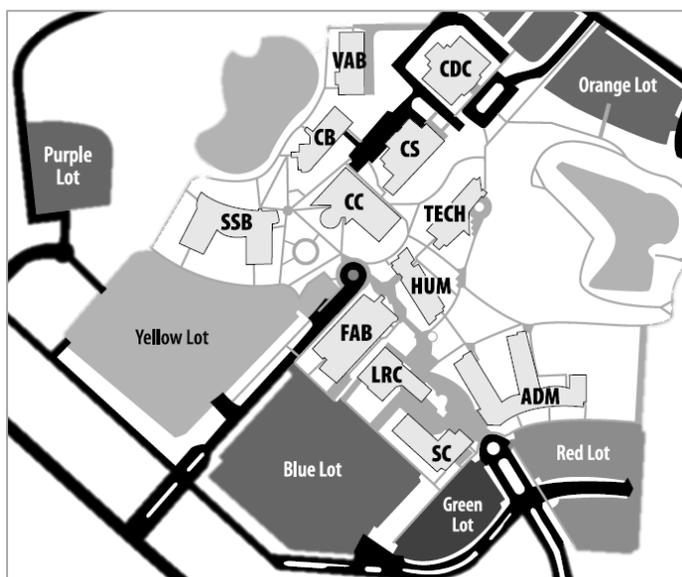
Green shading indicates lowest in-district tuition & fees for a FY, while red shading indicates the highest.

St. Charles Community College Space Utilization

St. Charles Community College Space Utilization

The amount and types of educational spaces available on campus are critical in determining the number and types of courses St. Charles Community College (SCC) is able to offer. This in turn can affect enrollment. The purpose of this space utilization analysis is to provide a glimpse into the spaces SCC has for educational use, how effectively these spaces are used, and their pattern of use in order to better understand SCC's educational environment. Data are not provided for SCC's peers because space utilization isn't reported outside of most institutions, and some institutions may not conduct this type of analysis at all.

This space utilization analysis outlines how often spaces are used on average in the following buildings at SCC: Administration Building, College Center, Fine Arts Building, Humanities Building, Learning Resource Center, Student Center, Social Sciences Building, Technology Building, and the Visual Arts Building.



Building *	Abbreviation
Administration Building	ADM
Café-Bookstore*	CB
Campus Services Building*	CS
Child Development Center*	CDC
College Center	CC
Fine Arts Building	FAB
Humanities Building	HUM
Learning Resource Center	LRC
Student Center	SC
Social Sciences Building	SSB
Technology Building	TECH
Visual Arts Building	VAB

* Buildings highlighted in rose are **not** included in this study.

Data were compiled from SCC's 25Live scheduling software for academic years (AY = SU, FA, SP) 2012-2016. For each term within those academic years, the data are as of the week of Census. The week of Census was selected because it is a static reporting point that allows for comparisons across years.

The utilization rates from 25Live are available for Monday through Friday. A distinction between Monday through Thursday, and Friday was made because building utilization decreases drastically on Fridays due to fewer scheduled classes on that day. For Monday through Thursday, data are available for three time blocks: 9:00AM-2:00PM, 2:00-6:00PM, and 6:30-9:30PM. For Friday, data are available for 9:00AM-2:00PM and 2:00-6:00PM.

A five-year average utilization percentage for each time block is provided for each building where the utilization was consistent. Due to inconsistencies in the data, five-year averages were not provided for the Student Center in all terms, the Social Sciences Building and Humanities Building in the fall and spring terms, and the Learning Resource Center for the summer term.

St. Charles Community College Space Utilization

As expected, across all terms and years, building use is higher Monday through Thursday compared to Fridays. This can be attributed to fewer course offerings on Fridays. Of the time blocks for which data are provided, the 9:00AM-2:00PM time block generally experienced higher use. The time block for lower use varied from building to building; however, use was typically lower from 2:00-6:00PM.

A comparison between the three terms reveals that building use was comparable between the fall and spring, while the summer exhibited a lower utilization percentage. This can be attributed to there being fewer classes held during the summer.

Summer:

- The **Administration Building** had the highest use Monday through Thursday. This occurred from 9:00AM-2:00PM (i.e. five-year average of 45.3%).
- The **College Center** had the lowest use Monday through Thursday. This occurred from 2:00-6:00PM (i.e. five-year average of 12.5%).
- The **Fine Arts Building** had the highest use on Fridays. This occurred from 9:00AM-2:00PM (i.e. five-year average of 30.3%).
- The **Social Sciences Building** had the lowest use on Fridays. This occurred from 2:00-6:00PM (i.e. five-year average of 2.2%).

Fall:

- The **Humanities Building** had the highest use Monday through Thursday. This occurred from 9:00AM-2:00PM (i.e. four-year average of 86.5%).
- The **Learning Resource Center** had the lowest use Monday through Thursday. This occurred from 2:00-6:00PM (i.e. five-year average of 13.3%).
- The **Visual Arts Building** had the highest use on Fridays. This occurred from 9:00AM-2:00PM (i.e. four-year average of 66.1%).
- The **Learning Resource Center** had the lowest use on Fridays. This occurred from 2:00-6:00PM (i.e. five-year average of 1.0%).

Spring:

- The **Visual Arts Building** had the highest use Monday through Thursday. This occurred from 9:00AM-2:00PM (i.e. four-year average of 92.6%).
- The **Learning Resource Center** had the lowest use Monday through Thursday. This occurred from 2:00-6:00PM (i.e. five-year average of 9.4%).
- The **Visual Arts Building** had the highest use on Fridays. This occurred from 9:00AM-2:00PM (i.e. four-year average of 76.8%).
- The **Learning Resource Center** had the lowest use on Fridays. This occurred from 2:00-6:00PM (i.e. four-year average of 1.5%).

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Summer Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur 9AM-2PM	Mon-Thur 2-6PM	Mon-Thur 6:30-9:30PM	Time Block Trend *			Notes
					9-2	2-6	6:30-9:30	
CC								
Spaces: 9	12/SU	41.4%	5.8%	16.3%				College Center (CC) - The highest use occurred from 9AM to 2PM. - The lowest use occurred from 2-6PM.
- Activity room: 5	13/SU	32.8%	8.6%	10.1%				
- Classroom: 2	14/SU	28.1%	11.9%	15.4%				
- Misc: 2	15/SU	30.3%	11.0%	22.3%				
Seats: 490	16/SU	33.6%	25.1%	20.1%				
5 YR Average (12/SU - 16/SU)		33.2%	12.5%	16.8%				
FAB								
Spaces: 9	12/SU	34.4%	23.1%	40.3%				Fine Arts Building (FAB) - The highest use occurred from 9AM to 2PM. - The lowest occurred from 2-6PM.
- Classroom: 2	13/SU	39.5%	25.9%	42.1%				
- Music studio: 3	14/SU	35.0%	20.4%	33.6%				
- Misc: 4	15/SU	35.6%	25.2%	21.0%				
Seats: 598	16/SU	29.1%	19.7%	15.3%				
5 YR Average (12/SU - 16/SU)		34.7%	22.9%	30.5%				
VAB								
Spaces: 9	12/SU	4.4%	4.2%	16.7%				Visual Arts Building (VAB) - The highest use occurred from 9AM-2PM (15.7%), though use from 6:30-9:30PM (15.3%) was comparable. - The lowest use occurred from 2-6PM. - 0% use is due to the space not officially being reserved or scheduled for classes.
- Art studio: 8	13/SU	10.0%	4.2%	16.7%				
- Classroom: 1	14/SU	25.6%	22.2%	21.0%				
	15/SU	21.1%	22.2%	11.1%				
Seats: 163	16/SU	17.2%	0.0%	11.1%				
5 YR Average (12/SU - 16/SU)		15.7%	13.2%	15.3%				
Note: Value in red is excluded from the average because it is not in line with the other values. For 2-6PM, the 4 YR Average (12/SU-15/SU) is provided.								
LRC								
Spaces: 5	12/SU	5.5%	6.0%	10.0%				Learning Resource Center (LRC) - Workforce development program offerings vary in the summer term.
- Classroom: 3	13/SU	0.0%	0.0%	0.0%				
- Misc: 2	14/SU	0.0%	0.0%	0.0%				
	15/SU	68.7%	12.1%	88.9%				
Seats: 109	16/SU	0.0%	0.0%	0.0%				
Note: The 5 YR average is not provided because LRC use varies greatly during the summer.								
SC								
Spaces: 3	12/SU	37.5%	46.5%	46.3%				Student Center (SC) - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events.
- Dining room: 1	13/SU	51.9%	47.6%	50.0%				
- Meeting room: 2	14/SU	62.2%	48.3%	8.3%				
	15/SU	28.9%	15.6%	25.0%				
Seats: 148	16/SU	68.8%	47.4%	29.2%				
Note: The 5 YR average is not provided because SC use varies greatly depending on events.								

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Summer Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur 9AM-2PM	Mon-Thur 2-6PM	Mon-Thur 6:30-9:30PM	Time Block			Notes
					Trend *			
ADM								
Spaces: 30	12/SU	51.8%	22.6%	30.4%	█	█	█	Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 22	13/SU	44.9%	20.1%	30.3%	█	█	█	
- Lab: 8	14/SU	47.1%	21.6%	28.1%	█	█	█	
	15/SU	45.6%	26.0%	24.7%	█	█	█	
Seats: 921	16/SU	36.9%	24.6%	16.5%	█	█	█	
5 YR Average (12/SU - 16/SU)		45.3%	23.0%	26.0%				
SSB								
Spaces: 26	12/SU	30.3%	17.8%	23.3%	█	█	█	Social Sciences Building (SSB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 25	13/SU	30.5%	17.2%	22.5%	█	█	█	
- Multi-purpose: 1	14/SU	32.0%	13.0%	20.2%	█	█	█	
	15/SU	27.5%	13.5%	16.9%	█	█	█	
Seats: 1,054	16/SU	29.0%	9.9%	16.9%	█	█	█	
5 YR Average (12/SU - 16/SU)		29.9%	14.3%	20.0%				
HUM								
Spaces: 21	12/SU	38.4%	23.3%	24.3%	█	█	█	Humanities (HUM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 6:30-9:30PM.
- Classroom: 21	13/SU	46.3%	18.4%	14.4%	█	█	█	
	14/SU	38.8%	15.9%	14.7%	█	█	█	
	15/SU	34.7%	13.9%	14.4%	█	█	█	
Seats: 705	16/SU	53.2%	17.8%	10.6%	█	█	█	
5 YR Average (12/SU - 16/SU)		42.3%	17.8%	15.7%				
TECH								
Spaces: 19	12/SU	23.7%	13.9%	28.7%	█	█	█	Technology (TECH) - The highest use occurred from 6:30-9:30 (28.9%), though use from 9AM-2PM (28.0%) was comparable. - The lowest use occurred from 2-6PM.
- Lab: 19	13/SU	28.4%	17.7%	19.7%	█	█	█	
	14/SU	27.9%	17.9%	23.8%	█	█	█	
	15/SU	30.2%	25.3%	39.0%	█	█	█	
Seats: 485	16/SU	29.8%	23.3%	33.1%	█	█	█	
5 YR Average (12/SU - 16/SU)		28.0%	19.6%	28.9%				

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Summer Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Fri 9AM-2PM	Fri 2-6PM	Time Block Trend *		Notes
				9-2	2-6	
CC						
Spaces: 9	12/SU	31.9%	55.6%			College Center (CC) - Building utilization decreases drastically in the summer, especially on Fridays because there are few Friday classes. - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Activity room: 5	13/SU	5.2%	77.8%			
- Classroom: 2	14/SU	16.7%	0.0%			
- Misc: 2	15/SU	23.0%	14.8%			
Seats: 490	16/SU	29.4%	18.1%			
4 YR Average (12/SU - 16/SU)		25.2%	22.1%			
Note: 13/SU %s are excluded from the average because they are not in line with the other values.						
FAB						
Spaces: 9	12/SU	22.2%	16.9%			Fine Arts Building (FAB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 2	13/SU	33.3%	28.0%			
- Music studio: 3	14/SU	22.2%	16.9%			
- Misc: 4	15/SU	33.3%	27.1%			
Seats: 598	16/SU	40.6%	19.7%			
5 YR Average (12/SU - 16/SU)		30.3%	21.7%			
VAB						
Spaces: 9	12/SU	26.7%	13.0%			Visual Arts Building (VAB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Art studio: 8	13/SU	26.7%	9.7%			
- Classroom: 1	14/SU	26.7%	9.7%			
	15/SU	17.8%	6.5%			
Seats: 163	16/SU	20.0%	10.4%			
5 YR Average (12/SU - 16/SU)		23.6%	9.9%			
LRC						
Spaces: 5	12/SU	0.0%	0.0%			Learning Resource Center (LRC) - Workforce development program offerings vary in the summer term.
- Classroom: 3	13/SU	0.0%	0.0%			
- Misc: 2	14/SU	0.0%	0.0%			
	15/SU	32.7%	0.8%			
Seats: 109	16/SU	0.0%	0.0%			
Note: The 5 YR average is not provided because LRC use varies greatly during the summer.						
SC						
Spaces: 3	12/SU	63.3%	0.0%			Student Center (SC) - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events.
- Dining room: 1	13/SU	90.0%	26.4%			
- Meeting room: 2	14/SU	94.4%	23.6%			
	15/SU	87.8%	58.3%			
Seats: 148	16/SU	76.7%	43.8%			
Note: The 5 YR average is not provided because SC use varies greatly depending on events.						

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Summer Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Fri 9AM-2PM	Fri 2-6PM	Time Block Trend *		Notes
				9-2	2-6	
ADM						
Spaces: 30	12/SU	26.9%	6.9%			Building utilization decreases drastically in the summer, especially on Fridays because there are few Friday classes. Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 22	13/SU	15.6%	2.1%			
- Lab: 8	14/SU	13.2%	2.4%			
	15/SU	8.4%	4.9%			
Seats: 921	16/SU	8.7%	4.2%			
5 YR Average (12/SU - 16/SU)		14.6%	4.1%			
SSB						
Spaces: 26	12/SU	3.8%	2.1%			Social Sciences Building (SSB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 25	13/SU	3.8%	2.1%			
- Multi-purpose: 1	14/SU	6.9%	2.1%			
	15/SU	5.1%	2.1%			
Seats: 1,054	16/SU	8.3%	2.5%			
5 YR Average (12/SU - 16/SU)		5.6%	2.2%			
HUM						
Spaces: 21	12/SU	6.2%	5.2%			Humanities (HUM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 21	13/SU	4.8%	2.6%			
	14/SU	7.2%	2.6%			
	15/SU	0.0%	0.0%			
Seats: 705	16/SU	17.4%	8.0%			
4 YR Average (12/SU - 16/SU)		8.9%	4.6%			
Note: 15/SU %s are excluded from the average because they are not in line with other values.						
TECH						
Spaces: 19	12/SU	11.8%	5.7%			Technology (TECH) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Lab: 19	13/SU	9.6%	5.7%			
	14/SU	16.8%	12.1%			
	15/SU	18.4%	18.6%			
Seats: 485	16/SU	15.8%	8.9%			
5 YR Average (12/SU - 16/SU)		14.5%	10.2%			

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Fall Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur			Time Block			Notes
		9AM-2PM	2-6PM	6:30-9:30PM	Trend *			
CC								College Center (CC) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
Spaces: 9	12/FA	39.6%	20.4%	30.4%	█	█	█	
- Activity room: 5	13/FA	39.2%	25.7%	31.8%	█	█	█	
- Classroom: 2	14/FA	41.9%	17.3%	28.0%	█	█	█	
- Misc: 2	15/FA	38.8%	18.4%	14.7%	█	█	█	
Seats: 490	16/FA	34.2%	23.0%	29.8%	█	█	█	
5 YR Average (12/FA - 16/FA)		38.7%	21.0%	26.9%				
FAB								Fine Arts Building (FAB) - The highest use occurred from 6:30-9:30PM. - The lowest use occurred from 2-6PM.
Spaces: 9	12/FA	34.4%	19.4%	48.3%	█	█	█	
- Classroom: 2	13/FA	36.1%	15.5%	50.2%	█	█	█	
- Music studio: 3	14/FA	32.8%	15.6%	46.0%	█	█	█	
- Misc: 4	15/FA	30.0%	16.0%	34.7%	█	█	█	
Seats: 598	16/FA	37.1%	20.0%	43.4%	█	█	█	
5 YR Average (12/FA - 16/FA)		34.1%	17.3%	44.5%				
VAB								Visual Arts Building (VAB) - The highest use occurred from 9AM-2PM (83.5%), though use from 2-6PM (83.4%) was comparable. - The lowest use occurred from 6:30-9:30PM.
Spaces: 9	12/FA	41.1%	39.6%	30.6%	█	█	█	
- Art studio: 8	13/FA	84.4%	84.7%	77.5%	█	█	█	
- Classroom: 1	14/FA	86.1%	83.6%	79.9%	█	█	█	
	15/FA	63.3%	65.3%	61.4%	█	█	█	
Seats: 163	16/FA	100.0%	100.0%	94.0%	█	█	█	
4 YR Average (13/FA - 16/FA)		83.5%	83.4%	78.2%				
Note: 12/FA %s are excluded from the average because they are not in line with the other values.								
LRC								Learning Resource Center (LRC) - The highest use occurred from 6:30-9:30PM. - The lowest use occurred from 2-6PM.
Spaces: 5	12/FA	44.5%	26.0%	36.9%	█	█	█	
- Classroom: 3	13/FA	43.0%	20.0%	10.0%	█	█	█	
- Misc: 2	14/FA	72.7%	8.3%	85.0%	█	█	█	
	15/FA	51.5%	3.1%	66.7%	█	█	█	
Seats: 109	16/FA	72.0%	9.0%	91.7%	█	█	█	
5 YR Average (12/FA - 16/FA)		56.7%	13.3%	58.1%				
SC								Student Center (SC) - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events.
Spaces: 3	12/FA	15.6%	15.3%	29.6%	█	█	█	
- Dining room: 1	13/FA	0.8%	39.6%	64.4%	█	█	█	
- Meeting room: 2	14/FA	6.1%	0.0%	0.0%	█	█	█	
	15/FA	20.8%	6.9%	23.1%	█	█	█	
Seats: 148	16/FA	73.3%	54.2%	4.9%	█	█	█	
Note: The 5 YR average is not provided because SC use varies greatly depending on events.								

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Fall Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur 9AM-2PM	Mon-Thur 2-6PM	Mon-Thur 6:30-9:30PM	Time Block Trend *			Notes
					9-2	2-6	6:30-9:30	
ADM								
Spaces: 30	12/FA	69.2%	44.9%	45.7%	█	█	█	Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred around 6:30-9:30PM (40.1%), though use from 2-6PM (40.2%) was comparable.
- Classroom: 22	13/FA	65.7%	37.9%	49.4%	█	█	█	
- Lab: 8	14/FA	67.4%	38.7%	37.1%	█	█	█	
	15/FA	54.5%	34.8%	28.6%	█	█	█	
Seats: 921	16/FA	75.6%	44.7%	39.6%	█	█	█	
5 YR Average (12/FA - 16/FA)		66.5%	40.2%	40.1%				
SSB								
Spaces: 26	12/FA	82.1%	40.7%	58.0%	█	█	█	Social Sciences Building (SSB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 25	13/FA	79.8%	34.5%	51.2%	█	█	█	
- Multi-purpose: 1	14/FA	86.0%	32.2%	51.4%	█	█	█	
	15/FA	63.2%	22.1%	29.0%	█	█	█	
Seats: 1,054	16/FA	82.8%	28.3%	41.0%	█	█	█	
5 YR Average (12/FA - 16/FA)		78.8%	31.6%	46.1%				
HUM								
Spaces: 21	12/FA	86.5%	44.5%	56.1%	█	█	█	Humanities (HUM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 21	13/FA	87.9%	35.9%	49.4%	█	█	█	
	14/FA	88.1%	34.9%	40.3%	█	█	█	
	15/FA	66.3%	25.4%	27.2%	█	█	█	
Seats: 705	16/FA	83.6%	35.3%	47.8%	█	█	█	
4 YR Average (12/FA - 16/FA)		86.5%	37.7%	48.4%				
Note: 15/FA %s are excluded from the average because they are not in line with the other values.								
TECH								
Spaces: 19	12/FA	39.4%	33.2%	62.4%	█	█	█	Technology (TECH) - The highest use occurred from 6:30-9:30PM - The lowest use occurred from 2-6PM.
- Lab: 19	13/FA	42.0%	28.6%	55.4%	█	█	█	
	14/FA	48.6%	32.1%	60.8%	█	█	█	
	15/FA	35.6%	22.1%	44.8%	█	█	█	
Seats: 485	16/FA	53.1%	40.5%	63.9%	█	█	█	
5 YR Average (12/FA - 16/FA)		43.7%	31.3%	57.5%				
* The red bar indicates the time block during which a building's highest use occurs.								

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Fall Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Fri		Time Block Trend *		Notes
		9AM-2PM	2-6PM	9-2	2-6	
CC						
Spaces: 9	12/FA	24.4%	100.0%			Relative to usage rates during the week, building utilization decreases drastically on Fridays because there are few Friday classes. College Center (CC) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Activity room: 5	13/FA	24.4%	36.6%			
- Classroom: 2	14/FA	8.9%	0.0%			
- Misc: 2	15/FA	17.0%	4.9%			
Seats: 490	16/FA	18.9%	13.0%			
4 YR Average (12/FA - 16/FA)		21.2%	18.1%			
Note: Values in red are excluded from the average because they are not in line with the other values. For 2-6PM, the 3 YR Average (13/FA, 15/FA, and 16/FA) is provided.						
FAB						
Spaces: 9	12/FA	13.3%	0.0%			Fine Arts Building (FAB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 2	13/FA	13.3%	0.0%			
- Music studio: 3	14/FA	13.3%	0.0%			
- Misc: 4	15/FA	17.8%	7.0%			
Seats: 598	16/FA	18.1%	7.6%			
5 YR Average (12/FA - 16/FA)		15.2%	2.9%			
VAB						
Spaces: 9	12/FA	75.6%	25.9%			Visual Arts Building (VAB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Art studio: 8	13/FA	66.7%	22.7%			
- Classroom: 1	14/FA	60.0%	19.4%			
	15/FA	8.9%	3.2%			
Seats: 163	16/FA	62.2%	31.9%			
4 YR Average (12/FA - 16/FA)		66.1%	25.0%			
Note: 15/FA %s are excluded from the average because they are not in line with the other values.						
LRC						
Spaces: 5	12/FA	44.0%	15.0%			Learning Resource Center (LRC) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 3	13/FA	32.0%	0.0%			
- Misc: 2	14/FA	53.3%	3.3%			
	15/FA	32.7%	0.8%			
Seats: 109	16/FA	26.0%	0.0%			
5 YR Average (12/FA - 16/FA)		37.6%	1.0%			
Note: Value in red is excluded from the average because it is not in line with the other values. For 2-6PM, the 4 YR Average (13/FA - 16/FA) is provided.						
SC						
Spaces: 3	12/FA	10.0%	9.7%			Student Center (SC) - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events.
- Dining room: 1	13/FA	84.4%	5.6%			
- Meeting room: 2	14/FA	45.6%	30.6%			
	15/FA	0.0%	0.0%			
Seats: 148	16/FA	66.7%	45.8%			
Note: The 5 YR average is not provided because SC use varies greatly depending on events.						

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Fall Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Fri 9AM-2PM	Fri 2-6PM	Time Block		Notes	
				Trend *	Trend *		
ADM							
Spaces: 30	12/FA	55.6%	10.0%			Relative to usage rates during the week, building utilization decreases drastically on Fridays because there are few Friday classes. Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.	
- Classroom: 22	13/FA	41.0%	6.4%				
- Lab: 8	14/FA	34.2%	7.2%				
	15/FA	32.7%	7.8%				
Seats: 921	16/FA	30.8%	5.7%				
5 YR Average (12/FA - 16/FA)		38.9%	7.4%				
SSB							
Spaces: 26	12/FA	47.3%	1.1%				Social Sciences Building (SSB) - Though use of SSB varied greatly, highest use typically occurred from 9AM-2PM, followed by lowest use from 2-6PM.
- Classroom: 25	13/FA	56.6%	5.0%				
- Multi-purpose: 1	14/FA	54.4%	6.1%				
	15/FA	7.5%	0.0%				
Seats: 1,054	16/FA	10.7%	4.1%				
Note: The 5 YR average is not provided because use of SSB varied greatly during the Census weeks of 12/FA through 16/FA.							
HUM							
Spaces: 21	12/FA	63.8%	0.5%			Humanities (HUM) - Though use of HUM varied greatly, highest use typically occurred from 9AM-2PM, followed by lowest use from 2-6PM.	
- Classroom: 21	13/FA	57.5%	3.2%				
	14/FA	38.1%	1.7%				
	15/FA	13.5%	0.5%				
Seats: 705	16/FA	7.2%	0.0%				
Note: The 5 YR average is not provided because use of HUM varied greatly during the Census weeks of 12/FA through 16/FA.							
TECH							
Spaces: 19	12/FA	11.8%	6.0%				Technology (TECH) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Lab: 19	13/FA	11.6%	4.8%				
	14/FA	12.3%	6.4%				
	15/FA	19.3%	4.2%				
Seats: 485	16/FA	19.8%	6.1%				
5 YR Average (12/FA - 16/FA)		15.0%	5.5%				

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Spring Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur 9AM-2PM	Mon-Thur 2-6PM	Mon-Thur 6:30-9:30PM	Time Block Trend *			Notes
					9-2	2-6	6:30-9:30	
CC								
Spaces: 9	13/SP	43.3%	26.6%	34.7%				College Center (CC) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Activity room: 5	14/SP	34.9%	28.7%	35.3%				
- Classroom: 2	15/SP	38.7%	28.7%	41.2%				
- Misc: 2	16/SP	38.5%	34.5%	31.5%				
Seats: 490	17/SP	39.2%	26.6%	34.9%				
5 YR Average (13/SP - 17/SP)		38.9%	29.0%	35.5%				
FAB								
Spaces: 9	13/SP	37.5%	21.4%	53.1%				Fine Arts Building (FAB) - The highest use occurred from 6:30-9:30PM. - The lowest use occurred from 2-6PM.
- Classroom: 2	14/SP	38.4%	17.8%	52.5%				
- Music studio: 3	15/SP	49.3%	17.6%	49.8%				
- Misc: 4	16/SP	43.8%	16.8%	40.1%				
Seats: 598	17/SP	45.9%	20.2%	31.5%				
5 YR Average (13/SP - 17/SP)		43.0%	18.7%	45.4%				
VAB								
Spaces: 9	13/SP	95.7%	93.9%	88.1%				Visual Arts Building (VAB) - The highest use occurred from 9AM-2PM (92.6%), though use from 2-6PM (92.0%) was comparable. - The lowest use occurred from 6:30-9:30PM.
- Art studio: 8	14/SP	90.6%	87.8%	75.0%				
- Classroom: 1	15/SP	91.7%	94.3%	88.2%				
	16/SP	92.2%	97.6%	90.5%				
Seats: 163	17/SP	56.5%	86.6%	76.1%				
5 YR Average (13/SP - 17/SP)		92.6%	92.0%	83.6%				
Note: Value in red is excluded from the average because it is not in line with the other values. For 9AM-2PM, the 4 YR Average (13/SP-16/SP) is provided.								
LRC								
Spaces: 5	13/SP	38.6%	13.4%	9.9%				Learning Resource Center (LRC) - The highest use occurred from 6:30-9:30PM. - The lowest use occurred from 2-6PM.
- Classroom: 3	14/SP	28.9%	6.0%	4.0%				
- Misc: 2	15/SP	71.6%	14.0%	91.7%				
	16/SP	70.3%	4.6%	91.7%				
Seats: 109	17/SP	70.3%	9.0%	91.7%				
5 YR Average (13/SP - 17/SP)		56.0%	9.4%	91.7%				
Note: Values in red are excluded from the average because they are not in line with the other values. For 6:30-9:30PM, the 3 YR Average (15/SP-17/SP) is provided.								
SC								
Spaces: 3	13/SP	39.2%	25.5%	22.9%				Student Center (SC) - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events.
- Dining room: 1	14/SP	44.6%	22.4%	0.0%				
- Meeting room: 2	15/SP	18.7%	7.8%	0.0%				
	16/SP	15.3%	26.0%	0.0%				
Seats: 148	17/SP	6.7%	2.6%	0.0%				
5 YR Average (13/SP - 17/SP)								
Note: The 5 YR average is not provided because SC use varies greatly depending on events.								

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Week of Spring Census

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Mon-Thur 9AM-2PM	Mon-Thur 2-6PM	Mon-Thur 6:30-9:30PM	Time Block			Notes	
					Trend *				
					9-2	2-6	6:30-9:30		
ADM									
Spaces: 30	13/SP	73.1%	39.9%	51.0%	█	█	█	Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.	
- Classroom: 22	14/SP	70.1%	38.6%	49.7%	█	█	█		
- Lab: 8	15/SP	71.5%	44.3%	38.9%	█	█	█		
	16/SP	74.8%	44.7%	41.2%	█	█	█		
Seats: 921	17/SP	69.4%	38.6%	35.3%	█	█	█		
5 YR Average (13/SP - 17/SP)		71.8%	41.2%	43.2%					
SSB									
Spaces: 26	13/SP	77.7%	36.4%	49.9%	█	█	█	Social Sciences Building (SSB) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.	
- Classroom: 25	14/SP	72.7%	33.1%	58.1%	█	█	█		
- Multi-purpose: 1	15/SP	87.3%	29.6%	48.9%	█	█	█		
	16/SP	78.6%	26.1%	42.1%	█	█	█		
Seats: 1,054	17/SP	68.0%	26.4%	42.0%	█	█	█		
5 YR Average (13/SP - 17/SP)		76.9%	30.3%	48.2%					
HUM									
Spaces: 21	13/SP	85.8%	42.6%	48.3%	█	█	█	Humanities (HUM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.	
- Classroom: 21	14/SP	88.1%	37.6%	61.1%	█	█	█		
	15/SP	89.1%	39.9%	39.9%	█	█	█		
	16/SP	86.8%	36.3%	47.5%	█	█	█		
Seats: 705	17/SP	88.4%	29.5%	40.1%	█	█	█		
5 YR Average (13/SP - 17/SP)		87.6%	37.2%	47.4%					
TECH									
Spaces: 19	13/SP	45.4%	34.5%	60.3%	█	█	█	Technology (TECH) - The highest use occurred from 6:30-9:30PM. - The lowest use occurred from 2-6PM.	
- Lab: 19	14/SP	41.2%	28.2%	64.0%	█	█	█		
	15/SP	44.9%	28.5%	57.8%	█	█	█		
	16/SP	54.3%	28.9%	65.5%	█	█	█		
Seats: 485	17/SP	65.4%	30.3%	66.9%	█	█	█		
5 YR Average (13/SP - 17/SP)		50.2%	30.1%	62.9%					

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Spring Census Week

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

Building	Term	Fri		Time Block		Notes	
		9AM-2PM	2-6PM	Trend *	Trend *		
CC						<p>Relative to usage rates during the week, building utilization decreases drastically on Fridays because there are few Friday classes.</p> <p>College Center (CC)</p> <ul style="list-style-type: none"> - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM. <p>Fine Arts Building (FAB)</p> <ul style="list-style-type: none"> - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM. <p>Visual Arts Building (VAB)</p> <ul style="list-style-type: none"> - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM. <p>Learning Resource Center (LRC)</p> <ul style="list-style-type: none"> - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM. <p>Student Center (SC)</p> <ul style="list-style-type: none"> - Regular classes do not meet in the SC spaces included in this report. - SC rooms are used for meetings, special class times, and events. 	
Spaces: 9	13/SP	11.1%	3.0%				
- Activity room: 5	14/SP	11.8%	3.0%				
- Classroom: 2	15/SP	42.4%	2.3%				
- Misc: 2	16/SP	11.3%	0.9%				
Seats: 490	17/SP	31.1%	26.2%				
4 YR Average (13/SP - 16/SP)		11.4%	2.3%				
<p>Note: Values in red are excluded from the average because they are not in line with the other values. For 9AM-2PM. The 3 YR Average (13/SP, 14/SP and 16/SP) is provided.</p>							
FAB							
Spaces: 9	13/SP	13.9%	0.0%				
- Classroom: 2	14/SP	13.9%	0.0%				
- Music studio: 3	15/SP	20.4%	7.6%				
- Misc: 4	16/SP	18.0%	7.2%				
Seats: 598	17/SP	18.1%	13.4%				
5 YR Average (13/SP - 17/SP)		16.9%	5.7%				
VAB							
Spaces: 9	13/SP	75.7%	27.8%				
- Art studio: 8	14/SP	69.1%	28.7%				
- Classroom: 1	15/SP	80.0%	31.3%				
	16/SP	82.2%	33.6%				
Seats: 163	17/SP	21.1%	12.5%				
4 YR Average (13/SP - 16/SP)		76.8%	30.3%				
<p>Note: 17/SP %s are excluded from the average because they are not in line with other values.</p>							
LRC							
Spaces: 5	13/SP	16.3%	2.1%				
- Classroom: 3	14/SP	8.3%	7.9%				
- Misc: 2	15/SP	33.0%	1.3%				
	16/SP	33.0%	1.3%				
Seats: 109	17/SP	33.0%	1.3%				
4 YR Average (13/SP - 17/SP)		28.8%	1.5%				
<p>Note: 14/SP %s are excluded from the average because they are not in line with the other values.</p>							
SC							
Spaces: 3	13/SP	25.0%	0.0%				
- Dining room: 1	14/SP	63.3%	0.0%				
- Meeting room: 2	15/SP	0.0%	0.0%				
	16/SP	43.3%	6.3%				
Seats: 148	17/SP	73.3%	47.9%				
<p>Note: The 5 YR average is not provided because SC use varies greatly depending on events.</p>							

* The red bar indicates the time block during which a building's highest use occurs.

St. Charles Community College Space Utilization

Average Building Utilization During the Friday of Spring Census Week

Note: Average building utilization is the percent of time on average, during the time period, that the spaces in each building are used.

	Term	Fri		Time Block		Notes
		9AM-2PM	2-6PM	Trend *	Trend *	
ADM						
Spaces: 30	13/SP	52.6%	10.4%			Relative to usage rates during the week, building utilization decreases drastically on Fridays because there are few Friday classes. Administration (ADM) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Classroom: 22	14/SP	48.2%	4.5%			
- Lab: 8	15/SP	31.7%	4.6%			
	16/SP	30.1%	8.9%			
Seats: 921	17/SP	25.5%	4.4%			
5 YR Average (13/SP - 17/SP)		37.6%	6.6%			
SSB						
Spaces: 26	13/SP	43.3%	3.2%			Social Sciences Building (SSB) - Though use of SSB varied greatly, highest use typically occurred from 9AM-2PM, followed by lowest use from 2-6PM.
- Classroom: 25	14/SP	42.4%	2.2%			
- Multi-purpose: 1	15/SP	25.6%	1.2%			
	16/SP	4.0%	1.4%			
Seats: 1,054	17/SP	12.1%	7.6%			
Note: The 5 YR average is not provided because use of SSB varied greatly during the Census weeks of 13/SP through 17/SP.						
HUM						
Spaces: 21	13/SP	59.9%	0.7%			Humanities (HUM) - Though use of HUM varied greatly, highest use typically occurred from 9AM-2PM, followed by lowest use from 2-6PM.
- Classroom: 21	14/SP	44.8%	0.1%			
	15/SP	20.7%	0.6%			
	16/SP	12.2%	0.6%			
Seats: 705	17/SP	2.6%	0.0%			
Note: The 5 YR average is not provided because use of HUM varied greatly during the Census weeks of 13/SP through 17/SP.						
TECH						
Spaces: 19	13/SP	20.8%	8.6%			Technology (TECH) - The highest use occurred from 9AM-2PM. - The lowest use occurred from 2-6PM.
- Lab: 19	14/SP	11.0%	7.6%			
	15/SP	12.9%	7.8%			
	16/SP	15.0%	3.3%			
Seats: 485	17/SP	22.7%	8.9%			
5 YR Average (13/SP - 17/SP)		16.5%	7.2%			

* The red bar indicates the time block during which a building's highest use occurs.

**St. Charles Community College Student Academic and Support
Services**

St. Charles Community College Student Academic and Support Services

Students tend to stay at an institution that they find to be a good fit for them, and this doesn't just mean a good fit in terms of the academic programs being offered, but includes everything else the institution has to offer. Academic program offerings are, of course, important to prospective and current students, but the student experience as a whole could be "make or break" in a student's decision to enroll or re-enroll. The entire educational environment, including what free services may be offered, what academic support services or resources are available, and what clubs and events may take place on campus, can all be essential pieces of the student experience.

As such, when trying to gauge an internal environment of an institution, it is important to examine the student services, academic support services, and activities offered at the institution. Doing so will allow an institution to evaluate whether the services, academic support services, and activities being offered are adequate, and whether or not changes need to be made in order to better serve the student population. This section explores what SCC offers in terms of student services, the academic library, and student organizations and activities.

St. Charles Community College Student Academic and Support Services: Student Services

In order to help students succeed at St. Charles Community College (SCC), SCC provides a number of valuable student services free of charge to its students. These resources are beneficial in helping SCC students maintain a proper school-life-work balance. They are also meant to help SCC students grow and develop. Student services at SCC include:

- Assessment Center
 - ACE Center Tutoring Services
 - Disability Support Services
 - Helpdesk Technology Services
 - CARE Team
 - Counseling/Mental Health Services
 - Child Care
 - Career Services
- **Assessment Center.** The Assessment Center provides a variety of services to SCC students and the community. Services provided to SCC students include placement assessments and information for math, English, and reading. Services provided to the community include online and paper-and-pencil exam proctoring.
<https://www.stchas.edu/student-life/student-services/tutoring-services/>
 - **ACE Center Tutoring Services.** The ACE Tutoring Center is open approximately 60 hours a week during the regular semester to support students enrolled in credit courses who need help with mathematics, science, and writing across the disciplines. The Tutoring Center offers face-to-face tutoring in addition to some online tutoring.
<https://www.stchas.edu/student-life/student-services/tutoring-services/>
 - **Disability Support Services.** In compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, SCC provides accommodations and services to students with a documented disability. Disability Support Services (DSS) is committed to serving a diverse campus community by empowering students with disabilities to reach their educational goals. Through accommodations and services, Disability Support Services provides equal access to the facilities, technology, and delivery methods used at SCC. DSS collaborates with administration, faculty, and staff to deliver information/solutions to the campus community about access and disability issues. In order to be eligible for accommodations, students must provide documentation of their disability and must complete an interview with the Disability Services Manager.
<https://www.stchas.edu/student-life/student-services/disability-support-services>

St. Charles Community College Student Academic and Support Services: College Student Services

- **Helpdesk Technology Services.** The Helpdesk is committed to helping SCC students, faculty, and staff who need assistance with technology. Common Helpdesk service includes assistance with account and password information or reset, Canvas, college assigned e-mail, user id information, and mySCC Portal help. In addition to providing technical help, the Helpdesk provides open computer labs for SCC students in the Technology Building and the ACE Tutoring Center.
<https://www.stchas.edu/student-life/student-services/technology-services/>
- **CARE Team.** The Campus Assessment, Response, and Encouragement (CARE) Team at SCC is made up of professionals from multiple areas of the college who meet regularly to review reported student behaviors of concern. The team initiates interventions that promote safety, offer support and guidance, and encourage student use of on- or off-campus resources. Interventions are typically initiated with a student who has demonstrated the behavior of concern; however, interventions can also include support and outreach towards those affected by the student's behavior. In most cases, a student reported to the CARE Team will be contacted and requested to meet with the Student Success Case Manager. Each personal meeting with a student will focus on understanding the reported behavior of concern, helping the student feel supported, and connecting the student with resources that best fit their needs. Faculty/staff, fellow students, and family members are encouraged to take action if they have concerns for a student who appears to be in a state of distress.
<https://www.stchas.edu/about-scc/healthy-campus>
- **Counseling/Mental Health Services.** At SCC, all enrolled students have access to free sessions with a Licensed Counselor. Students can explore feelings and how to express themselves better, examine beliefs, and work toward making healthy changes. These sessions are designed to be solution-focused, short-term, and confidential. The SCC Counselor is trained in helping students gain new skills and knowledge to help them reach their goals. Note: The Counselor does not provide ongoing weekly psychotherapy, treatment for severe psychological disorders, or court-mandated treatment. For those needs, referrals to other professionals, agencies, or resources may be required. SCC counseling is by appointment.
<https://www.stchas.edu/student-life/student-services/mental-health-services/>

St. Charles Community College Student Academic and Support Services: College Student Services

- **Child Care.** The SCC Child Development Center (CDC) is a highly accredited, not-for-profit childcare and early learning facility open to students, faculty, staff, and area residents. The center is designed to meet the needs of young children (age 6 weeks to 5 years) by providing a high quality program within a safe and nurturing environment. The CDC provides each child with a developmentally appropriate, child-directed learning environment in which the child can construct his or her own knowledge through teacher guided, hands-on experimentation and exploration in the areas of social, emotional, physical, and cognitive development. In addition to providing quality childcare, the CDC serves as a laboratory for students working in the fields of child development and nursing.

<https://www.stchas.edu/student-life/student-services/childcare>

- **Career Services.** Career Services provides free services to help SCC students decide on their major and/or career as well as prepare students to search for jobs and internships. Two career counselors are available by appointment or walk-in, to assist students. The Career Services staff host events such as Job Fairs, Workshops, and an Etiquette event. Career Services assistance, such as job search assistance, is also available to SCC Alumni.

<https://www.stchas.edu/academics/career-services-center/about>

St. Charles Community College Student Academic and Support Services: Student Organizations and Activities

St. Charles Community College (SCC) offers an array of student organizations and activities, which enhance the college experience and help students to grow, discover, and nurture their interests.

- **Athletics and Club Sports**

Athletics are an important part of student life at SCC. The school fields four intercollegiate sports teams: men's baseball, men's soccer, women's fast-pitch softball, and women's soccer. All of the teams are National Junior College Athletic Association (NJCAA) Division I Level.

<https://www.stchas.edu/student-life/athletics/teams/>

SCC also offers two co-ed club sports: Basketball and Roller Hockey.

<https://www.stchas.edu/student-life/athletics/club-sports>

- **Clubs and Organizations**

SCC offers over 45 clubs and organizations to students.

- | | | |
|--------------------------------------|---------------------------------------|---|
| ○ Anime & Animation Club | ○ Global Student Network | ○ Scooters Spirit Squad |
| ○ Art Club | ○ Graphic Design Club | ○ Secular Student Alliance |
| ○ Basketball Recreation Organization | ○ Green Club | ○ Social Science Society |
| ○ Black Student Leadership Alliance | ○ Health Information Management | ○ Student Ambassadors |
| ○ Chess Club | ○ House Band | ○ Student Engineering Club |
| ○ Communications Club | ○ Humans vs. Zombies | ○ Student Government |
| ○ Cougar Activities Crew | ○ International Club | ○ Student Missouri State Teachers Association |
| ○ Cougars Care | ○ Music Enrichment Club | ○ Student Nurse Organization |
| ○ Creative Writing Society | ○ Occupational Therapy Assistant Club | ○ Student Success Society |
| ○ Cru | ○ Phi Beta Lambda | ○ Student Veterans Organization |
| ○ Drama Club | ○ Phi Theta Kappa | ○ Students for Sensible Drug Policy |
| ○ Fellowship of Christian Athletes | ○ Ping Pong Club | ○ Tau Upsilon Alpha National Org for Human Services Honor Society |
| ○ Film Club | ○ Programming Club | ○ Tennis Recreational Org |
| ○ Fishing Club | ○ Returning Learners Club | ○ Ultimate Frisbee Club |
| ○ Furry Alliance | ○ Revolution Campus Ministry | ○ Young Democrats |
| ○ Game and Mind Expansion Society | ○ Roller Hockey Club | |
| ○ Gay Straight Alliance | ○ Running Club | |
| | ○ Science Club | |

<https://www.stchas.edu/student-life/clubs-organizations>

St. Charles Community College Student Academic and Support Services: Student Organizations and Activities

- **Health and Fitness**

Students who want to stay physically fit can workout in the Fitness Center or on the walking paths offered on SCC's campus. Students may participate in fitness classes, get a fitness assessment, and workout. The Fitness Center is also available for intramural team games, practices, recreational games, dance activities, etc.

<https://www.stchas.edu/student-life/health-fitness/>

- **Arts and Entertainment**

In addition to athletics, clubs, and organizations, SCC provides arts and entertainment. Students may participate in Theater, create or visit Art Exhibits, participate in or watch Film Series, Music Concerts, Coffeehouse Performances, and events throughout the semester.

Events include: Welcome Back Socials, Fall Fun Blitz, Spring Fling, SCC Comedy Night, Magicians, Lunchtime Trivia, Lunchtime BINGO, Live Music, Scary Movie Marathons, Geek Week, Finals Week Events, Food Truck and Outdoor Movie Nights, etc.

Students are encouraged to visit the Student Activities Office, which offers air hockey, foosball, pool tables, recreational computers, TV lounge with couches, magazines, Conference room, Club room, Kitchen with microwave, etc.

<https://www.stchas.edu/student-life/arts-entertainment/>

Perceptions of St. Charles Community College

Perceptions of St. Charles Community College

As is evident in the College’s Mission, Vision, and Values, St. Charles Community College’s (SCC) commitment to its students and the community is important to the institution as a whole, and therefore, it is important that SCC monitors the perceptions of its students and community. In summer 2016, SCC administered its first Community Survey with the help of CLARUS Corporation, in order to gain an understanding of perceptions the community might hold about the College. In addition, every other year, the Department of Institutional Research at SCC administers an in-house Student Opinion Survey as a means of gauging students’ perceptions of the College. Results from the most recently completed administrations of both surveys are presented in this section.



Perceptions of St. Charles Community College: 2016 Community Survey

2016 Community Survey Executive Summary

At SCC, it is an important goal to foster a reputation of excellence as a comprehensive community college in St. Charles County and in other cities within SCC's service area. In order to gauge the accuracy of this belief, and to ensure the College was meeting the needs of its constituents, SCC partnered with CLARUS Corporation in the summer of 2016 to conduct its first survey of the community. The purpose of the Community Survey was to assess the awareness, attitudes, and usage of the College by the residents in its service area. The results of the Community Survey will enable the College to quantify levels and trends in the residents' knowledge, perceptions, beliefs, intentions, and behaviors with respect to SCC.

Survey Goals:

- Measure the community's awareness and knowledge of SCC and its programs and services
- Assess the importance and performance of SCC's programs and services with constituents
- Identify programming needed at SCC
- Determine levels of engagement with SCC
- Determine the perceived accountability of SCC to the community
- Define the needs of the adult student

Methodology:

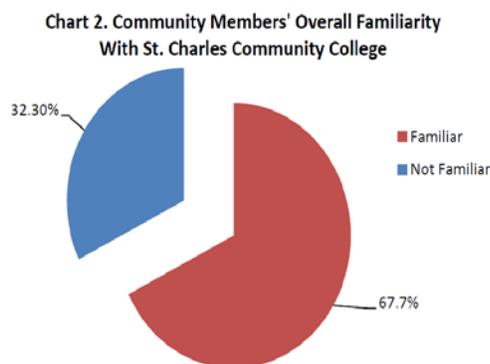
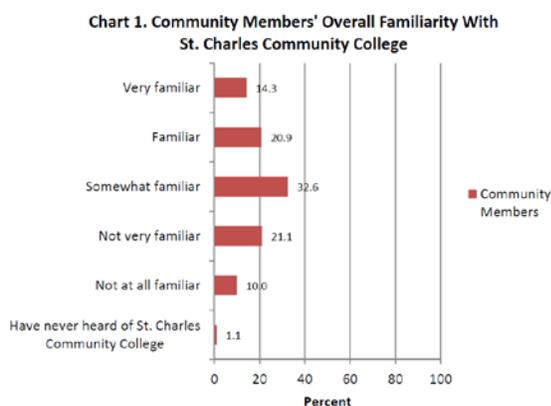
On April 21, 2016, CLARUS Corporation visited SCC and conducted listening sessions across campus, as well as 350 interviews, in order to collect information about SCC. In the summer of 2016 CLARUS Corporation collected data via 326 online surveys (6/1/2016 – 7/5/2016) and 24 telephone interviews (6/1/2016 – 6/7/2016). Participants in the surveys were screened for survey inclusion based upon zip code, age, and ethnicity. It was anticipated that 36% of participants would be from St. Charles zip codes (e.g. 63301), 23.43% from O'Fallon (e.g. 63366), 20.03% from St. Peters (zip code 63376), 10.22% from Wentzville (zip code 63385), and the remainder from other service area zip codes. With regard to age, 33.2% of participants were expected to be age 18-34, 35.9% age 35-49, and 30.9% age 50-64. With regard to race, approximately 91% of participants were expected to be Caucasian/White, 5% African-American, 2% Asian, 3% Hispanic, and the remainder from Other/Multi races.

Perceptions of St. Charles Community College: 2016 Community Survey

Respondents:

Of the 350 survey respondents, 38% were from St. Charles, 22.5% from O'Fallon, 21.7% from St. Peters, 10.3% from Wentzville, and 7.5% from other SCC Service area zip codes. Concerning age, 34.3% were age 18-34, 34.6% were age 35-49, and 31.1% were age 50-64. A majority (89.7%) of respondents were Caucasian/White, 2.6% were African-American, 2.9% were Asian, 1.7% were Hispanic, 0.3% were Hawaiian Pacific Islander, 1.1% were Two or More Races, and 0.9% indicated Other as their race.

Results were broken down by community members familiar (67.7%) and not familiar (32.3%) with SCC. Community members were labeled as being familiar with SCC if they answered somewhat familiar, familiar, or very familiar; whereas if they answered not very familiar, not at all familiar, or have never heard of the college, they were labeled as not familiar.



• General Results Included Focus on:

- Top of mind awareness
- Familiarity
- Keyword descriptions of competition and SCC
- Media recall of SCC
- Excellent programs at SCC
- Importance and performance ratings of specific SCC programs/services
- Importance and performance ratings of key programs
- Programs needed at SCC
- Agreement with attitude statements broken down by familiar/not familiar
 - High school students
 - Value
 - Outcomes
- Attendance at SCC events/classes
- Accountability attitudes
- Support for St. Charles Community College
 - Programs the public would support
 - Reasons not for supporting
- Parental influence
 - Anticipated cost of one year of college
 - Reasons for encouraging attending SCC
 - Reasons for not encouraging attending SCC
- Daily use of media and technology

Perceptions of St. Charles Community College: 2016 Community Survey

Profiling the Adult Market Specific Results Included Focus on:

- Interest in education and training
- College preferred for attendance
 - Reasons for choosing SCC
 - Reasons for not choosing SCC
- Other colleges preferred
- Programming of interest by college preferred
- Degrees of interest
- Degree formats of interest
- Program areas of interest by
 - Class
 - Degree
 - Job training
 - Recreation
- Willingness to commute
- Daily use of media and technology
- Demographic characteristics

General Results & Marketing Implications:

Top of mind awareness: Respondents were allowed to name up to five colleges in the area. The first named college was defined as the first mention. This is a measure of top-of-mind awareness and is meant to indicate the college with which a resident was the most familiar. To put top-of-mind awareness into perspective, it can range from less than 10% for a community college in an urban environment with numerous public and private universities and colleges (highly competitive and crowded market) to more than 40% for a small community college located in a rural area. Overall, approximately 30% of community members first recalled SCC. This first-mention rate is very good for a suburban college located immediately adjacent to an urban area, especially since the first mention for the major four-year college in the area (Lindenwood) was approximately 36 percent.

Familiarity: Familiarity was measured by whether respondents mentioned SCC at all when they were asked to name colleges in the area. In many markets across the country, a college's name (if long) becomes shortened by the local constituents and the majority of residents begin to refer to the college by letters. This generally has a major impact on overall awareness since new residents and those unfamiliar are less likely to know what the letters refer to. Overall, approximately 70% of respondents recalled the College name correctly and in full, which indicates that SCC has done a good job of reinforcing its overall name, leading to an increase in brand awareness. In addition, 68% of respondents familiar with SCC listed SCC as a college in the area. Compared to other suburban, and especially urban community colleges, this is higher than normal indicating that the overall familiarity with the College is very good in the market.

Perceptions of St. Charles Community College: 2016 Community Survey

Keyword Descriptions of Competition and SCC: As the respondents named colleges in the area, they were also asked what word or phrase they would use to describe each college mentioned. Generally, when asked to provide keywords, the members of a community are likely to use the words that are used by a college in its communications to describe the college. If not familiar with the college, they are likely to revert to words that reflect national stereotypes. Affordable, close/local, and convenient are generally three traits owned by all community colleges in the country, and results indicated that they are by SCC as well. However, none of these words are distinctive and SCC should examine its messaging and begin to think about its distinctive strengths and use those as the basis of its marketing communication. This will assist SCC in creating a distinctive niche for the College in the minds of the community members.

Media Recall: There is a direct correlation between media awareness and familiarity. Community members were asked whether they had seen or heard any information about SCC in the last year. The major issue for SCC and all community colleges today is fragmentation of media. Prior to the proliferation of the internet, there were a few major advertising channels: television, radio, newspaper, direct mail, and outdoor signs. With internet access has come multiple media delivery methods from internet radio (iHeart, Pandora, etc.), to on-demand television and cable, to 24/7 news channels. Today's consumers have thousands of choices for local news and information and it is available when the consumers want it. This has caused much dismay for community colleges across the country. Colleges have always had lower than average media budgets compared to corporate entities comparable in size, and with the fragmentation of media, it is even more difficult for the colleges to make a dent in the clutter of the market. SCC, however, has done a good job of maintaining a presence in the cluttered media market but will need to continually evaluate the effectiveness of its spending between new media (digital and online) and traditional media.

Excellent Programs at SCC: The community members were asked to list up to three programs at SCC that they believed were of excellent quality. Overall, only 67% of respondents, regardless of their overall familiarity with the College, could not list at least one program of excellent quality at SCC. Typically, a community college has at least one program that has become distinctive in the market and that program is usually nursing. SCC needs to establish several programs of distinction for the College and begin to highlight these programs in all of its communication. Not only will this raise program awareness for the programming at SCC, but it will also raise overall awareness for the College.

Importance and Performance Ratings of Specific SCC Programs/Services: Based on the information gathered in the listening sessions conducted by CLARUS at SCC, a list of programming was developed for the community survey to test both the importance of the programming and to assess how well the community members believe the college is doing in providing the programming (performance). It is not unusual for community members to rank all programs and services offered as important at a community college, and this is what was seen for SCC. The real anomaly in the market for SCC is the overwhelming importance of the high school programming: the A+ program and articulation agreements

Perceptions of St. Charles Community College: 2016 Community Survey

for transfer. At other community colleges, these programs are generally high in importance but not the most important (associate's degrees, workforce training, and convenient delivery of classes for adults are typically at the top of the importance list). These ratings also provide some insight into the market position for SCC in the community. For instance, SCC is viewed more as a "junior college" that prepares high school students for transfer than a comprehensive community college. If the goal is to be viewed as a comprehensive community college, it appears that the perception is not currently in alignment with that vision.

Importance and Performance Ratings of Key Programs: To put the importance and performance into perspective, the rank of the importance ratings were compared to the rank of the performance ratings to make sure that SCC is performing well on the most important (key) programming. Overall, the community members believe that SCC is doing a good job of delivering these key programs and services. For the majority of the programs and services, the importance ratings are in alignment with the performance ratings. However, there are some areas in which the programs' performance rating is lower than the importance rating. In other words, respondents believe that the program/service is important, but that SCC may not be performing as well as it should be, given the importance. These areas are: Bachelor's degrees, the Veteran's Center, certificates for workforce training, and online degrees. SCC should examine its focus on the communication about the delivery/availability of these areas.

Programs Needed at SCC: Community members were asked what programs, opportunities, or offerings they wished were available at SCC but were not currently offered. Examining the list of "new programming" for credit and noncredit proposed by respondents, it appears that SCC is currently offering the majority of the programming listed. This may be an indicator of low awareness of current programming and necessarily a true need for new programming. Moreover, this ties back to the low awareness of all programming at SCC as noted in the performance ratings in the earlier section.

Agreement with Attitudes about SCC: To test attitudes toward SCC, a set of statements was created based on the information gained from the listening sessions CLARUS conducted at the College to test both specific attitudes about SCC and commonly held community college stereotypes. Results from this section suggest that SCC needs to develop a brand platform for College messaging that is not only used by the Marketing Office but by all members of the college community. Branding is often a misunderstood term in higher education. Branding, the process of defining and influencing the set of associations made with an institution, is a sound business strategy that can impact an institution's long-term health. A brand is a way of describing an institution as precisely, authentically, and inspirationally as possible. The "brand platform," a positioning statement and set of key messages, represents the intersection of current audience perceptions, operational realities, and the traits and characteristics an institution aspires to be known for, but have yet to be embraced by the market. These messages derive from the institution's mission, offering an interpretation of why the institution was founded within the context of contemporary market forces. Once defined and validated by research, the promises made by

Perceptions of St. Charles Community College: 2016 Community Survey

the brand must be integrated via communication and delivered operationally. The entire campus community bears the responsibility for “walking the talk” of the brand. This will allow SCC to focus its messaging to adapt to attitudes as necessary.

Convenience of Location: Overall, 82% of respondents agreed that SCC is “conveniently located and easy for me to get to.” This was the attitudinal statement with the highest agreement from all respondents from the previous section. It should be noted that the sample frame for this survey was stratified geographically across the zip codes of St. Charles County, and the areas that the College serves outside of St. Charles County were not included in the survey. While the population is sparse away from the center of the County, the College does serve residents in more rural areas and in communities bordering the County. While it was not economically feasible to survey residents in these areas (sample sizes would have been too low), it is recommended that the College still gain information from these communities using community listening sessions. A major opportunity is presented for having community listening sessions with the hiring of the College’s new president. The goal of the listening sessions would be to gain information from the communities about how the College can better serve them, what their educational needs are that are not currently being met, and to increase awareness of the current programming offered at the College.

Attendance at SCC Events/Classes: Community members were asked in what ways they have engaged with the college. A major impact on familiarity with SCC is whether community members attend a class or an event at the College. SCC needs to explore additional ways of developing programming that will appeal to all audiences and constituents of the College. This includes the current children’s programming and expands to all aspects of educational programming to older audiences. The more that the constituents interact with the College and visit SCC for events and programming, the higher the familiarity with SCC will be, and the more support the College will see.

Accountability and Support: Not only is it important that SCC understand the attitudes of the residents toward its program and services, it is also important to understand whether the residents in the service area think SCC is a good steward of investment. Examining the community members’ attitudes toward the fiscal responsibility of SCC, a high rate of “do not know” answers were recorded. The College needs to develop a communication strategy to begin to inform the constituents in the County of the College’s economic impact and the excellent fiscal management of the residents’ tax dollars. SCC could provide an annual report to the community that is delivered via direct mail or could take more elaborate steps and have the leadership conduct presentations at all major community, professional, and governmental organizations.

Parents’ Influence: Parents have a major influence on their children with respect to attending college. The adults in the area were asked if they had school-age children in their home, and if so, what their attitudes were toward their child attending SCC. Of the parents surveyed, more than half noted being likely to encourage their children to attend SCC immediately after high school. This rate is high

Perceptions of St. Charles Community College: 2016 Community Survey

compared to the results seen for other community colleges across the country. Typically only one-third of the parents of junior high and high school students are likely to encourage their children to attend the local community college. It is likely that the enticement of the A+ program is a major impact on the likelihood of the parents' encouragement of their children attending SCC. However, the College should still continue to communicate its benefits to all parents since they are major influences (and even decision makers) as to where their children ultimately attend college.

New and Traditional Media Usage: The residents, employees, and students that were surveyed were all asked about their technology and media usage. Based on the data gathered in this section, it is evident that the College will still need to use a combination of new and traditional media to reach the residents of the County. Due to the fragmentation of media, SCC will need to be as deliberate as possible with its message and increase the frequency of the message. The more frequently the public is inundated with the same message, the more likely a person will finally hear it for the first time. Moreover, given the decline in enrollment over the last few years, SCC needs to continue to split its marketing budget between branding, to keep awareness and familiarity high, and targeted enrollment campaigns, in which return on investment can be measured.

Profiling the Potential Adult Student Specific Results & Market Implications:

Another goal of the community survey was to understand whether adults in the service areas are interested in attending college or upgrading skills, and of those who are, how they make decisions about what college to attend, what their image of SCC is, and how SCC can successfully market to those adults.

Interest in Education and Training: Over the last few years, there has been a shift nationally from adults interested in education (specifically credit classes and degrees) to an interest in certifications/credentials and job training. Community members were asked if they had any interest in education or training in the next year. The current adult market is unlike the adult markets from a decade ago (known as the Baby Boomers). The current adults who are a key market for higher education institutions are less likely to see education as the way to a new career, a bigger house, or an improved lifestyle. In addition, they do not seek education for the "love" of learning. The current adult market is very practical and much more likely to equate education to an immediate payoff (a raise in pay, a new position in the company that pays more, etc.). This explains the increased in credentials/certifications since many employers will pay for certifications. The other factor impacting interest in education and training and the community college is the fact that more adults than ever have earned degrees. These factors are important for SCC to consider when developing programming because adults with degrees are becoming an even larger market, and for SCC to compete in this market, it has to offer programming (or training) for post-bachelor degree completers.

Perceptions of St. Charles Community College: 2016 Community Survey

Choosing St. Charles Community College: SCC needs to develop specialized programming for the adults interested in completing bachelor's degrees. Currently the market that is most interested in attending SCC are those adults interested in recreational or leisure classes. Less than one-third of those interested in a degree would attend SCC, even those without a bachelor's degree. SCC needs to develop a program that will lead specifically to the major transfer colleges for bachelor's degrees for adults and market the program. For example, develop a name for the program like the 2+2 Program at Johnson County Community College that offers attendees the ability to take 2 classes 2 nights a week for a year and complete a degree. The key to development of an adult transfer program in today's market is to: provide limited seat time with online work, have four-year colleges ready to accept all credits from the graduates, and market the program using traditional and new media.

Perceptions of St. Charles Community College: Student Opinion Survey Results

The Department of Institutional Research and Grants (IRG) has been administering the Student Opinion Survey (SOS) at St. Charles Community College (SCC) since fall 2008. The survey is currently administered every other calendar year (SP, SU, FA). The SOS is a paper-and-pencil survey that consists of 125 questions and takes approximately 30-45 minutes to complete. The last re-design of the SOS occurred in 2012 and was used in calendar year (CY) 2013 and 2015 administration cycles.

The data presented represent a comparison of CY 2013 and CY 2015 results. Question categories include asking students: their reasons for enrolling at SCC (A), the level of importance of factors regarding their enrollment at SCC (B), how they would rate their overall educational experience at SCC (C), their satisfaction with services, programs, and miscellaneous items offered by SCC (D), their satisfaction with facilities (E), how much their experience at SCC has contributed to their knowledge, skills, and personal development (F), how often they participated in particular tasks during their experience at SCC (G), their level of agreement with statements regarding particular experiences at SCC (H), the level of importance particular course related activities had in helping them learn course material (I), background questions (J), and miscellaneous questions of additional interest.

In spring 2017, the current SOS was abbreviated for use in CY 2017. Once CY 2017 SOS administration concludes, a committee will be formed to re-design the SOS for CY 2019 administration.

CY 2013 & 2015 SOS Comparison:

A. Student reported the following reasons for enrolling at SCC (students could have selected more than one choice):

Question:	CY13 Results	CY15 Results	Difference
1) Earn an associate's degree (AA, AAT, or AS) in a transfer program	62.3%	68.3%	6.0%
2) Earn and associate's degree (AS) in a career/technical program	21.9%	21.0%	-0.9%
3) Earn a certificate (CER) or a certificate of specialization (CS)	5.9%	7.3%	1.4%
4) Transfer to a four year school	73.2%	77.3%	4.1%
5) Transfer to a career/technical school	12.6%	10.7%	-1.9%
6) Prepare for first time entry into a career	32.9%	36.0%	3.1%
7) Prepare for a career change	22.5%	25.5%	3.0%
8) Change employers in your current field	8.0%	11.6%	3.6%
9) Advance in your place of employment	20.6%	24.7%	4.1%
10) Increase your earning power	50.6%	54.5%	3.9%
11) Maintain or renew a license or certificate	6.0%	6.7%	0.7%
12) For personal reasons	49.5%	52.2%	2.7%
13) For self-improvement	67.7%	72.3%	4.6%

Perceptions of St. Charles Community College: Student Opinion Survey

B. Students were asked to rate how important each of the following reasons were in their decision to attend SCC:

	<i>Very Important/Important</i>			<i>Somewhat Important</i>			<i>Not Important</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
14. My parents wanted me to come here	35.4%	34.6%	-0.8%	22.0%	21.5%	-0.5%	42.6%	43.9%	1.3%
15. SCC has a good academic/vocation reputation	49.4%	53.1%	3.7%	34.9%	31.9%	-3.0%	15.8%	15.0%	-0.8%
16. SCC has a good reputation for social activities	29.0%	28.3%	-0.7%	17.2%	16.8%	-0.4%	53.8%	54.9%	1.1%
17. I was offered financial assistance	50.8%	52.2%	1.4%	12.6%	10.1%	-2.5%	36.6%	37.7%	1.1%
18. I was offered a scholarship	35.7%	37.3%	1.6%	9.4%	8.2%	-1.2%	54.8%	54.5%	-0.3%
19. The cost of attending SCC	70.8%	76.5%	5.7%	19.4%	15.0%	-4.4%	9.7%	8.5%	-1.2%
20. High School counselor advised me	24.5%	27.6%	3.1%	11.0%	13.4%	2.4%	64.4%	59.1%	-5.3%
21. Convenient location	65.1%	68.3%	3.2%	26.1%	23.2%	-2.9%	8.9%	8.5%	-0.4%
22. Could not afford school of my first choice	34.5%	30.9%	-3.6%	11.6%	11.1%	-0.5%	54.0%	58.1%	4.1%
23. SCC graduates gain admission to good 4-year schools	52.4%	55.8%	3.4%	25.4%	22.1%	-3.3%	22.2%	22.1%	-0.1%
24. SCC graduates get good jobs	46.8%	48.6%	1.8%	26.0%	23.9%	-2.1%	27.2%	27.4%	0.2%
25. I wanted to go to a school about this size	34.7%	30.0%	-4.7%	16.5%	16.4%	-0.1%	48.8%	53.5%	4.7%
26. A visit to this campus	28.0%	27.6%	-0.4%	11.4%	10.3%	-1.1%	60.6%	62.1%	1.5%
27. Opportunity to take online classes	32.5%	28.9%	-3.6%	12.6%	16.2%	3.6%	54.9%	54.9%	0.0%

Perceptions of St. Charles Community College: Student Opinion Survey

C. Students were asked to indicate if they agreed or disagreed with any of the following statements about their educational experience at SCC:

	<i>Strongly Agree/Agree</i>			<i>Disagree/Strongly Disagree</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.
28. Overall, I would rate SCC as a very good school	94.8%	93.0%	-1.8%	5.2%	7.0%	1.8%
29. I would recommend SCC to other students	92.6%	92.7%	0.1%	7.3%	7.3%	0.0%
30. My experience at SCC will help me successfully transfer to a 4-year school	91.4%	90.4%	-1.0%	8.6%	9.6%	1.0%
31. If I had to do it all over again, I would attend SCC	78.0%	80.2%	2.2%	22.0%	19.8%	-2.2%

D. Student were asked to indicate their level of satisfaction with each of the services, programs, or items listed:

	<i>Very Satisfied/Satisfied</i>			<i>Dissatisfied/Very Dissatisfied</i>			<i>Have not Used</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
32. Financial assistance services	55.8%	55.1%	-0.7%	10.2%	9.0%	-1.2%	34.1%	35.9%	1.8%
33. Campus book store	80.9%	76.7%	-4.2%	11.8%	15.0%	3.2%	7.2%	8.2%	1.0%
34. ACE Tutoring Center services	47.9%	45.2%	-2.7%	3.4%	3.1%	-0.3%	48.6%	51.6%	3.0%
35. Registration services	82.0%	81.1%	-0.9%	15.2%	15.6%	0.4%	2.8%	3.4%	0.6%
36. Campus public safety	59.1%	55.8%	-3.3%	1.3%	1.7%	0.4%	39.6%	42.4%	2.8%
37. Library services	73.3%	69.0%	-4.3%	2.1%	2.6%	0.5%	24.6%	28.3%	3.7%
38. Academic advising	64.4%	66.4%	2.0%	13.7%	12.5%	-1.2%	22.0%	21.0%	-1.0%
39. Cashier's office	72.1%	63.0%	-9.1%	5.2%	7.3%	2.1%	22.7%	29.6%	6.9%
40. Help Desk services	56.8%	58.3%	1.5%	3.4%	5.0%	1.6%	39.7%	36.7%	-3.0%
41. Career counseling/ job placement	27.2%	25.2%	-2.0%	3.2%	3.3%	0.1%	69.6%	71.4%	1.8%

Perceptions of St. Charles Community College: Student Opinion Survey

D Continued... Student were asked to indicate their level of satisfaction with each of the services, programs, or items listed:

	<i>Very Satisfied/Satisfied</i>			<i>Dissatisfied/Very Dissatisfied</i>			<i>Have not Used</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
42. Availability to take courses when I want to	78.4%	80.0%	1.6%	17.7%	15.6%	-2.1%	3.8%	4.5%	0.7%
43. Assessment Center services	55.9%	51.3%	-4.6%	4.2%	5.9%	1.7%	39.9%	42.8%	2.9%
44. Campus directional/ building signage	75.8%	76.3%	0.5%	4.6%	5.7%	1.1%	19.6%	18.0%	-1.6%
45. Quality of instruction	87.8%	84.8%	-3.0%	7.3%	9.4%	2.1%	4.9%	5.7%	0.8%

E. Students were asked to indicate their level of satisfaction with each facility listed:

	<i>Very Satisfied/Satisfied</i>			<i>Dissatisfied/Very Dissatisfied</i>			<i>Have not Used</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
46. Parking	80.4%	80.7%	0.3%	18.0%	15.9%	-2.1%	1.7%	3.4%	1.7%
47. Student computer labs	68.0%	72.6%	4.6%	3.3%	2.8%	-0.5%	28.7%	24.5%	-4.2%
48. Hallway seating	79.9%	79.2%	-0.7%	10.7%	10.2%	-0.5%	9.3%	10.6%	1.3%
49. Scooter's Place	48.1%	40.1%	-8.0%	4.0%	3.7%	-0.3%	48.0%	56.3%	8.3%
50. Recreational areas	46.9%	45.2%	-1.7%	3.5%	3.6%	0.1%	49.5%	51.2%	1.7%
51. General condition of buildings/grounds	97.9%	96.4%	-1.5%	0.6%	2.0%	1.4%	1.5%	1.7%	0.2%
52. Student lounge areas	76.6%	77.0%	0.4%	1.5%	3.5%	2.0%	21.9%	19.5%	-2.4%
53. Cougar Café	50.3%	55.7%	5.4%	4.4%	6.4%	2.0%	45.4%	37.8%	-7.6%
54. Student community center	41.8%	40.7%	-1.1%	1.3%	1.2%	-0.1%	56.9%	58.1%	1.2%
55. Laboratory facilities	62.1%	57.0%	-5.1%	1.7%	2.3%	0.6%	36.3%	40.7%	4.4%
56. Overall college appearance	96.5%	97.0%	0.5%	2.1%	1.9%	-0.2%	1.4%	1.1%	-0.3%
57. Classroom technology	86.5%	88.1%	1.6%	6.9%	6.7%	-0.2%	6.6%	5.2%	-1.4%

Perceptions of St. Charles Community College: Student Opinion Survey

F. Students were asked how much their experience at SCC has contributed to their knowledge, skills, and personal development in the following areas:

	<i>Very Much/Quite a Bit</i>			<i>Some</i>			<i>Very Little</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
58. Interacting well w/ people from cultures other than my own	25.4%	28.8%	3.4%	36.8%	36.5%	-0.3%	37.8%	34.8%	-3.0%
59. Thinking analytically and logically	61.8%	61.2%	-0.6%	30.8%	32.6%	1.8%	7.5%	6.3%	-1.2%
60. Organizing and maintaining information	63.9%	64.0%	0.1%	28.2%	29.0%	0.8%	7.9%	7.0%	-0.9%
61. Appreciating fine arts, music, literature and the humanities	39.7%	36.6%	-3.1%	31.0%	31.1%	0.1%	29.3%	32.4%	3.1%
62. Defining issues relevant to a problem	49.0%	50.6%	1.6%	34.8%	35.2%	0.4%	16.1%	14.2%	-1.9%
63. Defining and solving problems	57.7%	58.4%	0.7%	31.1%	31.1%	0.0%	11.2%	10.5%	-0.7%
64. Locating information needed to help make decisions/ solve problems	57.0%	58.8%	1.8%	31.3%	30.3%	-1.0%	11.8%	10.8%	-1.0%
65. Developing greater sensitivity to gender/ethnic/& other social differences	40.7%	42.4%	1.7%	31.3%	30.5%	-0.8%	28.1%	27.1%	-1.0%
66. Recognizing and using effective written communication skills	60.0%	59.0%	-1.0%	28.5%	29.4%	0.9%	11.5%	11.5%	0.0%
67. Learning on your own, pursuing ideas, finding information to solve problems	64.3%	66.1%	1.8%	27.6%	25.2%	-2.4%	8.1%	8.7%	0.6%

Perceptions of St. Charles Community College: Student Opinion Survey

F Continued... Students were asked how much their experience at SCC has contributed to their knowledge, skills, and personal development in the following areas:

	<i>Very Much/Quite a Bit</i>			<i>Some</i>			<i>Very Little</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
68. Organizing information to recognize patterns & relevant data	50.4%	53.1%	2.7%	35.5%	33.1%	-2.4%	14.1%	13.9%	-0.2%
69. Willing to consider opposing points of view	56.9%	58.6%	1.7%	31.4%	28.7%	-2.7%	11.7%	12.7%	1.0%
70. Understanding a particular discipline's various schools of thought	48.0%	48.2%	0.2%	36.0%	33.9%	-2.1%	16.0%	17.9%	1.9%
71. Drawing conclusions after weighing evidence, facts & ideas	56.3%	56.1%	-0.2%	31.4%	31.5%	0.1%	12.4%	12.4%	0.0%
72. Becoming a more effective member in a multicultural society	40.7%	40.6%	-0.1%	32.2%	35.4%	3.2%	27.1%	24.0%	-3.1%

G. Students were asked how often in their experience at SCC (during the school year) they had done the following:

	<i>Very Often/Often</i>			<i>Sometimes</i>			<i>Never</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
73. Asked questions in class/ contributed to class discussion	62.3%	59.2%	-3.1%	33.8%	37.2%	3.4%	3.9%	3.6%	-0.3%
74. Worked harder than you thought you could to meet an instructors expectations	68.5%	64.9%	-3.6%	24.6%	29.4%	4.8%	6.9%	5.7%	-1.2%
75. Provided the support you need to help you succeed at this college	67.7%	64.9%	-2.8%	26.9%	30.0%	3.1%	5.4%	5.1%	-0.3%
76. Prepared 2 or more drafts of a paper/assignment before turning it in	46.4%	43.2%	-3.2%	29.8%	30.6%	0.8%	23.8%	26.2%	2.4%

Perceptions of St. Charles Community College: Student Opinion Survey

G Continued... Students were asked how often in their experience at SCC (during the school year) they had done the following:

	<i>Very Often/Often</i>			<i>Sometimes</i>			<i>Never</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
77. Analyzed the basic elements of an idea, experience or theory	61.5%	60.4%	-1.1%	29.5%	30.7%	1.2%	9.0%	8.9%	-0.1%
78. Discussed grades or assignments with an instructor	49.3%	50.1%	0.8%	36.5%	36.7%	0.2%	14.2%	13.2%	-1.0%
79. Talked about career plans with an instructor or advisor	26.4%	27.2%	0.8%	36.5%	35.1%	-1.4%	37.1%	37.7%	0.6%
80. Made a class presentation	42.9%	40.6%	-2.3%	34.8%	34.8%	0.0%	22.2%	24.6%	2.4%
81. Received help to cope with non-academic responsibilities	14.5%	15.2%	0.7%	13.1%	14.1%	1.0%	72.4%	70.7%	-1.7%
82. Worked on a paper/ project that required integrating ideas from various sources	61.2%	59.3%	-1.9%	26.6%	30.2%	3.6%	12.2%	10.6%	-1.6%
83. Worked with classmates outside of class to prepare class assignments	29.2%	27.2%	-2.0%	30.8%	33.7%	2.9%	40.0%	39.1%	-0.9%
84. Received prompt feedback from instructors on your performance	64.3%	62.4%	-1.9%	26.9%	30.9%	4.0%	8.9%	6.8%	-2.1%
85. Had the support needed thrive socially	42.4%	44.6%	2.2%	37.5%	36.6%	-0.9%	20.2%	18.8%	-1.4%
86. Used information you have read or heard to perform a new skill	58.7%	58.5%	-0.2%	30.4%	33.4%	3.0%	10.9%	8.1%	-2.8%
87. Come to class without completing readings or assignments	19.2%	19.7%	0.5%	48.6%	51.1%	2.5%	32.1%	29.2%	-2.9%

Perceptions of St. Charles Community College: Student Opinion Survey

H. Students were asked their level of agreement with the following statements concerning their experiences at SCC:

	<i>Strongly Agree/Agree</i>			<i>Disagree/Strongly Disagree</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.
88. My contact with students outside the classroom has had a positive influence on my attitudes towards SCC.	71.6%	67.1%	-4.5%	28.3%	32.9%	4.6%
89. Since coming to SCC, I have developed personal relationships with other students	57.9%	56.4%	-1.5%	42.0%	43.5%	1.5%
90. It has been easy for me to meet and make friends with other students at SCC	62.6%	60.7%	-1.9%	37.4%	39.3%	1.9%
91. My contacts with students outside the classroom have enhanced my learning experience	45.3%	44.4%	-0.9%	54.7%	55.7%	1.0%
92. I have become involved with extracurricular activities at SCC	17.5%	18.5%	1.0%	82.5%	81.5%	-1.0%
93. I feel connected to the SCC community	41.8%	39.9%	-1.9%	58.3%	62.8%	4.5%

I. Students were asked to indicate the level of importance of each of the following had in helping them learn course material in their classes:

	<i>Of Importance</i>			<i>No Importance</i>			<i>Never Experienced</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
94. Group discussions	64.5%	91.9%	27.4%	1.8%	5.9%	4.1%	33.8%	2.2%	-31.6%
95. Student presentations	84.9%	65.4%	-19.5%	6.5%	24.6%	18.1%	8.5%	10.0%	1.5%
96. Formal lectures	64.5%	94.6%	30.1%	1.4%	4.2%	2.8%	34.1%	1.2%	-32.9%
97. Research projects	79.6%	82.2%	2.6%	6.3%	10.1%	3.8%	14.1%	7.7%	-6.4%
98. Students evaluations of each other's work	80.2%	63.6%	-16.6%	9.5%	24.3%	14.8%	10.3%	12.1%	1.8%
99. Community service linked coursework	55.9%	47.6%	-8.3%	35.2%	16.4%	-18.8%	8.9%	36.0%	27.1%

Perceptions of St. Charles Community College: Student Opinion Survey

I Continued... Students were asked to indicate the level of importance of each of the following had in helping them learn course material in their classes:

	<i>Of Importance</i>			<i>No Importance</i>			<i>Never Experienced</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
100. Student-selected topics	65.0%	76.2%	11.2%	14.7%	7.5%	-7.2%	20.4%	16.3%	-4.1%
101. Laboratory component	54.6%	66.4%	11.8%	22.9%	7.7%	-15.2%	22.5%	25.9%	3.4%

J. Background Questions:

Educational Attainment:	<i>Below Associate's</i>			<i>Associate's</i>			<i>Bachelor's or Above</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
Of Mother	57.0%	49.5%	-7.5%	11.6%	16.3%	4.7%	31.4%	34.3%	2.9%
Of Father	60.6%	55.3%	-5.3%	9.8%	11.1%	1.3%	29.5%	33.6%	4.1%

Question:	CY13	CY15	Diff.
Students who enrolled at SCC after completing a GED or upon graduation from high school	76.9%	78.5%	1.6%
Students who reported no previous college experience prior to SCC enrollment	59.6%	60.2%	0.6%
Students who reported completion of one to five college courses prior to SCC enrollment	21.9%	24.9%	3.0%
Students who reported completion of six or more college courses prior to SCC enrollment	18.5%	14.9%	-3.6%
Students who reported spending no time on activities related to school work	3.2%	3.1%	-0.1%
Students who reported spending one to 10 hours on activities related to school work	68.6%	69.7%	1.1%
Students who reported spending 11-30 hours on activities related to school work	25.4%	25.0%	-0.4%
Students who reported spending more than 30 hours on activities related to school work	2.8%	2.2%	-0.6%
Students who reported that they worked while attending SCC	85.0%	91.3%	6.3%
Of the students who worked, students who reported working full-time	33.3%	44.8%	11.5%
Of the students who worked, students who reported working part-time	61.6%	47.9%	-13.7%
Of the students who worked, students who reported working varied hours	5.1%	7.3%	2.2%

Perceptions of St. Charles Community College: Student Opinion Survey

J Continued... Background Questions:

Question:	CY13	CY15	Diff.
Students who reported that they do not know their future career/major	9.9%	7.7%	-2.2%
Students who reported that they are still deciding on their future career/major	32.3%	17.4%	-14.9%
Students who reported that they decided on their future career/major in their first year at SCC	19.6%	14.5%	-5.1%
Students who reported that they decided on their future career/major in their senior year of high school	16.4%	12.9%	-3.5%
Students who reported that they decided on their future career/major in their junior year of high school	8.0%	19.8%	11.8%
Students who reported that they decided on their future career/major before their junior year of high school	13.9%	9.3%	-4.6%
Number of students who completed English Literature in high school	505	1,193	688
Number of students who completed World Literature in high school	132	1,118	986
Number of students who completed American Literature in high school	296	938	642
Number of students who completed Algebra I in high school	524	1,059	535
Number of students who completed Algebra II in high school	458	1,023	565
Number of students who completed Algebra III in high school	115	552	437
Number of students who completed Biology in high school	557	963	406
Number of students who completed Chemistry in high school	363	953	590
Number of students who completed Physics in high school	136	209	73

Additional Questions of Further Interest:

Question:	CY13	CY15	Diff.
Students who reported living in their own house	13.2%	39.1%	25.9%
Students who reported living with their parents or relative	72.5%	48.1%	-24.4%
Students who reported living in a room or apartment	10.6%	6.0%	-4.6%
Students who reported living five miles or less from SCC	28.7%	25.0%	-3.7%
Students who reported living six to 10 miles from SCC	30.7%	28.8%	-1.9%
Students who reported living 11 to 20 miles from SCC	22.9%	26.8%	3.9%
Students who reported living 21 miles or more from SCC	17.7%	19.4%	1.7%
Students who reported they would prefer if SCC offered an option to live on campus	31.6%	30.8%	-0.8%
Students who reported they would definitely live on campus	13.5%	14.8%	1.3%
Students who reported they might have lived on campus	25.2%	24.9%	-0.3%
Students who reported they would not have lived on campus	18.6%	17.2%	-1.4%
Students who reported they definitely would not have lived on campus	42.6%	43.2%	0.6%
Student indicated more internships should be offered by SCC	71.2%	75.3%	4.1%

Perceptions of St. Charles Community College: Student Opinion Survey

Continued... Additional Questions of Further Interest:

Question:	CY13	CY15	Diff.
Student indicated more learning communities should be offered by SCC	50.5%	55.6%	5.1%
Student indicated more educational partnerships with employers should be offered by SCC	73.4%	76.9%	3.5%
Student indicated more online coursework should be offered by SCC	59.8%	62.3%	2.5%
Student indicated more cooperative workshops and/or clinical should be offered by SCC	58.1%	61.7%	3.6%
Student indicated more travel abroad programs should be offered by SCC	63.4%	64.8%	1.4%

More Additional Questions of Further Interest: Do you agree with the following advantages to living on campus?

	<i>Strongly Agree/Agree</i>			<i>Disagree/ Strongly Disagree</i>			<i>Don't Know</i>		
	CY13	CY15	Diff.	CY13	CY15	Diff.	CY13	CY15	Diff.
Cut down on commuting cost	88.5%	80.0%	-8.5%	6.2%	7.0%	0.8%	5.2%	13.0%	7.8%
Provide a more complete college experience	94.1%	84.1%	-10.0%	4.3%	4.9%	0.6%	1.6%	11.1%	9.5%
Give me a chance to spend more time on my studies	85.7%	78.9%	-6.8%	10.1%	9.3%	-0.8%	4.2%	11.8%	7.6%
Attend social events put on by the residence center	87.5%	77.5%	-10.0%	7.6%	7.0%	-0.6%	4.9%	15.4%	10.5%
With residence halls and a meal plan I can save money	82.7%	72.5%	-10.2%	12.8%	12.9%	0.1%	4.6%	14.6%	10.0%
Give me an opportunity to live independently with people my age	91.1%	81.3%	-9.8%	4.9%	4.9%	0.0%	3.9%	13.8%	9.9%

STEEP Analysis: Public Policy and Political Trends (P)

- a. Public Policy and Political Trends Executive Summary
- b. Public Policy and Political Trends Introduction
- c. Initiatives Impacting Higher Education
- d. Financial Factors Impacting Higher Education
- e. Laws and Policies Impacting Higher Education

Public Policy and Political Trends Executive Summary

The cost of higher education, as previously discussed, is important when gauging the educational environment. Up to this point, the fluctuations in tuition and financial aid trends have been reported, but understanding what drives these changes has yet to be examined. A majority of public institutions receive their funding support from the state as well as from the federal government. As a condition of receiving these funds, institutions are subject to compliance requirements and government policy changes. For example, in the state of Missouri, institutions are subject to initiatives, policies, and other requirements by the Missouri Department of Higher Education (MDHE). Additionally, changes in legislators and therefore legislation, have a major impact on higher education institutions financially. With that being said, this section aims to explore accountability initiatives, financial factors, and laws impacting higher education in order to provide an understanding of some important public policy and political trends.

Initiatives Impacting Higher Education

In June 2016, MDHE released an updated Blueprint for Higher Education for Missouri. The Coordinating Board of Higher Education and MDHE will use this plan to direct their efforts for the next five years. Essentially, although the state has made significant progress in increasing access to higher education, more must be done to provide all students with an opportunity to acquire the skills and knowledge necessary for the rapidly changing world and workplace. As such, Missouri's Coordinating Board for Higher Education has adopted a new coordinated plan to strengthen the state's higher education system and focus on ways to increase the percentage of Missourians earning a high-quality two- or four-year degree or career or technical certificate.

Another important initiative is the 15 to Finish initiative. Back in 2009, President Barack Obama declared before Congress that by 2020 at least 60% of adults age 25-34 should earn at least an Associate's degree. After the February 2016 numbers indicated that the U.S. was not on track to meet this goal (48% of Americans 25-34 had completed an associate's degree or higher), several states, including Missouri, took action. In June 2016, legislation established the 15 to Finish initiative which would encourage full-time college students to complete 15 or more credit hours a semester to put them on track to receive an Associate's in two years and a Bachelor's in four years. By increasing the percentage of students who complete 15 or more credit hours a semester, college completion rates and affordability could increase. To do so, the strategy in place is to establish early awareness among high

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school students, create awareness among college students, promote public awareness – particularly among parents, and to recommend policies and best practices.

In addition to these initiatives, SCC has to meet certain accountability standards to receive additional funding from the state of Missouri via five Performance Funding Measures (PFM). A community college is counted as being successful on a measure if there is year-to-year improvement or improvement from 3-year rolling average to 3-year rolling average or if they meet the benchmark threshold for the measure. SCC met all five PFM in FY17 and will receive additional funding in FY18. Additionally, historically, SCC has met on average four of the five PFM for FY13-FY16.

Finally, SCC has internal accountability measures which it uses to gauge its progress. SCC's core indicators (CI) and indicators represent the organization's institutional effectiveness infrastructure. Essentially, institutional effectiveness is the intersection of performance and purpose. One way this initiative can be viewed is as described in *Core Indicators of Effectiveness of Community Colleges* as "the ability of an institution to match its performance to the purposes established in its mission and vision statements and to the needs and expectations of its stakeholders." SCC's Planning Council was responsible for developing SCC's CIs and indicators. SCC's CIs include: Graduation Rates, Licensure & Certification Pass Rates, Retention Rates, Transfer Rates, Program Learning Outcomes, and Workforce Client Satisfaction. Currently, work is still underway on some of these CIs (Licensure & Certification Pass Rates, Program Learning Outcomes, and Workforce Client Satisfaction).

Financial Factors Impacting Higher Education:

In January 2017, Donald Trump (republican candidate) was elected the 45th president of the United States. At the time of his election, Congress was comprised of a republican majority. Regarding education, President Trump appointed Betsy DeVos as the U.S. Secretary of Education. When it comes to higher education, the focus is being put on reducing federal regulations, such as the Title IX transgender protections, so that schools can cut administrative staff and lower costs for students. Attention is also being paid to expanding experiential learning opportunities, like apprenticeships. On June 15, 2017, President Trump signed a presidential executive order expanding apprenticeships in America. The budget "blueprint" for the 2018 fiscal year calls for \$9 billion (more than 13%) in cuts to the Department of Education, as well as, reductions in funding for research, eliminating the National Endowment for the Arts, and eliminating the National Endowment for the Humanities. Further,

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three additional factors put forth by this administration could impact higher education: the increased federal oversight of the H-1B visa program and the (now modified) travel ban, which could impact international student enrollment; the possible repeal of the Affordable Health Care Act; and the potential reauthorization of the Higher Education Act.

In January 2017, Eric Greitens became Missouri's 55th governor (Gov.). At the time of his election, Missouri Senate and the House of Representatives were both comprised of a republican majority. One of Greitens' first actions as governor was to cut \$146 million from the FY17 state budget, in response to a lingering slowdown in state revenue. A majority of this budget cut was felt in higher education, with funding being cut by \$82 million. However, K-12 funding wasn't cut. The FY2018 budget proposed by Gov. Eric Greitens in February 2017 cuts higher education funding by about \$159 million (or 12%). As a result, community colleges could face a cut of approximately \$8.8 million.

The funding cuts to higher education (nationally and at the state level) impact SCC's budget as well. In FY16, SCC's General Fund Budget was the highest it has been in 10 years. This was short-lived, as, in FY17, SCC's General Fund Budget was approximately \$300,000 less than FY16; however, FY17 is still the second highest General Fund Budget in the last 10 years. In terms of revenues, tuition revenues, property tax receipts, and state funding account for 98% percent of SCC's General Fund in a typical year. Tuition revenue is the largest, and about 80% of students receive in-district tuition. As far as property tax receipts, the College is authorized to levy property taxes for operating and debt servicing purposes. Collections from the operating property tax are recorded in SCC's General Fund while the revenues and expenses related to debt service are not. In regards to state funding, SCC's share of the total community college appropriation from the state is 6%. In FY17, SCC received \$9.2 million.

Important to understanding SCC's budget is understanding SCC's expenditures. Personnel expenditures are by far the largest expenditure category for SCC. Wages and benefits for faculty and staff routinely account for 80% of the General Fund expenditures. With that being said, it is beneficial to understand that SCC's Human Resources Department is committed to attracting and retaining quality faculty and staff by means of recruitment services, professional development opportunities, benefits and compensation programs, engagement and recognition, and performance management. As of 16/FA IPEDS Reporting, SCC's total employee count was 884. Over half (66.3%) of SCC's employees were

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female while 33.7% were male. A little less than half of SCC's employees were full-time (47.3%). Additionally, of SCC's full-time employees, 39.1% were administrative & professional/technical employees, 34.4% were support staff, and 26.4% were faculty. For each occupational category, females made up over 50% of the population. As mentioned, SCC is committed to attracting, hiring, and maintaining highly qualified employees. As such, a majority of SCC's faculty hold a Master's degree or higher and a majority of administrative & professional/technical employees hold a Bachelor's degree or higher. With attention to diversity, approximately 89.9% of SCC employees are white, as indicated in fall 2016 IPEDS reporting, which is comparable to that of the population of St. Charles County, which is reported by the U.S. Census Bureau as being 90.3% white (July 1, 2016).

Laws and Policies:

As higher education and the external world change, many laws and policies have been implemented that impact higher education. In 2011 the U.S. Department of Education's Office for Civil Rights (OCR) released the "Dear Colleague Letter: Sexual Violence." Expectations included: nondiscrimination notices being disseminated in every campus, a Campus Title IX Coordinator must be designated, and grievance procedures that comply with Title IX must be adopted. In 2013, the Campus SaVE Act amended the Clery Act to mandate extensive "primary prevention and awareness programs" regarding sexual misconduct and related offenses. All schools had to report compliance with the Campus SaVE Act by 2014. In 2014, OCR released, "Questions and Answers on Title IX and Sexual Violence," a document which provided specific examples of the obligation to comply with Title IX, who is protected, procedural requirements, responsible employees/reporting, confidentiality, investigations/hearings, interim measures, remedies, notice and outcome, appeals, training, education, prevention, retaliation, First Amendment, Clery Act, and Violence Against Women Act (VAWA).

In 2016, "The Handbook for Campus Safety and Security Reporting" was released by the U.S. Department of Education. The goal of this document was to provide Clery Compliance officers with the information they needed to keep their campus legal. In addition, on May 13, 2016, the U.S. Department of Education and the U.S. Department of Justice released a "Dear Colleague Letter on Transgender Students." This led to some changes seen in 2017. On February 22, 2017, there was a withdrawal of the "Dear Colleague Letter on Transgender Students." Additionally, at the state level, Senate Bill 43, the Missouri Human Rights Act Amendment, is currently pending. This Bill would impact the employment

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discrimination landscape in Missouri in a variety of ways including: only entities can be sued, a lower cap on damages would be put into place, appellate cases that were considered employee friendly would be abrogated, whistle-blower protections would change, etc.

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The Impact of Higher Education

	Have health insurance	Receive food stamps	Regularly vote	Regularly volunteer
High School Graduates	55%	8%	55%	18%
College Graduates	84%	1%	79%	42%

Source: MDHE 2016 Blueprint Executive Summary

For years, higher education was viewed as a benefit to society and the individual. Educated individuals were thought to benefit society by contributing income and by not being a drain on its resources. This perception of education being for the individual and the greater good, led to education being the responsibility of each state in the United States (U.S.). As such, higher education institutions are subject to influences from external forces, especially since they obtain their funds from external sources such as the government, students, and donors.

Since education is the responsibility of the state, a majority of public institutions receive their support from the state, such as through state appropriations; as well as from the federal government, such as through financial aid such as Pell grants and student loans. As a condition of receiving these funds, institutions are subject to compliance requirements and government policy changes. For example, in the state of Missouri, institutions are subject to initiatives, policies, and other requirements by the Missouri Department of Higher Education. Recent initiatives impacting SCC and other colleges include the Missouri Department of Higher Education's 2016 Blueprint for Education, Performance Funding, and the 15 to Finish initiative.

While the reporting requirements continue to increase, funding for higher education isn't keeping pace. In the last few decades there have been significant changes in government policy concerning funding for postsecondary education, student tuition, financial support, access, and accountability. Such that, in Missouri and nationally, students are paying a higher proportion of the cost of higher education than was the case in the past. Changes in legislators and therefore legislation, have a major impact on higher education institutions financially. For example, in Missouri, because of the

Public Policy and Political Trends Introduction

election of the 2017 administration, institutions will see major budget cuts for two consecutive years (Fiscal Year 2017 & 2018).

Nationally, as a result of the 2017 presidential election, higher education institutions are projected to see deep cuts in funding, program eliminations, endowment eliminations, and additions/changes in laws, regulations, and policies. The legal system affects aspects of higher education such as athletic programs, which are subject to regulations concerning gender equality and access; the use of human subjects in research; and access to facilities through the Americans with Disabilities Act. Court decisions thus set precedents for academic policy.

Source: <http://education.stateuniversity.com/pages/2041/Higher-Education-in-Context.html>

Initiatives Impacting Higher Education

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

In June 2016, The Missouri Department of Higher Education released an updated Blueprint for Higher Education in Missouri. The 2016 plan is “Preparing Missourians to Succeed: A Blueprint for Higher Education.” The Coordinating Board of Higher Education and Missouri Department of Higher Education (MDHE) will use this plan to direct their efforts for the next five years.

Blueprint Overview:

- During the past decade, the state has made significant progress in increasing access to higher education. Educators and policymakers have expanded postsecondary education programs, kept tuition increases among the lowest in the nation, and adopted policies to help students complete a college degree. However, more must be done to provide all students with an opportunity to acquire the skills and knowledge they need for a rapidly changing world and workplace.
- Missouri’s Coordinating Board for Higher Education has adopted a new coordinated plan to strengthen the state’s higher education system and focus on ways to increase the percentage of Missourians earning a high-quality two- or four-year degree or career or technical certificate. This is in line with the 2011 Big Goal set by the Coordinating Board of Higher Education for 60 percent of adults aged 24-65 to have a two- or four-year degree or career or technical certificate by 2025.
- The new plan, “Preparing Missourians to Succeed: A Blueprint for Higher Education,” was approved by the state’s Coordinating Board for Higher Education in December 2015 and released to the public in June 2016.

The plan focuses on five key goals:

GOAL 1: Attainment. Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025.

GOAL 2: Affordability. Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.

GOAL 3: Quality. Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities and the state.

GOAL 4: Research & Innovation. Missouri will be a top 10 state for investment in academic research by 2025.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

GOAL 5: Investment, Advocacy & Partnerships. Missouri will promote increased investment in postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities.

These five goals will guide the board and the department as they seek to fulfill their mission for Missouri's higher-education system. The goals form the foundation for conversation and collaboration with elected officials, government agencies, community and business leaders, as well as providers and consumers of higher education about the kind of state Missouri needs to build for future generations.

Source: <http://dhe.mo.gov/blueprint.php>

Blueprint Summary:

1. Attainment

Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025.

Issues and Challenges:

- By 2018, more than 60 percent of jobs in Missouri will require a two- or four-year degree or a career or technical certificate. Currently, 50.6 percent of working-age adults in Missouri have a postsecondary credential, up from 48.3 percent in 2010.
- In order to meet that 2025 attainment goal, there must be continued growth in degree attainment. To increase degree and certificate attainment, Missouri must improve college participation rates. After several years of record enrollment, the number of students attending college has decreased by 3.6 percent over the past five years, primarily at the state's community colleges and independent institutions.
- The state also must increase college completion rates, which have remained fairly flat for more than a decade. In 2014, just under 60 percent of first-time, full-time students at Missouri's public universities earned a four-year degree in six years. About 39.4 percent of first-time, full-time students at the state's community colleges earned a two-year degree or transferred to a four-year school in three years. College completion rates must improve dramatically if Missouri is to achieve a workforce that is sufficiently prepared to sustain its economy.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

- Increasing college participation and completion will be a challenge, especially since many Missouri students are not prepared for the rigors of postsecondary education. In 2015, only 44 percent of Missouri seniors taking the ACT met the college readiness benchmark in mathematics. In English, 71 percent met the benchmark. More than 27 percent of high school graduates attending college in 2015 were enrolled in remedial education classes—courses for which they pay tuition but do not receive college credit.
- Missouri also must work to reduce the achievement gap that persists in postsecondary education. Some students—especially those from low income groups, minorities and those who would be first-generation college students—continue to be under-represented in higher education. Nationwide, in 2012, about 36.4 percent of African-Americans 18–24 years old were enrolled in college, compared to 42.1 percent of whites.

Progress:

- The percentage of working-age adults in Missouri with a postsecondary credential is growing, albeit slowly. By 2014, about 38.1 percent of adults age 24–65 had earned a two- or four-year degree, up from 33.2 percent in 2005. Degree attainment among young adults is occurring at a greater rate.
- About 42 percent of Missourians age 24–35 have earned an associate degree or higher, an increase of 7 percentage points since 2005.

STRATEGIES TO IMPROVE ATTAINMENT:

- 1.1 Implement new policies and initiatives that help all students earn a degree or certificate in less time and at less cost, while enabling graduates to enter the workforce sooner.
- 1.2 Establish a competitive grant program to help institutions transition to proven completion strategies that can assist Missouri in achieving its Big Goal for higher education.
- 1.3 Raise the postsecondary education participation rates of traditional students.
- 1.4 Seek participation in flexible educational programs by adult students, including veterans; individuals seeking new job skills; and those with some college but no degree.
- 1.5 Reduce disparities for students and faculty at Missouri’s colleges and universities.
- 1.6 Encourage increased collaboration between education and business partners to provide students more opportunities for career exploration that will lead to improved completion and placement rates.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

2. Affordability

Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.

Issues and Challenges:

- A college degree or certificate is a good value in Missouri; however, even the best value is of little significance if students cannot afford to gain access to the postsecondary education system. Missouri must keep college affordable—through higher-education funding; institutional, state and federal financial aid; family contributions; and institutional efficiency and effectiveness—to ensure that students have the means to pay for their education.
- Missouri colleges have worked to keep tuition increases low, but students continue to cite affordability as the number one reason they do not attend college or complete a degree or certificate program. During the past 15 years, state support of postsecondary education has faced substantial hurdles. As a result, tuition and fees have surpassed state support as a percent of revenue received by most colleges and universities.
- State student financial aid also has not kept up with need. During the 2012–2013 academic year, the average award provided by the Access Missouri grant—the state’s only grant based on students’ financial need—was just over \$1,100, ranking Missouri 33rd among all states. While the grant amount was increased for the 2015–2016 academic year, the program was funded at just 65 percent of the maximum amount allowed by state statute.
- Rising tuition and flat or declining student aid increases the likelihood that more students will rely on borrowing to finance their postsecondary ambitions. About 63 percent of all postsecondary students in Missouri graduate with student loan debt. Although below the national average, the average student loan debt for Missourians attending public and independent four-year institutions is approximately \$25,500, ranking the state 33rd in the nation.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

Progress:

- According to the College Board’s Trends in College Pricing report, tuition increases at Missouri’s public colleges and universities have ranked the lowest in the nation in recent years. Since 2008, tuition at Missouri’s higher-education institutions has increased just 9.2 percent, compared to the national average of 33.2 percent.
- In-state tuition and fees at the state’s public four-year institutions rank 13th lowest in the nation as a percent of median family income. In-district rates at public two-year institutions are 16th lowest (although not all states have community college districts). Independent four-year institutions are ranked 24th lowest.
- Borrowers who earn a degree are much less likely to default on their loans than those who do not. Students who drop out of college represent an estimated 60 percent of all individuals who default on their loans. Consequently, the state’s focus on improving postsecondary completion is one of the most promising avenues available to manage student debt.

STRATEGIES FOR KEEPING COLLEGE AFFORDABLE:

- 2.1 Convene a new state student financial aid task force to make recommendations for making the system more balanced, responsive and efficient in the use of state funds devoted to financial aid. The task force should include representation from the governor, the Missouri General Assembly, all postsecondary education sectors and the Department of Higher Education.
- 2.2 Form a robust state-level work-study program designed to provide real-world job experience and promote skill development, including “essential skills” that are highly sought after in the workplace and in life.
- 2.3 Study the establishment of an “emergency aid” program for students experiencing sudden and unforeseen issues with financing costs beyond tuition and fees that threaten their ability to stay in school. Adopt best practices for establishing such programs at the institutional level.
- 2.4 Establish a higher-education trust fund to create a stable, dedicated mechanism for making earlier student financial aid decisions consistent with the college cycle of applications, acceptance letters and financial aid award announcements. The trust fund would enable the governor and the Missouri General Assembly to set aside appropriated funds on a fiscal schedule that would make the financial aid award programs more efficient and predictable for students and families.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

- 2.5 Implement a web-based student portal that will serve as a one-stop shop for information about higher education, including applications, FAFSA rules, state student aid eligibility, transfer policies, reverse transfer, transfer-course library, and other information to help students plan for higher education and complete a degree in less time and at less cost.
- 2.6 Support initiatives to fund public higher education sufficiently to move “per full-time-equivalent student” funding to the national average.
- 2.7 Enlist private-sector support to develop a public information campaign that emphasizes the necessary role families play in financing the cost of postsecondary education for their children. The campaign should highlight the tools available to assist them in meeting that challenge, including MOST (Missouri’s 529 savings program), financial literacy programs and available sources of student financial assistance.
- 2.8 Recommend best practices for streamlining and/or combining common institutional functions across multiple public higher-education institutions in such areas as purchasing, human resources and IT systems, and develop a mechanism to highlight institutional progress in improving efficiencies.

3. Quality

Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities and the state.

Issues and Challenges:

- Missouri must maintain high academic standards to ensure its degree and certificate programs are recognized for their quality and rigor.
- Excellence in academic programs must be measured by student learning outcomes, or what students know when they complete a certificate or degree. Employers and educators have expressed their belief that Missouri needs more college-educated workers who have the intellectual skills and practical abilities to succeed in the 21st century economy. Those skills and abilities include: Effective oral and written communication, critical thinking and analytical reasoning, knowledge and skills applied to real-world settings, ability to analyze and solve complex problems, connecting choices and actions to ethical decisions, develop teamwork skills and the ability to collaborate, and the ability to innovate and be creative.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

- A study by the Association of American College and Universities reported that 95 percent of employers put a priority on “hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.” Ninety-three percent agree that “candidates’ demonstrated capacity to think critically, communicate clearly and solve complex problems is more important than their undergraduate major.” The challenge lies in measuring these skills and abilities in such a way that the assessment is valid and transparent and allows for some level of comparability across disciplines and institutions. Some fields—such as nursing or engineering—have licensure requirements that provide a measure of program quality. Licensure examinations, however, are specific to the field and do not necessarily measure the so-called 21st century skills that many employers covet.
- If Missouri is to achieve its attainment goals, it will have to provide effective career and technical education (CTE) statewide. At present, however, CTE in Missouri is balkanized. Some CTE takes place at the high school level, through 57 Career and Technical Centers, and some is delivered through the state’s community colleges and technical college.

Progress:

- During the past three years, the Missouri Department of Higher Education has engaged in several efforts to bring a broader perspective to the assessment of student learning outcomes through the English Pilot Project (EPP) and the Multistate Collaborative to Assess Student Learning Outcomes (MSC). The EPP is a group of 15 English faculty members representing five public two-year institutions, six public four-year institutions, and four independent institutions. The EPP focused on an assessment methodology for a single subject area, in this case, freshman composition, through the development of a rubric. The MSC is a collaboration, which includes 10 Missouri higher-education institutions which seek to produce data that will allow faculty to pinpoint how to improve instruction, make curricular changes, rethink course design, and implement more effective classroom teaching and learning methods. The EPP and MSC have completed the pilot stage and more is to come.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

- Missouri also has adopted a robust performance funding model as a means for holding institutions accountable for student learning outcomes. At the direction of the governor, a performance funding model was developed and approved by the Coordinating Board for Higher Education in 2012 and codified in state statute in 2014. Performance indicators include freshman to sophomore retention, improvements on general education or major field assessments, improvements on professional and occupational licensure tests, graduation rates, and other measures. The 2014 legislation added a sixth measure to the CBHE model, linking institutional performance to job placement and continuing education. This measure is in development and should be in place by academic year 2017.

STRATEGIES TO ACHIEVE QUALITY AND EXCELLENCE:

- 3.1 Encourage strong business-education partnerships to increase opportunities for students to engage in more individualized or “hands-on” learning experiences, such as unpaid and paid internships with business and industry, faculty-directed research, young entrepreneurship programs, service-learning and study abroad experiences.
- 3.2 Pursue establishment of a statewide quasi-independent non-profit P-20 council to align public policies and partners, collaborate with regional P-20 partnerships, and inform key advocates of a seamless and functional system of education, consistent with the intent of Section 160.800, RSMo.
- 3.3 Support appointment of a blue-ribbon third-party panel to review Missouri’s postsecondary education system—including governance and regulatory structures, efficiency, missions, adequacy of funding, and selectivity policy—to assess how effectively the system is meeting the needs of stakeholders and make recommendations as appropriate.
- 3.4 Encourage colleges and universities to enable faculty to achieve success in learning outcomes by maintaining the appropriate balance between full-time and contingent faculty and providing all faculty with appropriate professional development, expanded learning support and updated teaching resources, including technical support.
- 3.5 Support collaboration between the Missouri Department of Higher Education and colleges and universities to achieve higher levels of student learning through better assessment and more extensive use of assessment results. The groundwork for this has been laid through the Multistate Collaborative to Assess Student Learning Outcomes (MSC) initiative and the English Pilot Project (EPP).

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

3.6 Participate in a comprehensive review of Missouri’s current system of career and technical education to affirm strengths and identify areas to improve efficiency and effectiveness. Review participants should include at a minimum the state departments of elementary and secondary education, higher education, and economic development; public school districts; community colleges; and the state technical college.

4. Research & Innovation

Missouri will be a top 10 state for investment in academic research by 2025.

Issues and Challenges:

- Missouri is in a position to help lead a national resurgence in research and innovation. The state has built one of the strongest business-sector research engines in America’s knowledge-intensive economy, ranking 10th in the nation for business-led research investment; however, Missouri currently ranks 18th in academic-research investment.
- In 2010, about \$1.08 billion was invested in research at Missouri’s higher-education institutions. Approximately \$944 million separated Missouri from ranking among the top 10 states in the nation.
- Higher-education institutions have an increasingly larger role in economic development, creating a culture of entrepreneurship for innovations originating in their research laboratories. Traditionally, universities have taken their discoveries to the marketplace through licensing to established companies, with varying degrees of success. However, today’s companies are looking for technology to be “de-risked” through startup companies that are able to build prototypes, prove business models and obtain certain levels of regulatory approvals.
- Universities can and must play a direct role in this de-risking, even to the point of participating in start-up company development. This new paradigm requires universities to nurture sophisticated management and business acumen within their faculty, students and communities to develop business models, raise capital and take research innovations to market.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

Progress:

- Missouri’s economy feeds on research and related activities. According to a 2007 study, the University of Missouri’s basic research added one-third of a percentage point to the annual economic growth of the state’s economy—even when the economy was growing at only 1.5 percent annually.
- A study by the Hanover Research Council found that every dollar spent on research in Missouri generated an additional 94 cents of spending in the state’s economy. According to the Hanover report, every job created in a research park generates, on average, another 2.5 jobs, and for every dollar of academic research investment, Missouri’s business sector spends nearly eight dollars.

STRATEGIES TO SUPPORT INCREASED RESEARCH AND INNOVATION:

- 4.1 Foster an entrepreneurship culture by encouraging the integration of entrepreneurial internships, mentorships, community partnerships, projects, collaborative programs and incubators, and interdisciplinary and inter-institutional engagement into conventional academic pathways.
- 4.2 Create a pooled state and private-sector matching fund to assist Missouri’s colleges and universities in successfully pursuing federally sponsored research grants. A standing matching fund would better enable the state’s researchers to “get in the game” when competing with other states for time-sensitive research grants.
- 4.3 Encourage collaboration between business and university sectors through flexible policies regarding ownership of intellectual property (IP), especially IP arising from industry-funded research.
- 4.4 Develop a faculty-led research portal that connects researchers across institutions and departments whose diverse expertise, projects and resources may present opportunities for collaboration and greater access to federal, state and private-sector research funding.
- 4.5 Coordinate statewide training events to help faculty and researchers navigate the process of technological and idea transfer from university laboratories to the marketplace.
- 4.6 Encourage incentives and recognition for university faculty and researchers who successfully transition laboratory innovations to publicly available products and services.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

5. Investment, Advocacy & Partnerships

Missouri will promote greater investment in a culture of postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities.

Issues and Challenges:

- Nearly all Americans (96 percent) say having a degree or certificate beyond high school is important to an individual's financial security, according to a 2014 poll conducted by Gallup and the Lumina Foundation. About 65 percent say earning more money is a very important reason to get an education beyond high school.
- Of Americans who do not have a postsecondary credential, a majority agree that they would feel more secure in their job and their financial future if they did have one. More than 40 percent of Americans without a degree or certificate say they have thought about going back to school to earn one.
- While the belief in the promise of higher education is well documented, many Americans also have strong misgivings about their ability to pay for it. Some have concerns about the ability of colleges and universities to control cost and price. Reconciling these views is imperative.
- Higher education must engage state policymakers and the constituents they are elected to serve with greater urgency. Constituents include those with long family traditions of higher education and those without, young people, retirees, veterans, the under- and unemployed, community organizations, businesses searching for skilled workers, and many others.
- For more than a decade, Missouri's investment in higher education declined. From 2000 to 2014, state support for higher education per full-time-equivalent student decreased 30.3 percent, compared to a decline nationally of 2.6 percent during the same time period. The result has been increased class sizes, continuing dependence on outdated classroom and laboratory technologies, and greater reliance on adjunct faculty. Nationwide, the decline was 2.6 percent during the same period.
- Increased support for higher education will be necessary for more Missourians to earn a degree or certificate. Colleges and universities are poised to make dramatic progress in expanding and developing partnerships on a statewide scale to increase awareness of the importance of education beyond high school and improve support for higher education in Missouri.

Initiatives Impacting Higher Education: MDHE 2016 Blueprint

Progress:

- A closer long-term relationship between higher education and Missouri business and industry is critical for higher education to progress in Missouri. Strong education-business partnerships can provide college students more opportunities for hands-on experience so that they might gain better insights into the nature of work in their chosen professions. Missouri needs to develop aggressive advocacy efforts to support these types of initiatives.
- The Missouri Department of Higher Education is participating in the Missouri Chamber of Commerce's Workforce Alliance, which includes representatives from business, public education and higher education. The alliance is identifying concrete action steps that could help close the perceived gap between the skills graduates have mastered and those skills that businesses say are needed to succeed in the fast-paced, ever-changing business environment. The chamber's initiative will sharpen the case for the value of higher-education investment in Missouri.

STRATEGIES FOR BUILDING A STRONGER CULTURE OF EDUCATION AND SKILL TRAINING THROUGH INVESTMENT, ADVOCACY AND POWERFUL PARTNERSHIPS:

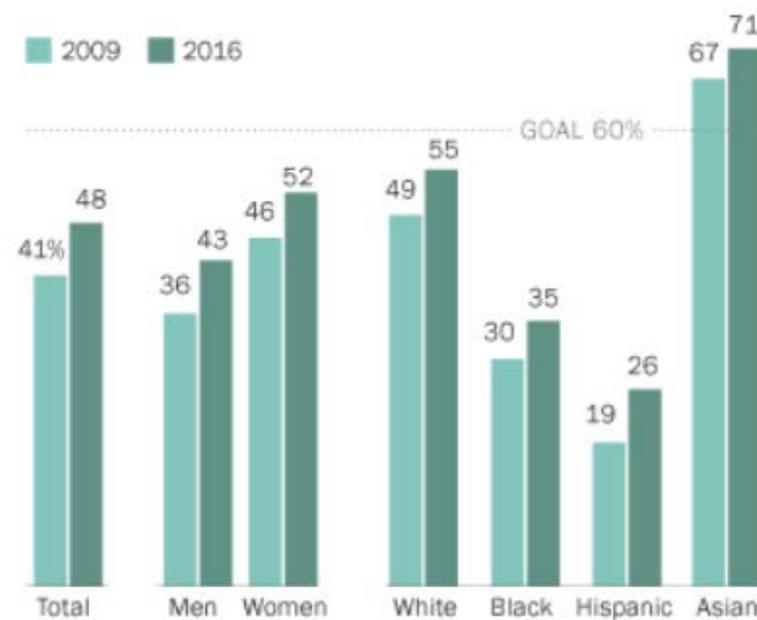
- 5.1 Develop powerful partnerships with education, business, government and communities to strengthen the case for a strong system of higher education in Missouri.
- 5.2 Incent the private sector to provide broad support for initiatives that offer practical experience, mentoring programs and career advising.

Initiatives Impacting Higher Education: The 15 to Finish Initiative

In February 2009, President Barack Obama declared before Congress that by 2020 America should “once again have the highest proportion of college graduates in the world” (Whitehouse.gov). The president indicated that America could reach this goal if at least 60% of adults age 25-34 earned at least an Associate’s degree by the 2020 deadline. According to the Pew Research Center, at the time of President Obama’s statement only 41% of Americans age 25-34 had earned as Associate’s degree or higher. By March 2016, not much progress had been made, as only 48% of Americans age 25 – 34 had completed an Associate’s degree or higher.

Progress in increasing college attainment during the Obama years

% of 25- to 34-year-olds completing at least an associate degree



Note: The total and men/women include racial and ethnic groups not separately shown. Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Asians include Native Hawaiians and Pacific Islanders.

Source: Pew Research Center analysis of 2009 and 2016 Current Population Survey, Annual Social and Economic Supplements (IPUMS)

PEW RESEARCH CENTER

Initiatives Impacting Higher Education: The 15 to Finish Initiative

After the February 2016 numbers indicated that the U.S. was not on track to meet this goal, several states, including Missouri, took action. In June 2016, Legislation established the 15 to Finish initiative. “The 15 to Finish initiative encourages full-time college students to complete 15 or more credit hours a semester to put them on track to receive an associate degree in two years or a bachelor’s degree in four years” (dhe.gov/initiatives/fifteentofinish).

The thought behind 15 to Finish is that students typically take less than 15 credit hours a semester, which puts them at risk for not graduating or delays their graduation. By completing a minimum of 15 credit hours each semester, students stay on track for graduating on time, which can greatly reduce the burden of student loan debt.

Note: For undergraduate financial aid purposes, a student is considered “full-time” if he or she is registered in at least 12 credit hours. While 12 credit hours each semester (24 credit hours for the year) is sufficient for financial aid, it is not sufficient for keeping a student on track to graduate. In order for a student to advance from a freshmen student status to a sophomore student status, the student must earn at least 30 credit hours. A student is considered a junior if he or she has 60-89 credit hours, and a senior if he or she has at least 90 credit hours. Therefore, at the end of an academic year, a student who only takes 12 credit hours a semester, will end the academic year without advancing to the next student status level.

**ATTENDING SCHOOL FULL TIME
DOESN'T MEAN YOU'LL FINISH ON TIME.**

$12 \begin{array}{l} \text{CREDIT} \\ \text{HOURS A} \\ \text{SEMESTER} \end{array} = 5^+ \begin{array}{l} \text{YEARS IN} \\ \text{SCHOOL} \end{array}$	 <p style="font-size: 0.8em; margin-top: 10px;">dhe.mo.gov/15tofinish</p>
$15^+ \begin{array}{l} \text{CREDIT} \\ \text{HOURS A} \\ \text{SEMESTER} \end{array} = 4 \begin{array}{l} \text{YEARS IN} \\ \text{SCHOOL} \end{array}$	
<p>Complete 15+ credit hours a semester. Graduate on time.</p>	

Initiatives Impacting Higher Education: The 15 to Finish Initiative

THE CHALLENGE: Too many Missouri students start college but do not graduate on time or earn a degree.

THE OPPORTUNITY: Increasing the percentage of students who complete 15 or more credit hours a semester could improve college completion rates and affordability.

- Earning 15 or more credit hours a semester can help students complete a degree in less time and at less cost and potentially reduce student loan debt.
- Students who complete an average of 15 credit hours a semester are more likely to graduate.
- On-time college completion promotes the efficient use of public and private resources.

THE STRATEGY: Missouri is launching a statewide 15 to Finish initiative to increase college completion.

- **Establish early awareness among high school students:** The Department of Higher Education’s Journey to College initiative, which includes outreach events, social media, and publications about planning and paying for college, provides information about 15 to Finish and the benefits of completing college on time.
- **Create awareness among college students:** 15 to Finish materials are available to colleges and universities to encourage full-time students to make a plan to graduate on time and complete 15 or more credit hours a semester. Schools are encouraged to provide information about the benefits of graduating on time during student orientation and academic advising.
- **Promote public awareness – particularly among parents:** The Department of Higher Education is working to increase public awareness about the importance of on-time college completion as a way to reduce higher education costs and increase graduation rates.
- **Recommend policies and best practices:** A variety of approaches can help increase on-time graduation. Guided Pathways to Success and academic maps create clear degree pathways for students. Concurrent enrollment in two higher education institutions gives students more flexibility to take courses when they need them. “Banded tuition” allows students to pay a set tuition amount for enrollment in a range of credit hours. Scholarships or grants can be offered to students who stay on track to graduate on time.

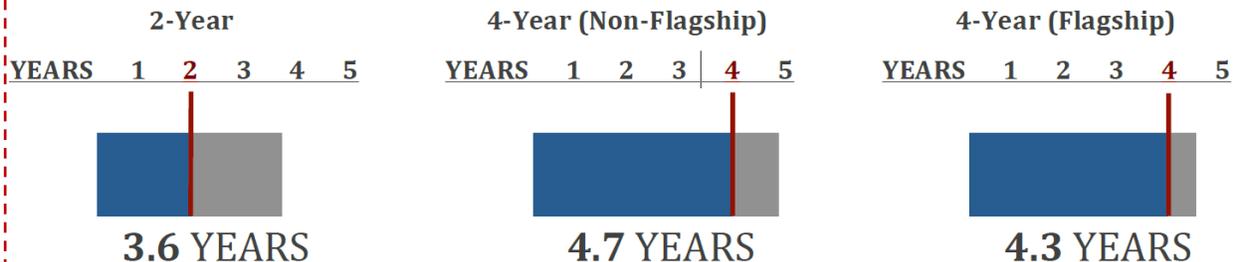
Initiatives Impacting Higher Education: The 15 to Finish Initiative



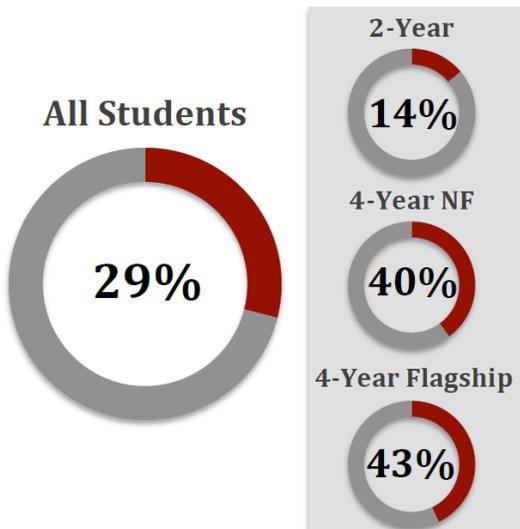
CCA DATA SNAPSHOT MISSOURI

The best strategy for reducing the cost of college is to ensure more students take the credits needed to graduate on time. The consequences are clear when so few college students graduate on time. For starters, the longer it takes to graduate, the more it costs students and the taxpayers who subsidize them. An extra year of college costs the typical university student more than \$68,000 in tuition, fees, room and board, and lost wages. At community colleges, each extra year costs students more than \$50,000.

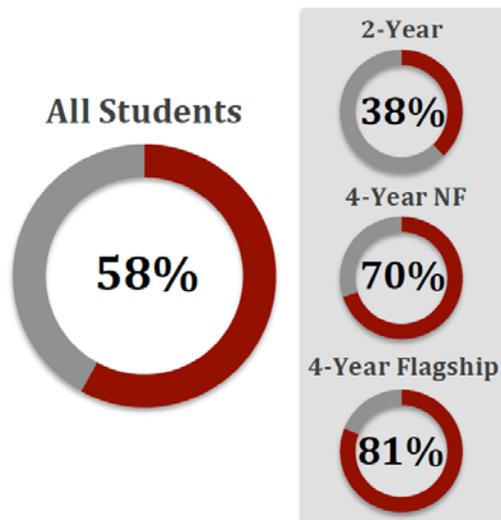
Time to Degree (Full-Time Students)



Percent of Students Completing 30 Credits Per Year (On-Time Students)



Percent of Students Completing 24 Credits Per Year (Full-Time but Not On-Time)



Source: <http://dhe.mo.gov/initiatives/documents/15toFinishMissourioverview.pdf>

Initiatives Impacting Higher Education: St. Charles Community College Performance Funding

Performance Funding Measures (PFM)

Public higher education institutions in the state of Missouri receive a portion of additional funding based on their performance on five measures. Some of the measures (i.e. PFM1 & PFM5) are the same for each college, but other measures are institution specific (i.e. PFM2, 3, & 4) and are selected from an approved list. A community college is counted as being successful on a measure if there is year-to-year improvement or improvement from 3-year rolling average to 3-year rolling average or if they meet the benchmark threshold (i.e. being in the top 1/3 of the National Community College Benchmarking Project) for the measure. SCC met ALL five performance funding measures in FY17 and therefore will receive additional funding in FY18.

Here are the five Missouri Performance Funding Measures for SCC:

1. The percentage of first-time, full-time entering students who successfully complete a certificate or degree of at least one year or longer, or successfully transfer to a four-year institution.
2. Successful completion of all credit hours.*
3. All developmental-level course enrollee success rate.*
4. The percentage of career/technical graduates who pass their licensure/certification examination.
5. The percentage of student from fall who return in spring per students enrolling in fall.**

*New measure starting Fall 2016 (FY17 reporting).

**Currently represented in SCC's Institutional Effectiveness infrastructure.

Performance Funding Success History (2012-2015)					
Measure	Measure Category	Success in 2012 Reporting Year	Success in 2013 Reporting Year	Success in 2014 Reporting Year	Success in 2015 Reporting Year
1. The percentage of first-time, full-time entering students who successfully complete a certificate or degree of at least one year or longer, or successfully transfer to a four-year institution.	Student Success and Progress	Didn't Meet	Met (3-year increased)	Met (3-year increased)	Met (3-year increased)
2. The percentage of developmental students who successfully complete their last developmental math course, who then successfully complete their first college-level math course.	Student Success and Progress	Didn't Meet	Met (3-year increased & Above NCCBP 66th Percentile)	Met (3-year increased)	Didn't Meet
3. The percentage of developmental students who successfully complete their last developmental english course, who then successfully complete their first college-level english course.	Student Success and Progress	Met (Above the NCCBP 66th Percentile)			
4. The percentage of career/technical graduates who pass their required licensure/certification examination.	Quality of Student Learning	Met (Above 90% Sustained Excellence & 3-year increased)			
5. The percentage of students from fall who return in spring per students enrolling in fall.	Responsibility and Efficiency	Met (3-year increased)	Didn't Meet	Met (3-year increased)	Met (3-year increased)
		Met 3/5	Met 4/5	Met 5/5	Met 4/5

Source: Performance Funding Results 2012-2015.

Initiatives Impacting Higher Education: St. Charles Community College Core Indicators

Institutional Effectiveness Core Indicators and Indicators

St. Charles Community College's (SCC's) core indicators (CI) and indicators represent the organization's institutional effectiveness (IE) infrastructure. Essentially, IE is the intersection of performance and purpose.

- According to the *Core Indicators of Effectiveness of Community Colleges*, it's "the ability of an institution to *match its performance to the purposes* established in its mission and vision statements and to the needs and expectations of its stakeholders."
- The *SACS/COC Resource Manual* describes IE as "the systematic, explicit, and documented process of *measuring performance against mission* in all aspects of an institution."
- The *American Council on Education* explains IE as "the degree to which institutions *can harness their resources to achieve their objectives* will depend upon the clarity of these objectives and the institution's willingness to set priorities and solve its problems. This requires assessing current status, designing a change process, developing and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels."

SCC's Planning Council, a 17-member cross-departmental work group, developed SCC's CIs and indicators after identifying SCC's stakeholders, extrapolating key themes from the mission statement, familiarizing themselves with the definition of an outcome, differentiating between being effective and being efficient, and differentiating between core indicators and indicators.

Stakeholders

Internal

- Faculty
- Administrators
- Enrolled Students
- Classified Staff
- Board of Trustees

External

- Governmental Agencies
- Accrediting Agencies
- K-12 Schools
- Employers
- Elected Officials
- 4-Year Colleges
- Special Interest Groups

Initiatives Impacting Higher Education: St. Charles Community College Core Indicators

Mission

“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.”

Key Themes of SCC’s Mission:

1. Student Success
2. Academic Excellence
3. Economic & Cultural Vitality
4. Workforce Advancement

Outcomes: Outcomes are the ultimate measure of effectiveness. *Outcomes* are defined as the results generated by a college (their mission/purpose), while addressing the needs of important stakeholders through education-related activities. Outcomes should be meaningful to and for multiple stakeholders.

One should note that effectiveness and efficiency are different: Efficiency is defined as a level of performance that describes a process that uses the lowest amount of inputs to create the greatest amount of outputs. Efficiency relates to the use of all inputs in producing any given output, including personal time and energy. Departments and programs should strive for and measure their efficiencies; **however, the institution should be more focused on effectiveness or outcomes.** What this means is that as long as managers achieve desired results on time and within cost, they should be given the freedom to deploy institutional resources as they see fit.

Core Indicators: These are regularly produced measures that describe a result that is central (or foundational) to the achievement of a college’s mission and to meeting the needs and interests of key stakeholders. These represent the ‘macro’ view of the institution. Ideally, an institution could have 6-10 Core Indicators.

Initiatives Impacting Higher Education: St. Charles Community College

Core Indicators

Indicators

In addition to CIs, indicators serve a vital purpose, as they are regularly produced measures that a college can gather information on, examine, and report on. These indicators may be used as a tool for planning, assessment, and decision-making. These can be plentiful and be related to specific department/program initiatives. Some experts suggest an institution could have up to 80 indicators. These represent the ‘micro’ view of the institution and could be components that affect a CI.

The Planning Council adopted six Core Indicators in Spring 2015. Indicators for “Graduation Rates” and “Retention Rates” were in place by Spring 2016. Indicators for “Transfer Rates” were in place by Spring 2017. Indicators for the remaining CIs will be in place by May 2018.

Core Indicator 1: Graduation Rates

The percentage of SCC students (unduplicated) who earn a credit credential at SCC in a given academic year.

Indicators, include:

- 1A: Number of academic years to credit credential completion for credit completers
- 1B: Completion rates for first-time, full-time, degree/certificate-seeking freshmen within three years (150%) completion time
- 1C: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshmen within three years (150%) completion time
- 1D: Completion rates for first-time, part-time, degree/certificate-seeking freshmen within six years
- 1E: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshmen within six years

Initiatives Impacting Higher Education: St. Charles Community College

Core Indicators

- 1F: Completion rates for first-time, full-time, degree/certificate-seeking freshmen within four years (200%) completion time
- 1G: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshmen within four years (200%) completion time
- 1H: Completion rates for first-time, part-time, degree/certificate-seeking freshmen within eight years
- 1I: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshmen within eight years

Core Indicator 2: Licensure & Certification Pass Rates

SCC's Planning Council continues to discuss how best to define this core indicator and determine the appropriate indicators. Challenges with this measurement include, but are not limited to, the desire to include credit and non-credit programs and whether or not SCC can accurately obtain pass rate information after course completion. The Planning Council remains committed to continuing this conversation with the appropriate deans and faculty members so that decisions can be made by May 2018.

Core Indicator 3: Retention Rates

The percentage of SCC credit students continuing from fall-to-spring each year (2012-2016 PFM5).

Indicators, include:

- 3A: Students enrolled in fall and retained the following spring including same fall graduates
- 3B: First-time, degree/certificate-seeking, freshmen students enrolled in fall and retained in the spring including same fall graduates
- 3C: First-time, degree/certificate-seeking freshmen students enrolled in fall and retained the next fall including graduates

Initiatives Impacting Higher Education: St. Charles Community College Core Indicators

3D: New, degree/certificate-seeking students enrolled in fall and retained in the spring including same fall graduates

3E: New, degree/certificate-seeking students enrolled in fall and retained the next fall including graduates

3F: Percentage of developmental students who successfully complete developmental math and college-level math (2012-2015 PFM2)

3G: Percentage of developmental students who successfully complete developmental English and college-level English (2012-2015 PFM3)

Core Indicator 4: Transfer Rates

The percentage of new SCC students (unduplicated) who attend in the fall (FA) and then transfer to a 4-year institution.

Indicators, include:

4A: Transfer rates for first-time, full-time, credit degree/certificate-seeking freshmen w/in 100% (i.e. 2 years) completion time.

4B: Transfer rates for first-time, full-time, credit degree/certificate-seeking freshmen w/in 150% (i.e. 3 years) completion time.

4C: Number of students who earn a credit degree or certificate, then transfer to a 4-year institution.

Initiatives Impacting Higher Education: St. Charles Community College Core Indicators

Core Indicator 5: Institutional Learning Outcomes

SCC's Planning Council thinks that the faculty and staff working together to build an institutional assessment (IA) framework is the best way to define the metric at the CI level and choose the appropriate indicators.

The Teaching and Learning Committee was created in February 2015 and concluded its work in spring 2017. They focused on the following: 1) Re-examine the general education learning outcomes for Missouri state mandated competencies and revise SCC's competencies accordingly; 2) Make available to faculty the revised SCC learning outcomes/competencies and align course objectives with the SCC general education student learning outcomes/competencies; and 3) Assess student learning and program performance through regular ongoing evaluation and document progress.

A faculty lead for institutional assessment was named in January 2017 and is a member of the Planning Council. In addition to the faculty lead, a Higher Learning Commission (HLC) Assessment team was assembled, which will support and oversee the full rollout of the IA program to the campus in Academic Year 2018.

The Planning Council anticipates having core indicator and indicator definitions from this team by May 2018.

Core Indicator 6: Workforce Client Satisfaction

Now that decisions and substantive progress have been made on the other CIs, discussions on this CI will begin in fall 2017.

Core Indicator 1: Graduation Rates

Revision for Planning Council Meeting March 30, 2017

Metric: The percentage of SCC students (unduplicated) who earn a credit credential at SCC in a given academic year.
 Additional Metric Details: The credit completers will also be broken down by developmental enrollment, gender, and age.

Definitions:

Completers % = Completers/Unduplicated Head Count. % Completed for DEV, Gender, & Age are calculated by dividing number enrolled for each respective category by number of completers. Developmental enrollment = Enrolled in at least one developmental Math, English, or Reading course at SCC. Gender = Male or Female. Age at graduation from SCC = 24 & Under; 25 & above.

AY (SU, FA, SP)	Undup HC	Completers (Undup)	Completers %	Took at least one DEV course (MAT, ENG, or RDG)		Male		Female		24 and Under		25 and Above	
				# of Completers Enrolled	% Completers	# Completers	% Completers						
AY 14-15	10,110	963	9.53%	412	42.8%	374	38.8%	589	61.2%	628	65.2%	335	34.8%
AY 13-14	10,543	885	8.39%	413	46.7%	311	35.1%	574	64.9%	589	66.6%	296	33.4%
AY 12-13	10,833	911	8.41%	496	54.4%	358	39.3%	553	60.7%	596	65.4%	315	34.6%
AY 11-12	11,515	786	6.83%	441	56.1%	291	37.0%	495	63.0%	507	64.5%	279	35.5%
AY 10-11	11,550	677	5.86%	342	50.5%	243	35.9%	434	64.1%	439	64.8%	238	35.2%
AY 09-10	11,243	688	6.12%	382	55.5%	239	34.7%	449	65.3%	431	62.6%	257	37.4%
AY 08-09	10,631	629	5.92%	360	57.2%	203	32.3%	426	67.7%	401	63.8%	228	36.2%
AY 07-08	10,106	671	6.64%	390	58.1%	227	33.8%	444	66.2%	440	65.6%	231	34.4%
Grand Total	86,531	6,210	7.18%										

Source: REG_GRAD_PROFILE ran 2/18/15 for AY07-08 to AY13-14, AY14-15 REG_GRAD_PROFILE 8/5/15, IPEDS 12-Month Enrollment, Annual Unduplicated HC

Indicator 1.A

Indicator: Number of academic years (SU, FA, SP) to credit credential completion for credit completers.

Definitions:

Information for students with multiple credit credentials in an academic year is based on the academic program recorded as the student's first major.

AY (SU, FA, SP)	Completers (Undup)	1 to 2 Academic Years to Award		3 Academic Years to Credential		4 Academic Years to Credential		5 to 6 Academic Years to Credential		7 to 8 Academic Years to Credential		9 or More Academic Years to Credential	
		# Completers	% Completers	# Completers	% Completers	# Completers	% Completers	# Completers	% Completers	# Completers	% Completers	# Completers	% Completers
AY 14-15	963	208	21.6%	255	26.5%	157	16.3%	155	16.1%	71	7.4%	117	12.1%
AY 13-14	885	166	18.8%	276	31.2%	170	19.2%	134	15.1%	53	6.0%	86	9.7%
AY 12-13	911	179	19.6%	266	29.2%	181	19.9%	131	14.4%	54	5.9%	100	11.0%
Grand Total	2,759												

Source: REG_GRAD_PROFILE ran 2/18/15 for AY07-08 to AY13-14, AY14-15 REG_GRAD_PROFILE 8/5/15

AY (SU, FA, SP)	Completers (Undup)	% Completed within 2 Academic Years	% Completed within 3 Academic Years	% Completed within 4 Academic Years	% Completed within 6 Academic Years	% Completed within 8 Academic Years
AY 14-15	963	21.6%	48.1%	64.4%	80.5%	87.9%
AY 13-14	885	18.8%	49.9%	69.2%	84.3%	90.3%
AY 12-13	911	19.6%	48.8%	68.7%	83.1%	89.0%
Grand Total	2,759					

Source: REG_GRAD_PROFILE ran 2/18/15 for AY07-08 to AY13-14, AY14-15 REG_GRAD_PROFILE 8/5/15

Core Indicator 1: Graduation Rates Continued

Revision for Planning Council Meeting March 30, 2017

Indicators 1.B & 1.C
Indicator 1.B: Completion rates for first-time, full-time, degree/certificate-seeking freshman w/in 150% (i.e. 3 years) completion time
Indicator 1.C: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshman w/in 150% (i.e. 3 years) completion time
Definitions:
First-time = new to SCC (Note: Prior to FA11, FF = first-time freshman and transfer combined. FT = 12 or more credit hours. Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided. Within 150% means completed by the end of summer within 3 consecutive academic years after the academic year in which the student started (no more than 10 terms).

Indicators 1.D & 1.E
Indicator 1.D: Completion rates for first-time, part-time, degree/certificate-seeking freshman w/in 6 years (i.e. 300%) completion time
Indicator 1.E: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshman w/in 6 years (i.e. 300%) completion time
Definitions:
First-time = new to SCC (Note: Prior to FA11, FF = first-time freshman and transfers combined). PT = less than 12 credit hours. Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided. Within 6 years means completed by the end of summer within 6 consecutive academic years after the academic year in which the student started (no more than 19 terms).

	Grads w/in 150%	FA FT FF	150% Grad Rate
FA12	205	1,052	19.5%
FA11	226	1,325	17.1%
FA10	257	1,384	18.6%
FA09	238	1,455	16.4%
FA08	203	1,318	15.4%
FA07	185	1,185	15.6%
3-Year w/in 150% Grad Rate (FA08, FA09, FA10)	698	4,157	16.8%
3-Year w/in 150% Grad Rate (FA09, FA10, FA11)	721	4,164	17.3%
3-Year w/in 150% Grad Rate (FA10, FA11, FA12)	688	3,761	18.3%

150% is three consecutive years, up to 10 terms. E.g. start FA11 (AY 11/12) then 150% = by SU14.

Source: IPEDS GRS Survey

Note: For full-time grads within 150% and 200%, prior to FA11, first-time freshman included transfers and should NOT have.

Starting in FA11, first-time freshman are truly first-time freshmen (i.e. new to college and new to SCC).

	Grads w/in 6 Years	FA PT FF	6 Year Grad Rate
FA12	Data are not yet available		
FA11	Data are not yet available		
FA10	Data are not yet available		
FA09	Data are not yet available		
FA08	Data are not yet available		
FA07	27	337	8.0%
3-Year w/in 6 years Grad Rate (FA07, FA08, FA09)	Data are not yet available		

6 Years (i.e. 300%) is six consecutive years, up to 19 terms. E.g. start FA07 (AY07/08) then 6yrs = by SU13.
Source: IPEDS Outcome Measures Survey (new survey starting 2015-2016)

Note: In FA07 FF = FF+Transfer new to SCC. Data are not available to determine who is truly a FF.

IPEDS Times to Completion:
 100% = w/in 2 consecutive years, up to 7 terms (e.g. start FA07 or in AY07/08 and end by SU09)
 150% = w/in 3 consecutive years, up to 10 terms (e.g. start FA07 or in AY07/08 and end by SU10)
 200% = w/in 4 consecutive years, up to 13 terms (e.g. start FA07 or in AY07/08 and end by SU11)
 300% = w/in 6 consecutive years, up to 19 terms (e.g. start FA07 or in AY07/08 and end by SU13)
 400% = w/in 8 consecutive years, up to 25 terms (e.g. start FA07 or in AY07/08 and end by SU15)

Core Indicator 1: Graduation Rates Continued

Revision for Planning Council Meeting March 30, 2017

Indicators 1.F & 1.G
Indicator 1.F: Completion rates for first-time, full-time, degree/certificate-seeking freshman w/in 200% (i.e. 4 years) completion time
Indicator 1.G: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshman w/in 200% (i.e. 4 years) completion time
Definitions:
First-time = new to SCC (Note: Prior to FA11, FF = first-time freshman and transfers combined). FT = 12 or more credit hours. Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided. Within 200% means completed by the end of summer within 4 consecutive academic years after the academic year in which the student started (no more than 13 terms).

Indicators 1.H & 1.I
Indicator 1.H: Completion rates for first-time, part-time, degree/certificate-seeking freshman w/in 8 years (i.e. 400%) completion time
Indicator 1.I: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshman w/in 8 years (i.e. 400%) completion time
Definitions:
First-time = new to SCC (Note: Prior to FA11, FF = first-time freshman and transfers combined). PT = less than 12 credit hours. Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided. Within 8 years means completed by the end of summer within 8 consecutive academic years after the academic year in which the student started (no more than 25 terms).

	Grads w/in 200%	FA FT FF	200% Grad Rate	Students Gained from
FA11	283	1,325	21.4%	57
FA10	312	1,384	22.5%	55
FA09	315	1,455	21.6%	77
FA08	253	1,318	19.2%	50
FA07	222	1,185	18.7%	37
3-Year w/in 200% Grad Rate (FA08, FA09, FA10)	880	4,157	21.2%	182
3-Year w/in 200% Grad Rate (FA09, FA10, FA11)	910	4,164	21.9%	189

200% is four consecutive years, up to 13 terms. E.g. start FA11 (AY 11/12) then 200% = by SU15.

200% completion rates include students who completed within 150% completion time.

Source: IPEDS GRS Survey

Note: For full-time grads within 150% and 200%, prior to FA11, first-time freshman included transfers and should NOT have.

Starting in FA11, first-time freshman are truly first-time freshmen (i.e. new to college and new to SCC).

	Grads w/in 8 Years	FA PT FF	8 Year Grad Rate
FA11	Data are not yet available		
FA10	Data are not yet available		
FA09	Data are not yet available		
FA08	Data are not yet available		
FA07	30	337	8.9%
3-Year w/in 8 years Grad Rate (FA07, FA08, FA09)	Data are not yet available		

8 Years (i.e. 400%) is eight consecutive years, up to 25 terms. E.g. start FA07 (AY07/08) then 8yrs = by SU15.

8 years to completion rates include students who completed within 6-years time.

Source: IPEDS Outcome Measures Survey (new survey starting 2015-2016)

Note: In FA07 FF = FF+Transfer new to SCC. Data are not available to determine who is truly a FF.

IPEDS Times to Completion:

- 100% = w/in 2 consecutive years, up to 7 terms (e.g. start FA07 or in AY07/08 and end by SU09)
- 150% = w/in 3 consecutive years, up to 10 terms (e.g. start FA07 or in AY07/08 and end by SU10)
- 200% = w/in 4 consecutive years, up to 13 terms (e.g. start FA07 or in AY07/08 and end by SU11)
- 300% = w/in 6 consecutive years, up to 19 terms (e.g. start FA07 or in AY07/08 and end by SU13)
- 400% = w/in 8 consecutive years, up to 25 terms (e.g. start FA07 or in AY07/08 and end by SU15)

Core Indicator: Graduation Rates Continued
Supplement to Indicators 1B, 1C, 1D, 1E, 1F, 1G, 1H, and 1I

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Disclaimer: These data are provided as an **overview** of several years of fall enrollment. Data for the indicators will **not exactly** match this data due to the way the indicators were defined and due to the data being from different sources.

Indicator 1.B: Completion rates for first-time, full-time, degree/certificate-seeking freshman w/in 150% (i.e. 3 years) completion time

Indicator 1.C: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshman w/in 150% (i.e. 3 years) completion time

Indicator 1.F: Completion rates for first-time, full-time, degree/certificate-seeking freshman w/in 200% (i.e. 4 years) completion time

Indicator 1.G: 3-Year completion rate for first-time, full-time, degree/certificate-seeking freshman w/in 200% (i.e. 4 years) completion time

Indicator 1.D: Completion rates for first-time, part-time, degree/certificate-seeking freshman w/in 6 years (i.e. 300%) completion time

Indicator 1.E: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshman w/in 6 years (i.e. 300%) completion time

Indicator 1.H: Completion rates for first-time, part-time, degree/certificate-seeking freshman w/in 8 years (i.e. 400%) completion time

Indicator 1.I: 3-Year completion rate for first-time, part-time, degree/certificate-seeking freshman w/in 8 years (i.e. 400%) completion time

Fall Term	Total Head Count	Degree Seeking	% Degree Seeking	Full-time Degree Seeking		Full-time Non Degree Seeking		Part-time Degree Seeking		Part-time Non Degree Seeking		Full-time First-time DS		Full-time First-time NDS		Part-time First-time DS		Part-time First-time NDS	
				HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
FA15	6,930	6,231	89.9%	3,336	48.1%	66	1.0%	2,895	41.8%	442	6.4%	1,267	18.3%	15	0.2%	364	5.3%	55	0.8%
FA14	7,214	6,511	90.3%	3,348	46.4%	88	1.2%	3,163	43.8%	449	6.2%	1,349	18.7%	34	0.5%	470	6.5%	47	0.7%
FA13	7,477	6,695	89.5%	3,437	46.0%	97	1.3%	3,258	43.6%	539	7.2%	1,316	17.6%	36	0.5%	414	5.5%	73	1.0%
FA12	7,724	6,963	90.1%	3,608	46.7%	118	1.5%	3,355	43.4%	510	6.6%	1,181	15.3%	26	0.3%	345	4.5%	37	0.5%
FA11	8,260	7,381	89.4%	3,979	48.2%	151	1.8%	3,402	41.2%	550	6.7%	1,464	17.7%	43	0.5%	417	5.0%	61	0.7%
FA10	8,290	7,340	88.5%	4,118	49.7%	195	2.4%	3,222	38.9%	637	7.7%	1,385	16.7%	60	0.7%	405	4.9%	66	0.8%
FA09	7,911	7,155	90.4%	3,937	49.8%	130	1.6%	3,218	40.7%	565	7.1%	1,467	18.5%	24	0.3%	417	5.3%	48	0.6%
FA08	7,414	6,393	86.2%	3,528	47.6%	208	2.8%	2,865	38.6%	729	9.8%	1,322	17.8%	49	0.7%	452	6.1%	57	0.8%
FA07	7,027	6,140	87.4%	3,418	48.6%	177	2.5%	2,722	38.7%	638	9.1%	1,189	16.9%	34	0.5%	339	4.8%	68	1.0%

Note: HC = Head Count, DS = degree/certificate-seeking, NDS = Non degree/certificate-seeking

Source: Census Report XSER

Core Indicator 3: Retention Rates

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Metric: The percentage of SCC credit students continuing from fall-to-spring each year.
 Additional Metric Details: The credit completers will also be broken down by developmental enrollment, gender, and age.
Definitions:
 Retention Rate = the percentage of students who enroll in a term and continue their enrollment in a subsequent term at SCC.

Fall Cohort Year	Students from End of Fall Retained in Spring	Students Enrolled End of Fall Minus Fall Grads	% from End of Fall Retained in the Spring	66 Percentile Benchmark Goal	Students from End of Fall who Graduated Same Fall	Students Enrolled End of Fall	Students Enrolled End of Fall Minus Fall Grads
Fall 2013	5,059	7,013	72.1%	73.53%	239	7,252	7,013
Fall 2012	5,102	7,344	69.5%	72.83%	250	7,594	7,344
Fall 2011	5,489	7,911	69.4%	73.47%	171	8,082	7,911
Fall 2010	5,665	8,035	70.5%	73.58%	137	8,172	8,035
Fall 2009	5,387	7,724	69.7%	74.13%	126	7,850	7,724
09/FA-11/FA: 3-YR Total	16,541	23,670	69.88%				
10/FA-12/FA: 3-YR Total	16,256	23,290	69.80%				
11/FA-13/FA: 3-YR Total	15,650	22,268	70.28%				

Source: NDHE Performance Funding Metric 5 (2012-2015).

Note: In Performance Funding, the number of students enrolled in the fall is as of the end of fall and excludes students who graduated in the same fall.

Performance Funding Metric #5 (2012-2015): Students from fall who return in spring per students enrolled in fall. Excludes same fall graduates. SCC met this Performance Target in the last reporting cycle (2015) because the most recent 3-year total is above the previous 3-year total.
 Other ways to meet the measure:
 1) reach the 66th percentile
 2) if the most recent year is above the previous year

Indicator 3.A
Indicator: Students enrolled in fall (FA) and retained the following spring (SP) including same fall graduates

Definitions:

Students who enrolled in fall (FA) and were retained the following spring (SP).

Note: Similar to Performance Funding Measure #5, but is as of Census and includes same fall graduates.

Time Period	Students Enrolled in Fall	Students from Fall Retained in Spring		Enrolled in at least one DEV course (MAT, ENG or RDG)		Male		Female		24 and Under		25 and Above		Full-Time (FT)		Part-Time (PT)		Degree Seek		Non-Degree Seek	
		Students Retained in Spring	% from Fall Retained in Spring	# Enrolled in at least one DEV class in Fall	% of DEV Enroll in FA & Retained in SP	# Males in FA	% of Males from FA & Retained in SP	# Females in FA	% Females from FA Retained in SP	# 24 & Under in FA	% 24 & Under in FA Retained in SP	# 25 & Older in FA	% 25 & Older in FA Retained in SP	# FT in FA	% FT in FA Retained in SP	#PT in FA	% PT in FA Retained in SP	# Degree seek in FA	% Degree Seek in FA Retained in SP	# Non-Degree seek in FA	% Non-Degree Seek in FA Retained in SP
15FA-16SP	6,930	4,822	69.6%	1,251	73.5%	3,031	68.1%	3,899	70.7%	5,173	72.3%	1,757	61.7%	3,426	79.7%	3,504	59.7%	6,313	71.2%	617	52.7%
14FA-15SP	7,214	4,980	69.0%	1,408	75.2%	3,104	68.2%	4,110	69.7%	5,265	71.4%	1,949	62.7%	3,466	80.0%	3,748	58.9%	6,574	70.8%	640	50.8%
13FA-14SP	7,477	5,137	68.7%	1,442	74.1%	3,215	68.3%	4,262	69.0%	5,291	71.2%	2,186	62.7%	3,549	79.2%	3,928	59.2%	6,755	70.0%	722	56.8%
12FA-13SP	7,724	5,228	67.7%	1,469	73.9%	3,277	65.2%	4,447	69.6%	5,334	70.1%	2,390	62.4%	3,738	78.4%	3,986	57.6%	7,016	69.5%	708	49.9%
11FA-12SP	8,260	5,642	68.3%	1,960	72.5%	3,570	67.3%	4,690	69.1%	5,725	70.5%	2,535	63.4%	4,159	78.2%	4,101	58.2%	7,461	69.9%	799	53.3%
10FA-11SP	8,290	5,762	69.5%	2,351	74.2%	3,559	67.7%	4,730	70.9%	5,528	72.2%	2,762	64.0%	4,314	79.2%	3,976	59.0%	7,361	71.6%	929	53.2%
09FA-10SP	7,911	5,457	69.0%	2,328	73.0%	3,306	67.8%	4,605	69.8%	5,414	71.9%	2,497	62.6%	4,068	79.2%	3,843	58.2%	7,187	70.9%	724	49.6%

Source: CENSUS SUM & 2015 SCC Fact Book/Cougar Count Table 7

In 10FA 1 student didn't indicate gender so Unknown gender.

Note: Data are as of Census. The prior table only looks at students who remain at the end of the term. Census is the official reporting date of the institution and is what is usually used in federal and state reporting.

Core Indicator 3: Retention Rates Continued

Revision for Planning Council Meeting March 30, 2017

Indicator 3.B

Indicator: First-time, degree/certificate-seeking, freshmen students enrolled in fall (FA) and retained in the spring (SP) including same fall graduates

Definitions:

First-time, degree-seeking, freshman students who enrolled at SCC in the fall (FA) and re-enrolled (i.e. were retained) in the spring (SP). Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided.

Time Period	Students Enrolled in Fall	Students from Fall Retained in Spring		Enrolled in at least one DEV course (MAT, ENG or RDG)		Male		Female		24 and Under		25 and Above		Full-Time (FT)		Part-Time (PT)	
		Students Retained in Spring	% from Fall Retained in Spring	# Enrolled in at least one DEV class in Fall	% of DEV Enroll in FA & Retained in SP	# Males in FA	% of Males from FA & Retained in SP	# Females in FA	% Females from FA Retained in SP	# 24 & Under in FA	% 24 & Under in FA Retained in SP	# 25 & Older in FA	% 25 & Older in FA Retained in SP	# FT in FA	% FT in FA Retained in SP	# PT in FA	% PT in FA Retained in SP
15FA-16SP	1,504	1,120	74.5%	754	74.5%	732	72.4%	772	76.4%	1,417	75.2%	87	63.2%	1,148	79.9%	356	57.0%
14FA-15SP	1,676	1,275	76.1%	870	76.8%	816	74.9%	860	77.2%	1,574	77.1%	102	59.8%	1,217	83.7%	459	55.8%
13FA-14SP	1,549	1,203	77.7%	851	77.3%	760	75.5%	789	79.7%	1,448	78.1%	101	71.3%	1,152	83.9%	397	59.4%
12FA-13SP	1,393	1,061	76.2%	754	77.5%	684	72.7%	709	79.5%	1,304	76.5%	89	70.8%	1,052	82.5%	341	56.6%
11FA-12SP	1,749	1,311	75.0%	979	74.5%	854	73.7%	895	76.2%	1,605	76.2%	144	61.1%	1,337	80.0%	412	58.5%
10FA-11SP	1,622	1,235	76.1%	1,167	76.8%	804	71.9%	817	80.3%	1,498	76.5%	124	71.8%	1,251	81.1%	371	59.6%
09FA-10SP	1,884	1,415	75.1%	1,306	75.4%	893	73.7%	991	76.4%	1,733	75.6%	151	69.5%	1,467	80.6%	417	55.6%

Source: CENSUS SUM & 2015 SCC Fact Book/Cougar Count Table 7

Indicator 3.C

Indicator: First-time, degree/certificate-seeking, freshman students enrolled in fall (FA) and retained the next fall (FA) including graduates

Definitions:

First-time, degree-seeking, freshman students who enrolled at SCC in the fall (FA) and re-enrolled (i.e. were retained) the next fall (FA). Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided.

Time Period	Students Enrolled in Fall	Students from Fall Retained in Fall		Enrolled in at least one DEV course (MAT, ENG or RDG)		Male		Female		24 and Under		25 and Above		Full-Time (FT)		Part-Time (PT)	
		Students Retained in Fall	% from Fall Retained in Fall	# Enrolled in at least one DEV class in Fall	% of DEV Enroll in FA & Retained in FA	# Males in FA	% of Males from FA & Retained in FA	# Females in FA	% Females from FA Retained in FA	# 24 & Under in FA	% 24 & Under in FA Retained in FA	# 25 & Older in FA	% 25 & Older in FA Retained in FA	# FT in FA	% FT in FA Retained in FA	# PT in FA	% PT in FA Retained in FA
15FA-16FA	1,504			754		732		772		1,417		87		1,148		356	
14FA-15FA	1,676	953	56.9%	870	58.6%	816	23.7%	860	59.9%	1,574	58.1%	102	37.3%	1,217	63.2%	459	40.1%
13FA-14FA	1,549	848	54.7%	851	51.5%	760	52.0%	789	57.4%	1,448	55.5%	101	44.6%	1,152	60.5%	397	38.0%
12FA-13FA	1,393	747	53.6%	754	50.7%	684	49.1%	709	58.0%	1,304	54.5%	89	40.4%	1,052	59.8%	341	34.6%
11FA-12FA	1,749	941	53.8%	979	51.1%	854	51.9%	895	55.6%	1,605	55.3%	144	37.5%	1,337	59.3%	412	35.9%
10FA-11FA	1,622	908	56.0%	1,167	56.8%	804	52.7%	817	59.2%	1,498	56.7%	124	46.8%	1,251	61.1%	371	38.8%
09FA-10FA	1,884	1,046	55.5%	1,306	55.5%	893	53.5%	991	57.3%	1,733	56.0%	151	49.7%	1,467	62.0%	417	32.6%

Source: CENSUS SUM & 2015 SCC Fact Book/Cougar Count Table 7

In 10FA 1 student didn't indicate gender as Unknown gender.

Note: Data are as of Census since Census is SCC's official reporting date.

Students who start in the fall could've re-enrolled in the spring OR the next fall or the spring AND the next fall. Thus, retention rates are only from fall to the term specified without regard for time in between; therefore you can NOT assume that the students retained from fall to spring are the same students retained from fall to the next fall.

For example: Student A could enroll in FA13 and re-enroll 14SP but not 14FA, OR enroll FA13 and re-enroll FA14 but NOT 14SP, OR enroll FA13 and re-enroll SP14 and FA14, OR enroll FA13 then not re-enroll at all after that.

Data not yet available

Core Indicator 3: Retention Rates Continued

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Indicator 3.D

Definitions:

New (First-time freshman and transfer combined), degree-seeking students who enrolled at SCC in the fall (FA) and re-enrolled (i.e. were retained) in the spring (SP). Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided.

Time Period	Students Enrolled in Fall	Students from Fall Retained in Spring		Enrolled in at least one DEV course (MAT, ENG or RDG)		Male		Female		24 and Under		25 and Above		Full-Time (FT)		Part-Time (PT)	
		Students Retained in Spring	% from Fall Retained in Spring	# Enrolled in at least one DEV class in Fall	% of DEV Enroll in FA & Retained in SP	# Males in FA	% of Males from FA & Retained in SP	# Females in FA	% Females from FA Retained in SP	# 24 & Under in FA	% 24 & Under in FA Retained in SP	# 25 & Older in FA	% 25 & Older in FA Retained in SP	# FT in FA	% FT in FA Retained in SP	#PT in FA	% PT in FA Retained in SP
15FA-16SP	1,995	1,476	74.0%	839	74.9%	959	72.2%	1,036	75.7%	1,788	75.6%	207	60.4%	1,468	80.4%	527	56.0%
14FA-15SP	2,202	1,674	76.0%	979	77.4%	1,030	75.5%	1,172	76.5%	1,958	77.3%	244	66.0%	1,553	83.6%	649	57.8%
13FA-14SP	2,135	1,641	76.9%	935	77.4%	1,013	74.8%	1,122	78.7%	1,899	78.4%	236	64.8%	1,528	84.1%	607	58.6%
12FA-13SP	1,995	1,484	74.4%	859	77.8%	941	70.5%	1,054	77.9%	1,736	75.9%	259	64.1%	1,433	81.9%	562	55.3%
11FA-12SP	2,368	1,736	73.3%	1,110	74.3%	1,093	72.4%	1,275	74.1%	2,051	75.2%	317	61.2%	1,738	79.0%	630	57.6%
10FA-11SP	2,197	1,653	75.2%	1,314	76.7%	1,060	70.9%	1,136	79.2%	1,845	76.4%	352	69.0%	1,595	81.1%	602	59.6%
09FA-10SP	2,264	1,668	73.7%	1,368	75.1%	1,039	73.4%	1,225	73.9%	1,928	74.9%	336	66.4%	1,656	79.6%	608	57.4%

Source: CENSUS SUM & 2015 SCC Fact Book/Cougar Count Table 7

Indicator 3.E

Definitions:

New (First-time freshman and transfer combined), degree-seeking students who enrolled at SCC in the fall (FA) and re-enrolled (i.e. were retained) the next fall (FA). Degree-seeking if a student has an active program in Colleague which is NOT continuing education, selected (taking courses but not toward an SCC degree), undecided or vocational undecided.

Time Period	Students Enrolled in Fall	Students from Fall Retained in Spring		Enrolled in at least one DEV course (MAT, ENG or RDG)		Male		Female		24 and Under		25 and Above		Full-Time (FT)		Part-Time (PT)	
		Students Retained in Fall	% from Fall Retained in Fall	# Enrolled in at least one DEV class in Fall	% of DEV Enroll in FA & Retained in FA	# Males in FA	% of Males from FA & Retained in FA	# Females in FA	% Females from FA Retained in FA	# 24 & Under in FA	% 24 & Under in FA Retained in FA	# 25 & Older in FA	% 25 & Older in FA Retained in FA	# FT in FA	% FT in FA Retained in FA	#PT in FA	% PT in FA Retained in FA
15FA-16FA	1,995			839		959		1,036		1,788		207		1,468		527	
14FA-15FA	2,202	1,210	55.0%	979	58.0%	1,030	52.4%	1,172	57.2%	1,958	56.7%	244	40.6%	1,553	62.0%	649	38.1%
13FA-14FA	2,135	1,137	53.3%	935	52.8%	1,013	50.5%	1,122	55.7%	1,899	55.0%	236	39.4%	1,528	59.8%	607	36.7%
12FA-13FA	1,995	1,021	51.2%	859	50.2%	941	47.1%	1,054	54.8%	1,736	53.2%	259	37.5%	1,433	57.8%	562	34.6%
11FA-12FA	2,368	1,237	52.2%	1,110	51.3%	1,093	49.4%	1,275	54.7%	2,051	53.9%	317	41.3%	1,738	57.6%	630	37.5%
10FA-11FA	2,197	1,195	54.4%	1,314	56.8%	1,060	50.4%	1,136	58.2%	1,845	55.9%	352	46.3%	1,595	60.3%	602	38.7%
09FA-10FA	2,264	1,220	53.9%	1,368	55.0%	1,039	52.4%	1,225	55.2%	1,928	55.0%	336	47.6%	1,656	60.4%	608	36.0%

Source: CENSUS SUM & 2015 SCC Fact Book/Cougar Count Table 7

Note: Data are as of Census since Census is SCC's official reporting date.

██████████ Data not yet available

Core Indicator 3: Retention Rates Continued

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Indicator 3.F				
Indicator: Percentage of developmental students who successfully complete developmental math and college-level math				
Definitions:				
The percentage of developmental students who successfully complete their last developmental math course and then successfully complete their first college-level math course. This is Performance Funding Measure #2.				
Fall Cohort Year	% Passed College-level After DEV	Passed College-level After DEV	Passed DEV & Enrolled in College-level	66 Percentile Benchmark
Fall 2012	59.80%	225	376	71.84%
Fall 2011	64.90%	320	493	70.93%
Fall 2010	66.30%	330	498	70.63%
Fall 2009	62.80%	278	443	69.72%
Fall 2008	60.50%	227	375	72.41%
Fall 2008-2010	63.40%	835	1,316	3-YR Total
Fall 2009-2011	64.70%	928	1,434	3-YR Total
Fall 2010-2012	64.00%	875	1,367	3-YR Total

Source: MDHE Performance Funding Metric 2 (2012-2015).

Performance Funding Metric #2 (2012-2015): Percentage of developmental students who successfully complete their last developmental math course and then successfully complete their first college-level math course. SCC did NOT meet this Performance Target in the last reporting cycle (2015).
 Ways to meet the measure:
 1) reach the 66th percentile
 2) if the most recent year is above the previous year

Indicator 3.G				
Indicator: Percentage of developmental students who successfully complete developmental English and college-level English				
Definitions:				
The percentage of developmental students who successfully complete their last developmental English course and then successfully complete their first college-level English course. This is Performance Funding Measure #3.				
Fall Cohort Year	% Passed College-level After DEV	Passed College-level After DEV	Passed DEV & Enrolled in College-level	66 Percentile Benchmark
Fall 2012	69.70%	92	132	73.92%
Fall 2011	72.30%	136	188	74.98%
Fall 2010	82.10%	404	492	75.00%
Fall 2009	77.40%	393	508	74.42%
Fall 2008	76.40%	359	470	76.36%
Fall 2008-2010	78.60%	1,156	1,470	3-YR Total
Fall 2009-2011	78.50%	933	1,188	3-YR Total
Fall 2010-2012	77.80%	632	812	3-YR Total

Source: MDHE Performance Funding Metric 3 (2012-2015).

Performance Funding Metric #3 (2012-2015): Percentage of developmental students who successfully complete their last developmental English course and then successfully complete their first college-level English course. SCC met this Performance Target in the last reporting cycle (2015) because the most recent 3-year total is above the previous 3-year total.
 Other ways to meet the measure:
 1) reach the 66th percentile

Core Indicator 4: Transfer Rates

Revision for Planning Council Meeting March 30, 2017

Metric: The percentage of new SCC students (unduplicated) who attend in the fall (FA) and then transfer to a 4-year institution.

Definitions:

New = First-time attending SCC, either as a First-time Freshmen (FF) or as a Transfer student; includes degree/certificate-seeking and non-degree/certificate seeking. Excludes auditors. Graduates = # New Students awarded credit degree/certificate. Graduation rate = # New students who graduate/New Student Head Count (HC) at Census. Transfer Rate = # New Students who Transfer/New Student HC at Census. Total Transfer Rate = # New Students who Transfer (transfer + grad & transfer)/New Student HC at Census. % of Transfers who Transfer to 4YR = # New Students who Transfer (transfer + grad & transfer) to 4YR/New Students who Transfer.

Fall	New to SCC HC at Census	Term Tracked To	Graduated w/in 50%		Transfer w/in 50%			Graduated & Transfer w/in 50%			Total Transfer w/in 50%		
			# Graduates	Graduation Rate	# Transfer	Transfer Rate	# Transfer to 4YR	# Graduated & Transfer	Grad & Transfer Rate	# Grad & Transfer to 4YR	Total # Transfer	Total Transfer Rate	% who Transfer to a 4YR of those who Transfer
16/FA		17/SU											
15/FA	2,150	16/SU	7	0.3%	224	10.4%	151	9	0.4%	9	233	10.8%	68.7%
14/FA	2,370	15/SU	9	0.4%	265	11.2%	193	7	0.3%	7	272	11.5%	73.5%
13/FA	2,338	14/SU	7	0.3%	310	13.3%	197	12	0.5%	11	322	13.8%	64.6%
12/FA	2,186	13/SU	27	1.2%	260	11.9%	184	7	0.3%	7	267	12.2%	71.5%
Grand Total	9,044		50	0.6%	1,059	11.7%	725	35	0.4%	34	1,094	12.1%	69.4%

Fall	New to SCC HC at Census	Term Tracked To	Graduated w/in 100%		Transfer w/in 100%			Graduated & Transfer w/in 100%			Total Transfer w/in 100%		
			# Graduates	Graduation Rate	# Transfer	Transfer Rate	# Transfer to 4YR	# Graduated & Transfer	Grad & Transfer Rate	# Grad & Transfer to 4YR	Total # Transfer	Total Transfer Rate	% who Transfer to a 4YR of those who Transfer
16/FA		18/SU											
15/FA	2,150	17/SU											
14/FA	2,370	16/SU	52	2.2%	549	23.2%	435	94	4.0%	93	643	27.1%	82.1%
13/FA	2,338	15/SU	55	2.4%	532	22.8%	357	154	6.6%	150	686	29.3%	73.9%
12/FA	2,186	14/SU	121	5.5%	471	21.5%	352	129	5.9%	127	600	27.4%	79.8%
Grand Total	9,044		228	2.5%	1,552	17.2%	1,144	377	4.2%	370	1,929	21.3%	78.5%

Source: REG_GRAD_PROFILE for AY12-13, 13-14, 14-15, 15-16 & 16-17 (REG_GRAD_PROFILE 16-17 was run to capture 16/SU graduates on 11-21-16), Fall Census Headcounts, & National Student Clearinghouse Data

Note: Transfer data is collected via the National Student Clearinghouse (NSC). It should be noted that institutions, though encouraged, are not required to submit data to the NSC as it is a voluntary process that member colleges participate in.

Within 50% = w/in 1 consecutive year, up to 4 terms (e.g. start FA12 or in AY12/13 and end by SU13)
 Within 100% = w/in 2 consecutive years, up to 7 terms (e.g. start FA12 or in AY12/13 and end by SU14)
 Within 150% = w/in 3 consecutive years, up to 10 terms (e.g. start FA12 or in AY12/13 and end by SU15)
 Within 200% = w/in 4 consecutive years, up to 13 terms (e.g. start FA12 or in AY12/13 and end by SU16)
 Within 300% = w/in 6 consecutive years, up to 19 terms (e.g. start FA12 or in AY12/13 and end by SU18)
 Within 400% = w/in 8 consecutive years, up to 25 terms (e.g. start FA12 or in AY12/13 and end by SU20)

Core Indicator 4: Transfer Rates Continued

Revision for Planning Council Meeting March 30, 2017

Indicator: 4.A

Indicator: Transfer Rates for First-Time, Full-Time, Credit Degree or Certificate-Seeking Freshman w/in 100% (i.e. 2 years) Completion Time.

Definitions:

Graduates = # FF FT who are awarded a degree or certificate. Graduation Rate = % of FF FT awarded a degree or certificate/FF FT Head Count (HC). Transfer Rate = # FF FT Transfers/FF FT HC at Census. Total Transfer Rate = # FF FT who Transfer (transfer + grad & transfer)/FF FT HC at Census. % of Transfers who Transfer to 4YR = # FF FT who Transfer (transfer + grad & transfer) to 4YR/# FF FT who Transfer.

Fall Cohort Year	FA FT HC at Census	Term Tracked To	Graduated w/in 100%		Transfer w/in 100%			Graduated & Transfer w/in 100%			Total Transfer w/in 100%		
			# Graduates	Graduation Rate	# Transfer	Transfer Rate	# Transfer to 4YR	# Graduated & Transfer	Grad & Transfer Rate	# Grad & Transfer to 4YR	Total # Transfer	Total Transfer Rate	% who Transfer to a 4YR of those who Transfer
16/FA		18/SU											
15/FA		17/SU											
14/FA	1,217	16/SU	21	1.7%	301	24.7%	248	42	3.5%	42	343	28.2%	84.5%
13/FA	1,152	15/SU	12	1.0%	257	22.3%	182	67	5.8%	66	324	28.1%	76.5%
12/FA	1,052	14/SU	76	7.2%	199	18.9%	151	51	4.8%	51	250	23.8%	80.8%

Indicator: 4.B

Indicator: Transfer Rates for First-Time, Full-Time, Credit Degree or Certificate-Seeking Freshman w/in 150% (i.e. 3 years) Completion Time.

Definitions:

Graduates = # FF FT who are awarded a degree or certificate. Graduation Rate = % of FF FT awarded a degree or certificate/FF FT Head Count (HC). Transfer Rate = # FF FT Transfers/FF FT HC at Census. Total Transfer Rate = # FF FT who Transfer (transfer + grad & transfer)/FF FT HC at Census. % of Transfers who Transfer to 4YR = # FF FT who Transfer (transfer + grad & transfer) to 4YR/# FF FT who Transfer.

Fall Cohort Year	FA FT HC at Census	Term Tracked To	Graduated w/in 150%		Transfer w/in 150%			Graduated & Transfer w/in 150%			Total Transfer w/in 150%		
			# Graduates	Graduation Rate	# Transfer	Transfer Rate	# Transfer to 4YR	# Graduated & Transfer	Grad & Transfer Rate	# Grad & Transfer to 4YR	Total # Transfer	Total Transfer Rate	% who Transfer to a 4YR of those who Transfer
16/FA		19/SU											
15/FA		18/SU											
14/FA	1,217	17/SU											
13/FA	1,152	16/SU	53	4.6%	326	28.3%	239	152	13.2%	145	478	41.5%	80.3%
12/FA	1,052	15/SU	78	7.4%	277	26.3%	210	144	13.7%	141	421	40.0%	83.4%

Source: REG_GRAD_PROFILE for AY12-13, 13-14, 14-15, 15-16 & 16-17 (REG_GRAD_PROFILE 16-17 was run to capture 16/SU graduates on 11-21-16), Fall Census, IPEDS Fall Enrollment, & National Student Clearinghouse Data

Note: Transfer data is collected via the National Student Clearinghouse (NSC). It should be noted that institutions, though encouraged, are not required to submit data to the NSC as it is a voluntary process that member colleges participate in.

Note: The numbers presented in these tables are preliminary.

Within 100% = w/in 2 consecutive years, up to 7 terms (e.g. start FA12 or in AY12/13 and end by SU14)

Within 150% = w/in 3 consecutive years, up to 10 terms (e.g. start FA12 or in AY12/13 and end by SU15)

Core Indicator 4: Transfer Rates Continued

Revision for Planning Council Meeting March 30, 2017

Indicator 4.C

Indicator: Number of students who earn a credit degree or certificate, then transfer to a 4-year institution.

Definitions:

Graduated & Transferred = Of those who earned a credit degree or certificate, those that also transferred to a 4-year institution within a given point in time.

Graduated & then Transferred w/in 50%					
Academic Year (SU, FA, SP)	# Graduated	# Graduated who then Transferred w/in 50%	% Graduated who then Transferred w/in 50%	# Graduated who then Transferred to 4YR w/in 50%	% Graduated who then Transferred to 4YR w/in 50%
AY 15-16					
AY 14-15					
AY 13-14	886	461	52.0%	446	50.3%
AY 12-13	911	458	50.3%	450	49.4%
AY 11-12	786	381	48.5%	367	46.7%

Graduated & then Transferred w/in 100%					
Academic Year (SU, FA, SP)	# Graduated	# Graduated who then Transferred w/in 100%	% Graduated who then Transferred w/in 100%	# Graduated who then Transferred to 4YR w/in 100%	% Graduated who then Transferred to 4YR w/in 100%
AY 15-16					
AY 14-15					
AY 13-14	886	521	58.8%	499	56.3%
AY 12-13	911	527	57.8%	512	56.2%
AY 11-12	786	427	54.3%	406	51.7%

Graduated & then Transferred w/in 150%					
Academic Year (SU, FA, SP)	# Graduated	# Graduated who then Transferred w/in 150%	% Graduated who then Transferred w/in 150%	# Graduated who then Transferred to 4YR w/in 150%	% Graduated who then Transferred to 4YR w/in 150%
AY 15-16					
AY 14-15					
AY 13-14	886	548	61.9%	520	58.7%
AY 12-13	911	555	60.9%	537	58.9%
AY 11-12	786	456	58.0%	430	54.7%

Source: REG_GRAD_PROFILE for AY11-12, 12-13, & 13-14 & National Student Clearinghouse Data

Note: Transfer data is collected via the National Student Clearinghouse (NSC). It should be noted that institutions, though encouraged, are not required to submit data to the NSC as it is a voluntary process that member colleges participate in.

Note: The numbers presented in these tables are preliminary.

Within 50% = w/in 1 consecutive year (e.g. graduate FA12 and transfer by SU13, graduate SP12 and transfer by 12FA)

Within 100% = w/in 2 consecutive years (e.g. graduate FA12 and transfer by SU14, graduate SP12 and transfer by 13FA)

Within 150% = w/in 3 consecutive years (e.g. graduate FA12 and transfer by SU15, graduate SP12 and transfer by 14FA)

Financial Factors Impacting Higher Education

Financial Factors Impacting Higher Education: U.S. Presidential Election and Budget Changes

Presidential Transition

In January 2017 Donald Trump (republican candidate) became the 45th president of the United States. At the time of his election, Congress was comprised of a republican majority.

According to whitehouse.gov, key issues for his presidency include:

- Energy policies that lower costs for hardworking Americans and maximize the use of American resources, freeing us from dependence on foreign oil.
- Foreign Policy focused on defeating ISIS and other radical Islamic terror groups, rebuilding the American military, and pursuing a foreign policy based on American interests.
- Bringing back jobs and growth by creating 25 million new American jobs in the next decade and returning to a 4 percent annual economic growth. Priorities include tax reform, removing “job-killing” federal regulations, and negotiating the best possible trade deals.
- Making our military strong again by pursuing the highest level of military readiness and ensuring our veterans get the care they need wherever and whenever they need it.
- Standing up for our law enforcement community, which includes ending the dangerous anti-police atmosphere in America, supporting our citizens’ ability to protect themselves, and building a border wall.
- Trade deals that work for all Americans by withdrawing from the Trans-Pacific Partnership, renegotiating NAFTA, and making certain that any new trade deals are in the interests of American workers.

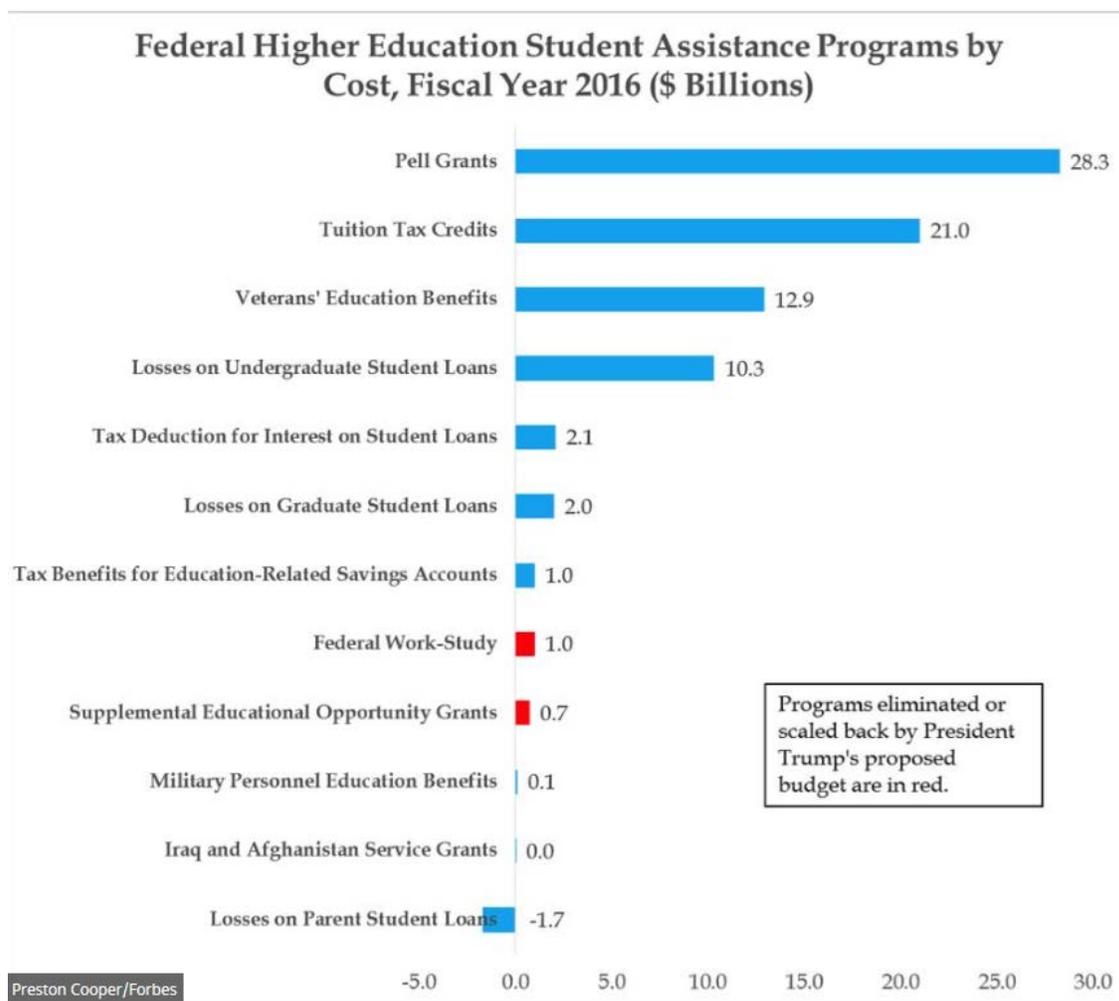
Regarding education, President Trump appointed Betsy DeVos as the U.S. Secretary of Education. School choice for K-12, including private school vouchers, is a top educational issue being addressed. When it comes to higher education, the focus is being put on reducing federal regulations, such as the Title IX transgender protections, so that schools can cut administrative staff and lower costs for students. Attention is also being paid to expanding experiential learning opportunities, like apprenticeships. On June 15, 2017, President Trump signed a presidential executive order expanding apprenticeships in America.

The budget “blueprint” for the 2018 fiscal year calls for \$9 billion (more than 13%) in cuts to the Department of Education, as well as, reductions in funding for research, eliminating the National Endowment for the Arts, and eliminating the National Endowment for the Humanities. Budget Reduction Highlights include:

- Cancelling \$3.9 billion in carryover Pell funding.
- Cutting \$200 million for federal programs that assist disadvantaged students, including TRIO, which supports the progress of low-income, first-generation, and disabled students.

Financial Factors Impacting Higher Education: U.S. Presidential Election and Budget Changes

- Reducing by 32% the competitive grant program, Gear Up, which provides six to seven years of support for tutoring, mentoring, scholarships, and other services to low-income students, and provides counselors to help parents understand the benefits of college and how to apply for financial aid.
- Cuts in federal work-study programs and the elimination of the Supplemental Educational Opportunity Grant, a federal grant for low-income students.
- Deep cuts in research spending, including budget reductions to the National Institutes of Health (NIH) of \$5.8 billion (18%) and a major reorganization of the NIH's institutes and centers.
- Entirely eliminating a range of federal environmental and climate programs, including the Advanced Research Projects Agency-Energy.
- A 9.8% cut in the budgets of all agencies not listed individually, including the National Science Foundation.



Sources: Congressional Budget Office fair-value estimates (student loans), Education Department budget (Pell Grants, SEOG, Work-Study, Service) [+]

Financial Factors Impacting Higher Education: U.S. Presidential Election and Budget Changes

There are three additional factors being undertaken by this administration that may impact higher education. The first is the focus on the international community. The increased federal oversight of the H-1B visa program and the (now modified) travel ban could be a factor when it comes to international enrollment. The second issue is the possible repeal of the Affordable Care Act (ACA or Obamacare). The proposed replacement, American Health Care Act, does not include such steep costs for noncompliance. The third issue is Congress could seek to reauthorize the Higher Education Act, which among other things governs financial aid. The 50-year-old law was last reauthorized in 2008 and is due for a rewrite. Lawmakers have expressed interest in making headway this year, even though it is a tremendous undertaking.

Sources:

- (1) <http://www.chronicle.com/article/What-Trump-s-Budget-Outline/239511>
- (2) <https://www.insidehighered.com/news/2016/11/09/trump-victory-will-be-jolt-higher-education>
- (3) <http://www.claconnect.com/resources/articles/2017/trumps-impact-on-higher-education-in-the-first-100-days>
- (4) https://www.washingtonpost.com/news/grade-point/wp/2017/02/08/how-will-devos-influence-higher-education/?utm_term=.ea0523a3d837
- (5) <https://www.insidehighered.com/news/2017/02/23/trump-administration-reverses-title-ix-guidance-transgender-protections>
- (6) <http://www.chronicle.com/article/Jerry-Falwell-Jr-Says-He-Will/239062>
- (7) <https://www.usnews.com/news/articles/2017-06-15/donald-trump-unveils-apprenticeship-executive-order>
- (8) <https://www.forbes.com/sites/prestoncooper2/2017/03/17/trumps-higher-education-cuts-are-neither-bold-nor-brutal/#ed4bfa14104a>

Financial Factors Impacting Higher Education: Missouri Election and Budget Changes

Regional Transition

In January 2017 Eric Greitens became Missouri's 56th governor (Gov.). At the time of his election, the Missouri Senate, and House of Representatives were both comprised of a republican majority.

One of Greitens' first actions as governor was to cut \$146 million from the fiscal year (FY) 2017 state budget, in response to a lingering slowdown in state revenue. These cuts are in addition to the already \$200 million in cuts made by his predecessor, Governor Jay Nixon. Of the \$146 million, higher education funding was cut by \$82 million. However, K-12 funding wasn't cut.

In his first state of the state address, Greitens focused on job creation and the economy. Special attention was given to:

- Becoming a Right to Work state, doing away with Project Labor Agreements, and repealing our state's version of the Davis-Bacon act.
- Removing burdensome regulations and an executive order to put a freeze on all new regulations and rulemaking.
- Reducing the time to gain a permit and making it becomes easier to start or grow a business in the state of Missouri.
- Civil service reform, with a focus on making a smaller government.
- Conducting a thorough, end-to-end audit of our tax credit system—and create a tax code that is fair to all.
- Fixing the welfare system.
- Making Missouri the greatest state in America to be a law enforcement officer, firefighter, or first responder.
- Elevating (K-12) education by putting the power into the hands of parents and teachers at the local level.

The FY18 budget proposed by Gov. Eric Greitens in February 2017 cuts higher education by about \$159 million (or 12%). Community colleges would face a cut of approximately \$8.8 million.

Source:

- (1) http://www.stltoday.com/news/local/metro/gov-greitens-cuts-million-from-missouri-budget-with-higher-education/article_cdbd8a9e-cf32-554f-b17e-210fc6fc0501.html
- (2) http://www.columbiamissourian.com/news/higher_education/higher-education-hit-with-biggest-cuts-under-greitens-proposed-budget/article_0f5e0bd8-e96e-11e6-aa2e-6f12c47f4c66.html

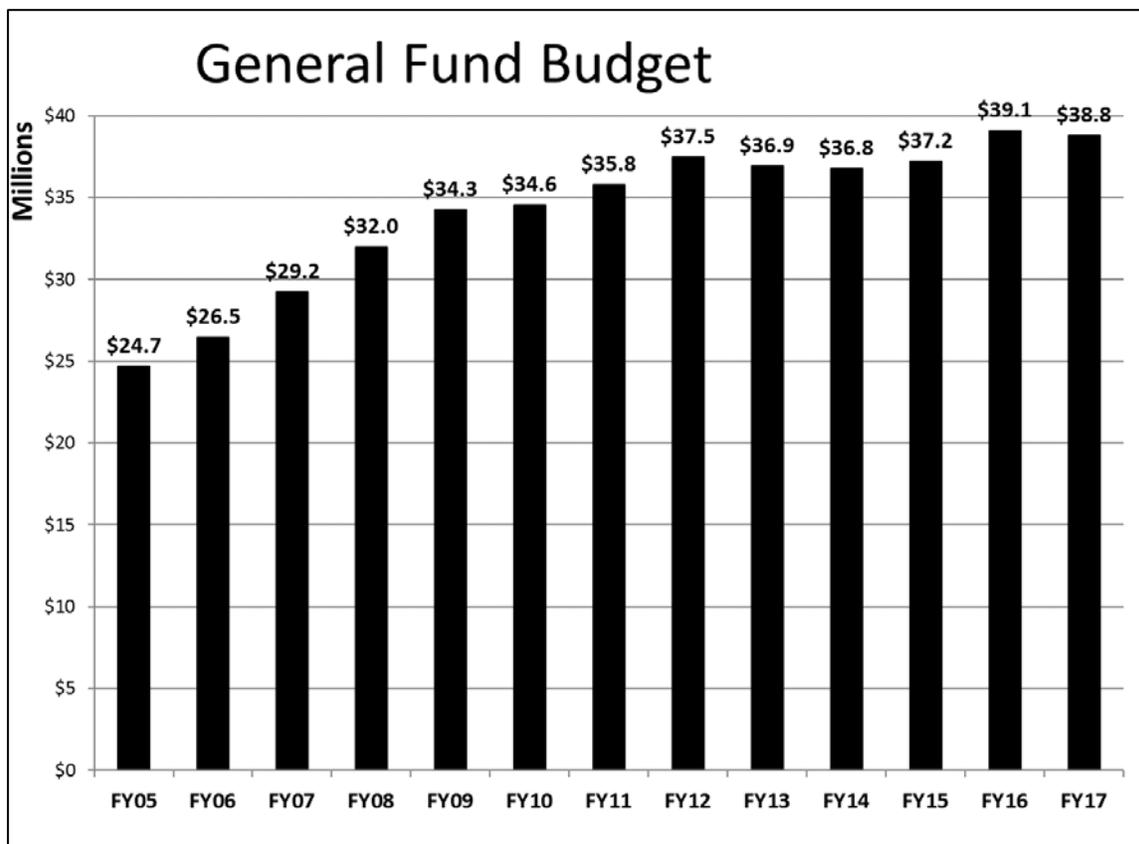
Financial Factors Impacting Higher Education: St. Charles Community College Financial Information and Trends

The cuts in higher education funding (nationally and at the state level) impact St. Charles Community College's (SCC) budget as well. This section is an overview with trend data describing SCC's budget information.

SCC's Budget

At SCC, the General Fund is used for the overall financial operations of the college. SCC typically determines the size of its budget by the amount of General Fund revenues projected for the fiscal year. The college operates on a fiscal year that begins on July 1 and ends on June 30.

Board Policy 206 sets forth the provisions for preparing the annual budget.



Since FY05, SCC has typically experienced an increase in the General Fund Budget. However, in FY13, SCC experienced an approximately \$600,000 decrease in the General Fund Budget and since then the General Fund Budget has slowly rebounded. In FY16, the General Fund Budget not only returned to numbers similar to FY12, but was also the highest it has been in 10 years. This was short-lived, as in FY17, SCC's General Fund Budget was approximately \$300,000 less than FY16; however, FY17 is still the second highest General Fund Budget in the last 10 years.

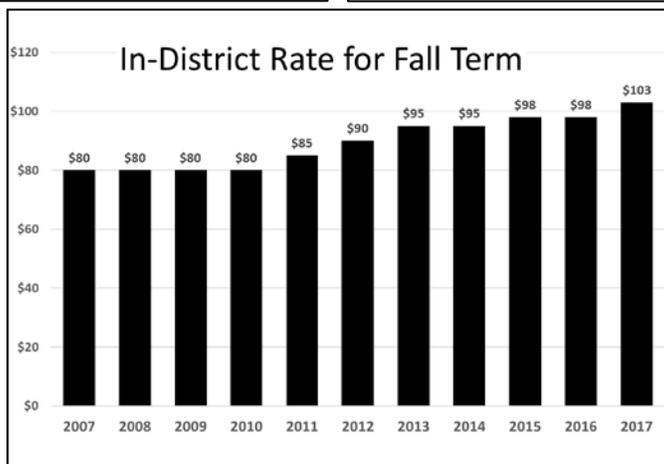
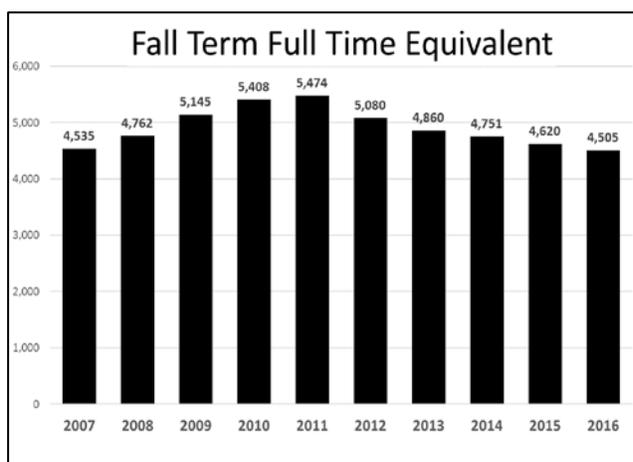
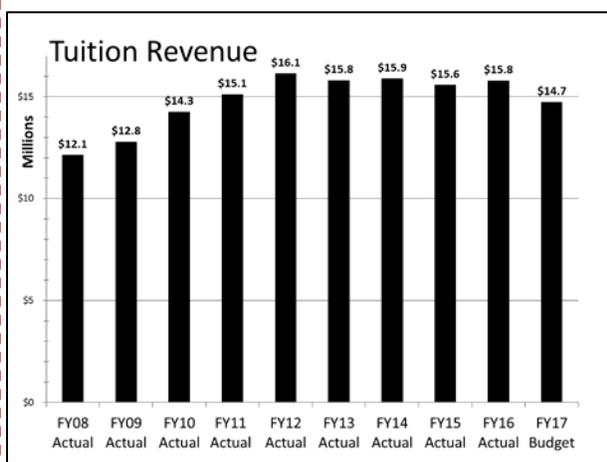
Financial Factors Impacting Higher Education: SCC Financial Information and Trends

Revenues

Tuition revenues, property tax receipts, and state funding account for 98% of General Fund revenues in a typical year.

Tuition

Tuition revenue is the single largest revenue source for the college. It is based on enrollment and tuition rates for credit classes. About 80% of SCC students receive in-district tuition, which accounts for the majority of tuition revenue.



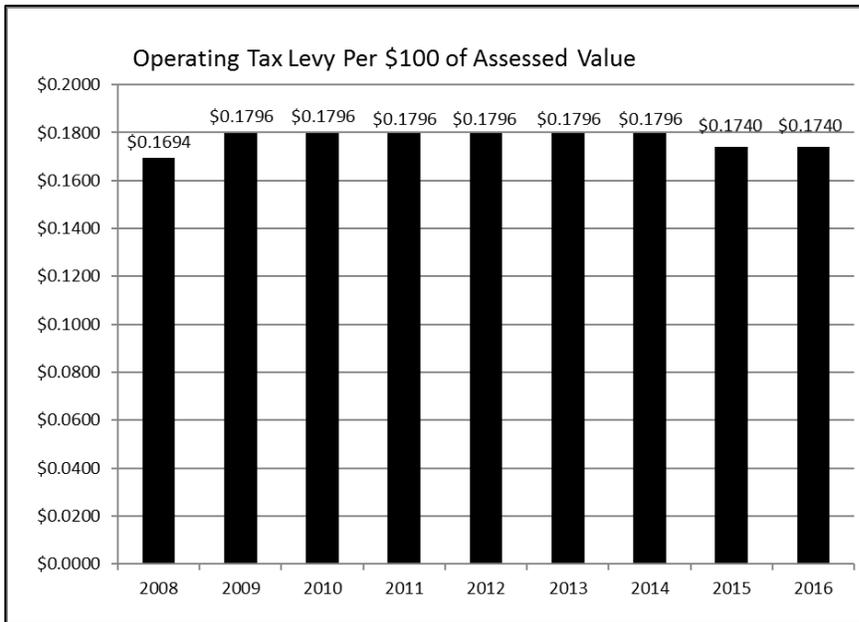
Fiscal Year = July 1 – June 30; Academic Year = SU, FA, SP

Financial Factors Impacting Higher Education: SCC Financial Information and Trends

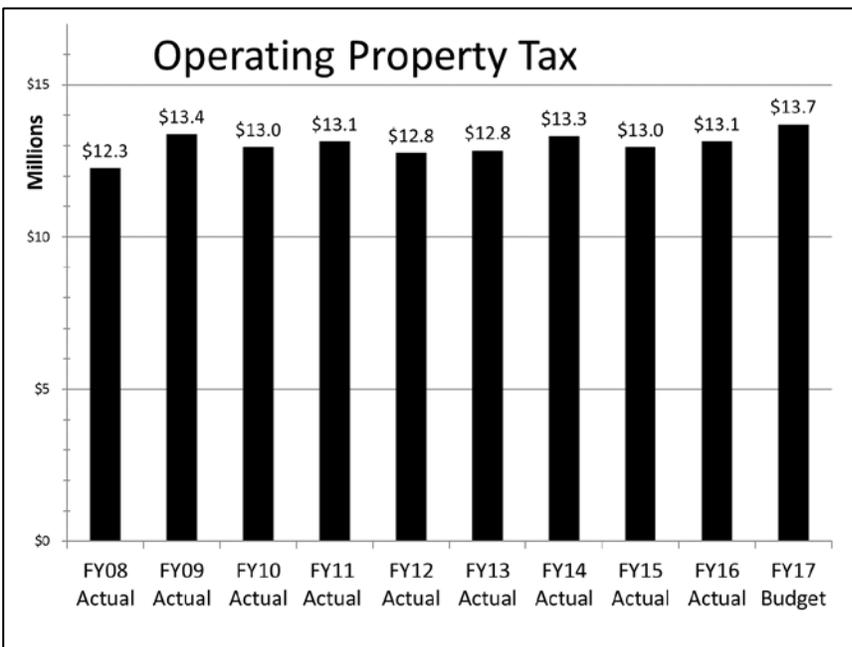
Property Taxes

The college is authorized to levy property taxes for operating and debt service purposes. The college’s operating tax levy is assessed on real and personal property in St. Charles County. Collections from the operating property tax are recorded in the General Fund.

The debt service tax levy can only be used for the payment of principal and interest on voter-approved bond issues. The revenues and expenses related to debt service are not included in the General Fund.



The operating tax levy represents the tax rate set by the SCC Board of Trustees. This rate is applied per \$100 of assessed value of property.



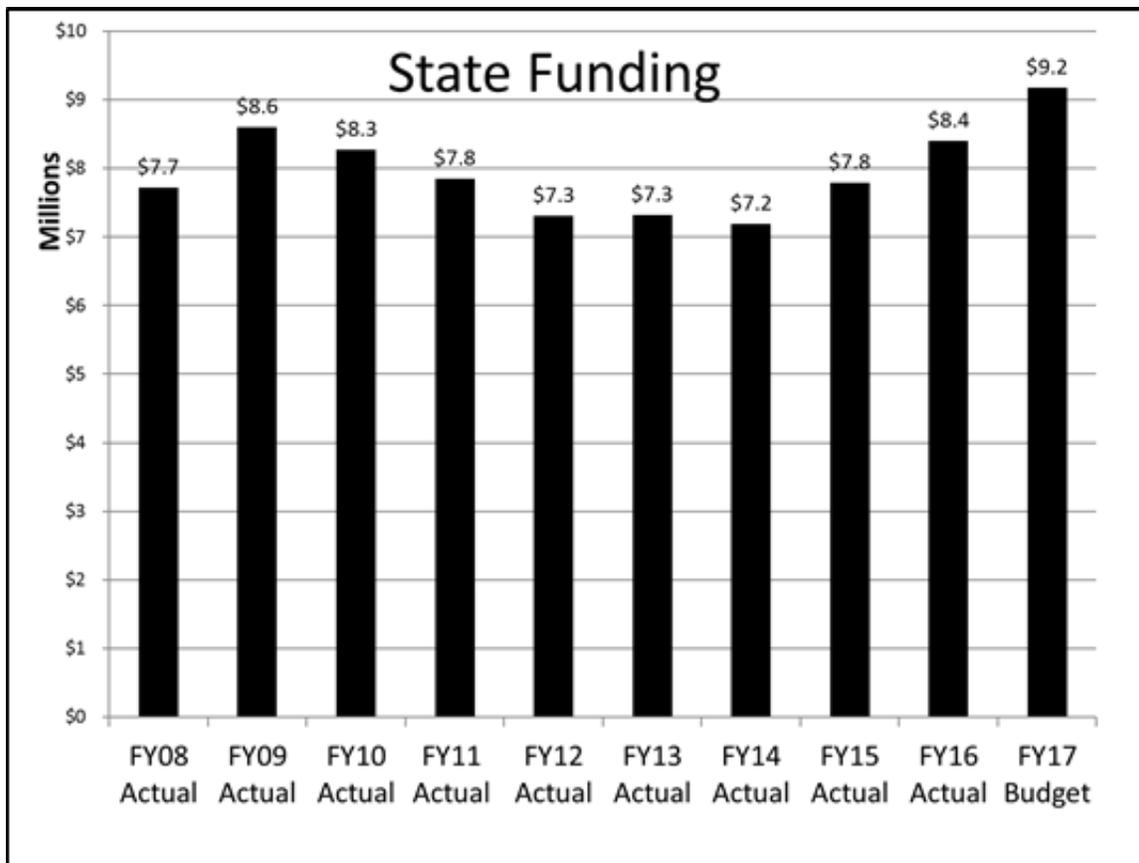
The operating tax levy generates revenue in excess of \$13 million annually.

Financial Factors Impacting Higher Education: SCC Financial Information and Trends

State Funding

The State of Missouri appropriates funds to support public 2-year and 4-year colleges and universities. The Missouri community colleges are aggregated into a single budget line in the state budget. Allocations to the twelve community college districts occur through a funding formula developed and maintained by the twelve districts through their participation with the Missouri Community College Association. SCC's share of the total community college appropriation from the state is 6%.

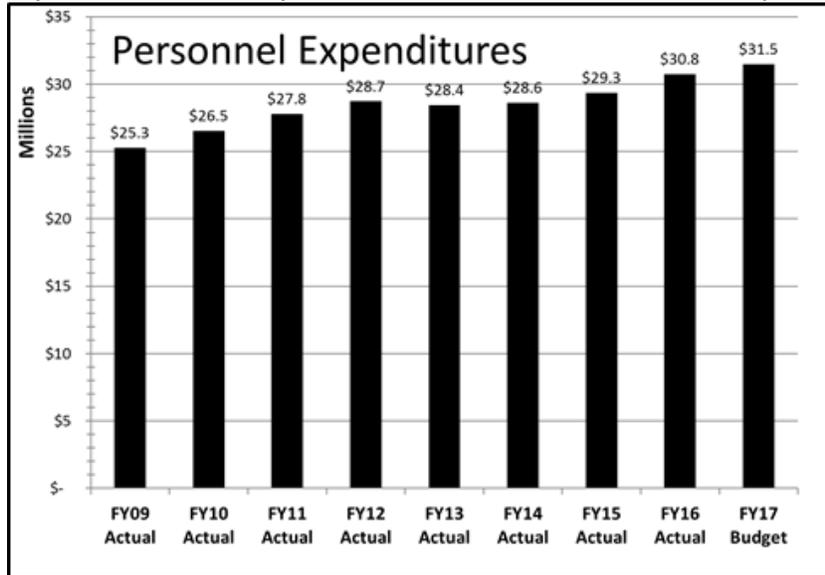
The amount of state funding received by the college is impacted by the funding formula and the achievement of performance funding measures.



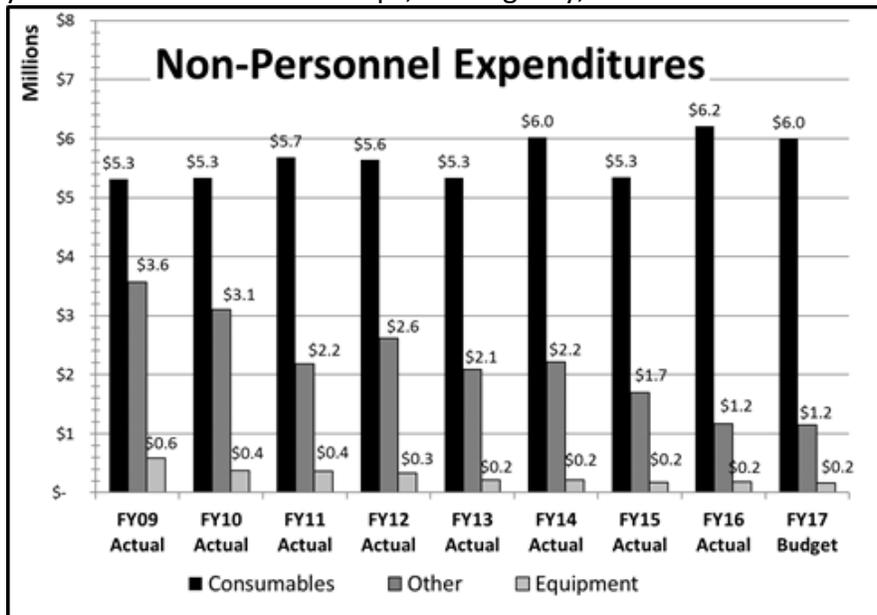
Financial Factors Impacting Higher Education: SCC Financial Information and Trends

Expenditures

Personnel expenditures are by far the largest expenditure category for SCC. Wages and benefits for faculty and staff routinely account for 80% of General Fund expenditures.



Non-personnel expenditures include the categories of consumables, equipment, and other. Consumables include supplies, contract services, and professional development. The other category includes student scholarships, contingency, and inter-fund transfers.



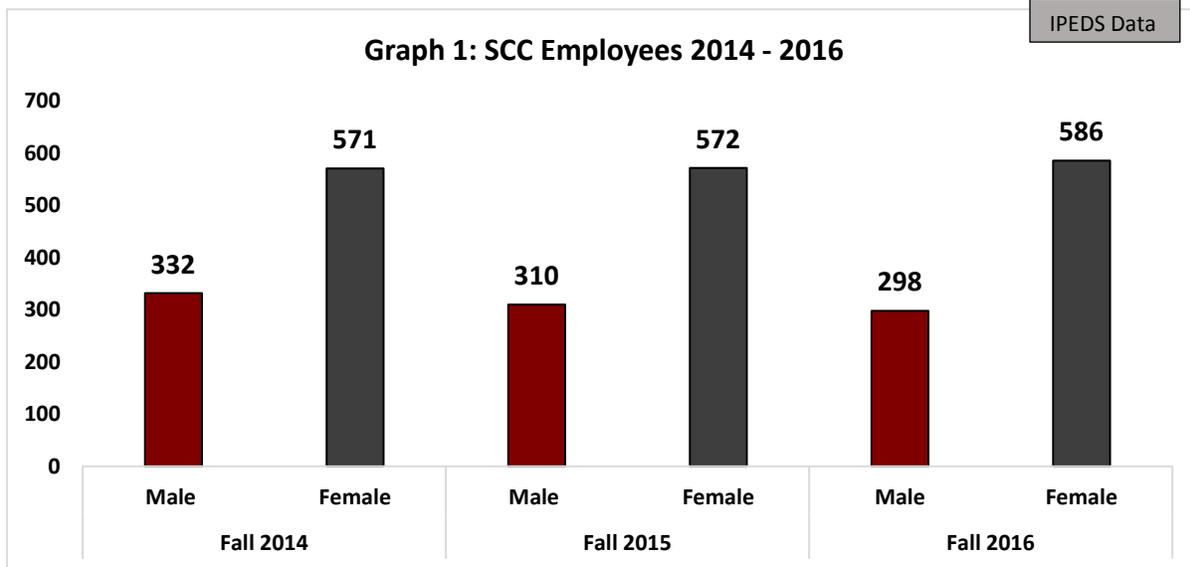
Financial Factors Impacting Higher Education: St. Charles Community College Personnel

Since personnel account for 80% of SCC's General Fund Expenditures, it is beneficial to examine the characteristics of SCC's personnel. The Human Resources Department (HR) at SCC provides high quality Human Resources services through value-added initiatives in support of St. Charles Community College's mission, vision, and values. Human Resources supports SCC by partnering with managers and their teams, along with providing programs and processes to attract and retain quality faculty and staff by means of recruitment services, professional development opportunities, benefits and compensation programs, engagement and recognition, and performance management.

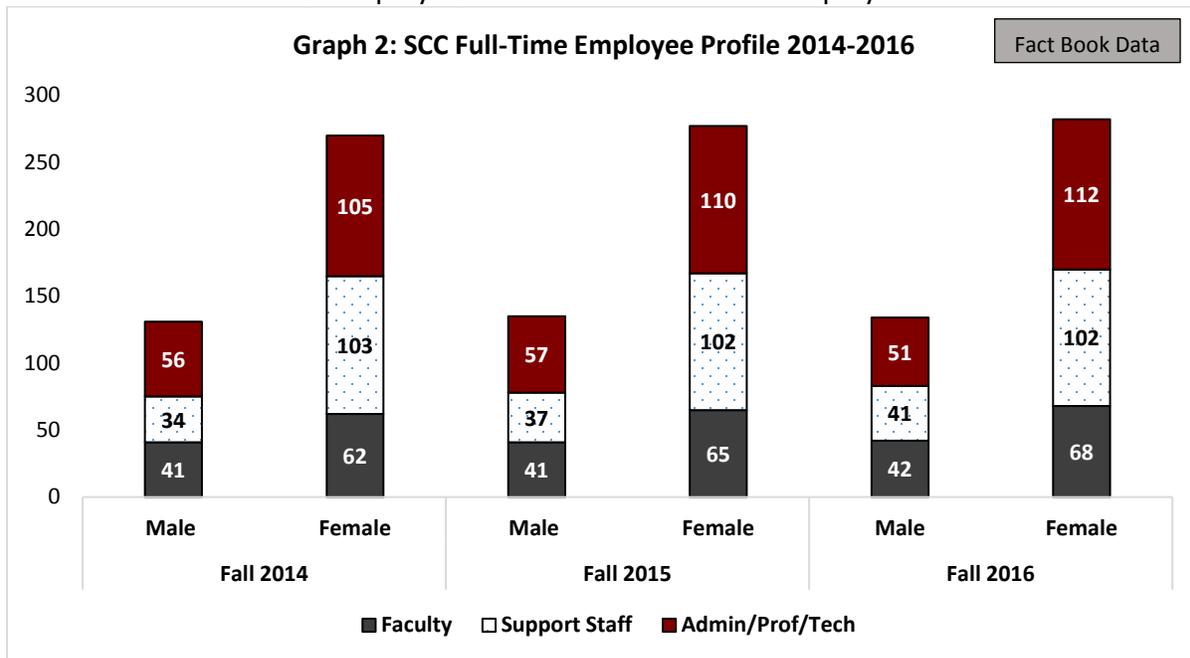
As of fall 2016 IPEDS Reporting, SCC's total employee count was 884. Over half (66.3%) of SCC's employees were female while 33.7% were male. A little less than half of SCC's employees were full-time (47.3%). According to SCC's Fact Book, of SCC's full-time employees, 39.1% were administrative & professional/technical employees, 34.4% were support staff, and 26.4% were faculty. For each occupational category, females made up over 50% of the population. SCC is committed to attracting, hiring, and maintaining highly qualified employees. As such, a majority of SCC's faculty hold a Master's degree or higher and a majority of administrative & professional/technical employees hold a Bachelor's degree or higher. With attention to diversity, approximately 89.9% of SCC employees are white, as indicated in fall 2016 IPEDS reporting, which is comparable to that of the population of St. Charles County, which is reported by the U.S. Census Bureau as being 90.3% white (July 1, 2016). In regard to SCC's student diversity, according to SCC's 2016 fall Census, 81% of the student population was white, indicating that SCC's student population is slightly more diverse than the faculty population.

It should be noted that the data presented in the graphs and tables in this section come from two different pieces of reporting: IPEDS Reporting and the SCC Fact Book. The HR Department provides the data to the Department of Institutional Research and Grants, but the data come from different points in time. This is important to consider as totals may vary slightly.

Financial Factors Impacting Higher Education: St. Charles Community College Personnel

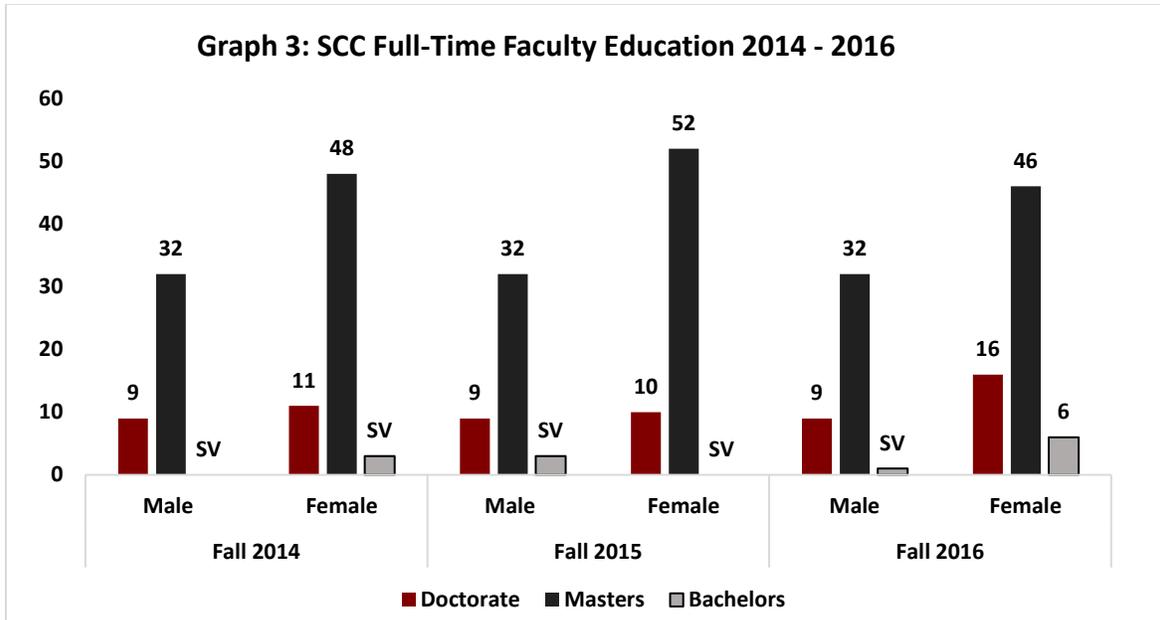


Graph 1 depicts the total number of individuals (faculty & staff) employed at SCC since fall 2014. Since fall 2014, the total number of SCC employees has decreased. In addition, SCC has employed more female than male employees.

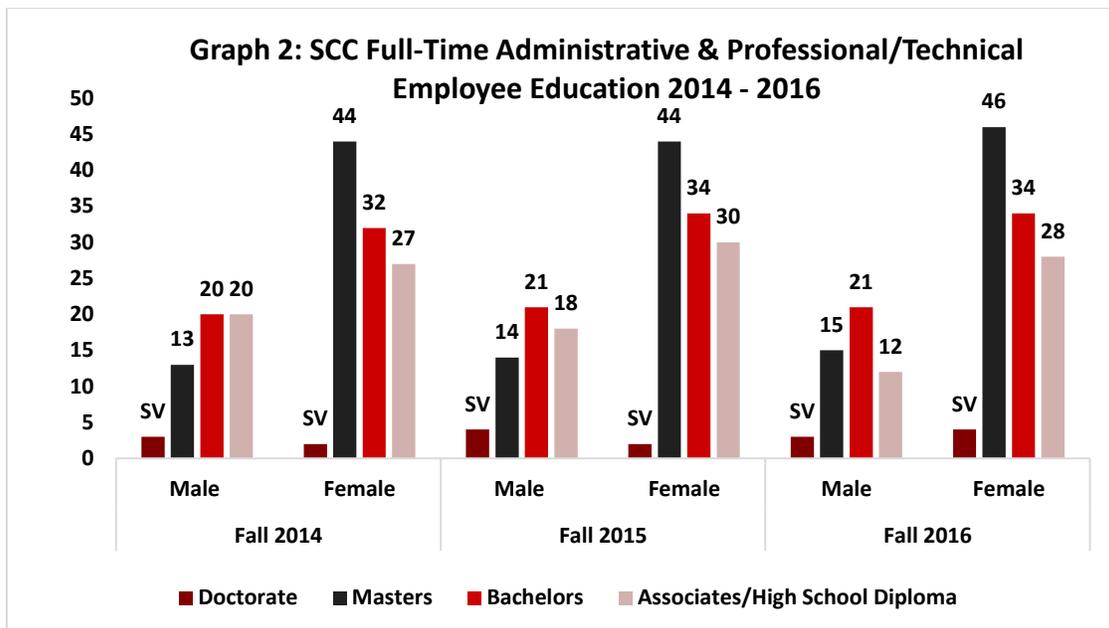


Graph 2 breaks down full-time employees by employment type. The number of full-time employees has remained relatively steady over the last three years, indicating that the decrease in the number of SCC employees has mainly been in part-time employees. As of fall 2016, SCC's full-time employee make-up is 26.4% faculty, 34.4% support staff, and 39.1% administrative & professional/technical employees.

Financial Factors Impacting Higher Education: St. Charles Community College Personnel



Graph 3 depicts the educational experience of SCC’s faculty members. A majority of SCC’s faculty hold a Master’s degree or higher.



Graph 4 depicts the educational experience of SCC’s administrative & professional/technical employees. A majority of employees hold a Bachelor’s degree or higher.

Note: “SV” refers to suppressed value. Any value less than 5 is suppressed. These graphs contain Fact Book data.

St. Charles Community College (SCC) Faculty & Staff Demographics

SCC Faculty Demographics						
	Fall 2014		Fall 2015		Fall 2016	
	Male	Female	Male	Female	Male	Female
Full-Time Total	41	62	38	68	42	68
Nonresident Alien	0	0	0	0	0	0
Hispanic/Latino	0	SV	0	SV	0	SV
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	SV	0	SV	0	SV
Black/African American	SV	SV	SV	SV	SV	SV
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
White	40	57	37	61	40	61
Two or More Races	0	SV	0	SV	0	SV
Race and Ethnicity Unknown	0	0	0	0	0	0
Part-Time Total	127	156	116	158	109	172
Nonresident Alien	0	0	0	0	0	0
Hispanic/Latino	SV	SV	SV	SV	SV	SV
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	SV	0	SV
Black/African American	SV	9	SV	10	SV	9
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
White	120	145	109	140	102	158
Two or More Races	SV	SV	SV	SV	SV	SV
Race and Ethnicity Unknown	SV	0	0	SV	0	0
Grand Total	168	218	154	226	151	240

SCC Staff Demographics						
	Fall 2014		Fall 2015		Fall 2016	
	Male	Female	Male	Female	Male	Female
Full-Time Total	96	209	90	216	90	218
Nonresident Alien	0	0	0	0	0	0
Hispanic/Latino	SV	7	SV	8	SV	9
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	2	0	SV	SV	SV
Black/African American	6	14	7	14	8	13
Native Hawaiian/Other Pacific Islander	0	SV	0	SV	0	0
White	86	184	79	188	76	191
Two or More Races	SV	SV	SV	SV	SV	SV
Race and Ethnicity Unknown	0	0	0	0	0	0
Part-Time Total	68	144	66	130	57	128
Nonresident Alien	0	0	0	SV	0	SV
Hispanic/Latino	SV	SV	SV	SV	SV	SV
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	SV	0	0	0
Black/African American	SV	5	SV	5	SV	5
Native Hawaiian/Other Pacific Islander	SV	0	SV	0	SV	0
White	60	136	57	118	49	118
Two or More Races	SV	0	0	SV	SV	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Grand Total	164	353	156	346	147	346

Note: HR Data is as of November 1st of the year indicated.

Note: "SV" refers to suppressed value. Any value less than 5 is suppressed. These tables contain IPEDS data.

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Changes in 2011:

In 2011 the landscape for Title IX changed dramatically when the U.S. Department of Education's Office for Civil Rights (OCR) released the Dear Colleague Letter: Sexual Violence. Although the document referenced previous 2001 Guidance, clearly the expectations had shifted. Nondiscrimination notices must be disseminated on every campus, the Campus Title IX Coordinator must be designated and comply with federal law, and grievance procedures that comply with Title IX must be adopted and published for prompt and equitable resolution of sex discrimination complaints. Additionally, campus responsibility to investigate cases of sexual violence; proactive ways to address sexual violence; the interplay between Title IX, FERPA, and the Clery Act; and remedies and enforcement strategies were provided.

Changes in 2013:

In 2013 the Campus SaVE Act Amended the Clery Act to mandate extensive "primary prevention and awareness programs" regarding sexual misconduct and related offenses. The Campus SaVE Act refers to the recent Violence Against Women Act (VAWA) amendments to the Clery Act. The Campus SaVE Act is an update to the Clery Act, expanding the scope of this legislation in terms of reporting, response, and prevention education requirements around rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking. By 2014 all schools had to report compliance with the Campus SaVE Act in their Annual Security Reports.

Changes in 2014:

In 2014, as a follow up to the 2011 DCL and 2001 Guidance, OCR released their 46 page "Questions and Answers on Title IX and Sexual Violence" document. This document provided specific examples of the obligation to comply with Title IX, who is protected, procedural requirements, responsible employees/reporting, confidentiality, investigations/hearings, interim measures, remedies, notice and outcome, appeals, training, education, prevention, retaliation, First Amendment, Clery Act, and Violence Against Women Act (VAWA). Schools that did not have Title IX Coordinators were creating positions and updating campus policies. There was a dramatic spike in complaints made to OCR by students. Schools under investigation were in the national headlines.

The Chronicle of Higher Education started a website that tracked the schools under investigation by the OCR. "In this era of enforcement, the government has conducted 395 investigations of colleges for possibly mishandling reports of sexual violence. So far, 62 cases have been resolved and 333 remain open." <https://projects.chronicle.com/titleix/>

Changes in 2016:

"The Handbook for Campus Safety and Security Reporting" was released by the U.S. Department of Education in 2016. This 265 page resource provides Clery Compliance officers with the information they need to keep their campuses legal. The U.S. Department of Education (ED) is responsible for enforcing the Clery Act. ED's Clery Act Compliance Division is responsible for conducting investigations

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and issuing findings of violation. Institutions that violate the Clery Act may face warnings, up to \$35,000 per violation fines, the limitation or suspension of federal aid, or the loss of eligibility to participate in federal student aid programs. Much like the rise in Title IX investigations, Clery Act violations also spiked. Imposition of \$35,000 fines per violation became commonplace for campuses across the country. In November of 2016, Penn State was fined a record 2.4 million dollars for not complying with the Clery Act. The fine resulted from a review that was prompted by on-campus crimes involving Jerry Sandusky, the former assistant football coach who is now in prison.

On May 13, 2016, the U.S. Department of Education and the U.S. Department of Justice released a “Dear Colleague Letter on Transgender Students.” This was followed up with a withdrawal of that Letter on February 22, 2017. At this time there has not been additional withdrawal of previously issued Dear Colleague Letters or Guidance, although there is speculation this may occur under the new Presidential Administration. If there is one more area that is least likely to be impacted by withdrawal of Dear Colleague Letters or Guidance it is in the area of protections related to Pregnant and Parenting students.

The impact of Executive Orders on students, faculty, and staff who travel or arrive from International locations is also an on-going and evolving area.

Campus conflicts around First Amendment Rights have also taken center stage in the last 12 to 18 months. Controversial speakers invited to campuses have been connected to disruptive and chaotic incidents involving protests, arrests, and negative publicity.

Bias-Related Incidents have reportedly spiked at campuses across the country. The Anti-Defamation League has recorded a spike in bias related incidents since 2016.

<http://www.cnn.com/2017/05/16/us/racist-incidents-college-campuses/index.html>

Changes in 2017:

On the state level, Senate Bill 43, Missouri Human Rights Act Amendments is currently pending. If this Bill becomes law, the employment discrimination landscape in Missouri will be impacted in a variety of ways including: only entities can be sued, a lower cap on damages will be put into place, appellate cases that were considered employee friendly will be abrogated, whistle-blower protections will change, etc. If Governor Greitens either signs or declines to veto, the bill will become law August 28, 2017.