

Annual Report

2012-2013



FOREST PARK



Academic Affairs



St. Louis
Community
College

FOREST PARK

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	*Photos Credit: Lynn Venhaus	

MESSAGE FROM THE VICE-PRESIDENT OF ACADEMIC AFFAIRS

As the 2012-2013 year commenced, I greeted the academic community by stating “Happy New Year!” Although the new academic year begins in August, each start to a new semester is a time to begin anew and afresh. Likewise, each end of an academic year is a time to reflect upon the goals and accomplishments of the past year. 2012-2013 was an especially productive year in all of the academic affairs divisions and departments as we worked towards achieving the College strategic directions of Student Engagement; Teaching and Learning; and Organizational Culture. While the accomplishments are too numerous to mention, there is, however, a common theme that emerged: Collaboration. Through the work of faculty, staff, and students in each academic area, it is evident that St. Louis Community College-Forest Park, understands that the way to achieve our goals, is through collaboration and relationship building. Below, I will highlight a few examples of collaborative excellence in action by STLCC-Forest Park faculty and staff in the various academic affairs divisions and departments. A detailed, year-in-review summary of all academic divisions and departments is also contained in this report.



Dr. Tracy D. Hall

Collaboration Works

During the summer of 2012, the VPAA's office, along with full and adjunct faculty, as well as student affairs staff, attended a learning community (LC) conference in Brooklyn New York. The trip resulted in an informal partnership with Kingsborough Community College to assist in the development of LC's at STLCC. In addition, the VPAA's office, in partnership with Enrollment Management, collaborated with the St. Louis Public Schools to pilot an Early College Academy for Beaumont High school students. Plans are underway to further develop this partnership with other SLPS schools.

The Allied Health and Natural Sciences Division's Nursing program and Barnes Jewish Christian (BJC) partnership continues to move forward. (add data) . Also, the Business, Math and Technology division's Information Systems department is collaborating district wide to offer new programs in both Cybersecurity and Homeland Security. The Humanities and Social Sciences Division is leading the efforts to revamp and revitalize Learning Communities which has sparked new ideas for collaboration and team work throughout the division. Additionally, the English faculty, along with College English faculty, has participated in the design and implementation of ACE, a new program to accelerate the learning sequence for students in developmental English. Furthermore, faculty in all three divisions collaborated with MOHealthWins to successfully develop and implement the Adult Learning Academy.

In addition to the Academic Divisions, other areas of Academic Affairs have also embraced the spirit of collaboration. The Academic Support Center partnered with both MOHealthWins and the SmartStart college orientation faculty to provide supplemental instruction and assistance. Additionally, the Library staff collaborated with faculty and the Center for Teaching and Learning, to plan and implement the Embedded Librarian Program during the spring semester. The William J. Harrison Education Center worked with faculty to serve as the pilot location for the General Education Learning Community cohorts. The WJHEC also held numerous events in collaboration with community partners. In addition, to assess and maintain a pulse on the academic progress of students, the African-American Male Initiative (AAMI)

staff reached out to faculty and staff each semester through the use of Early Alert. AAMI, in partnership with community leaders, also provided over 40 events/workshops to AAMI participants. Finally, the power of collaboration is exemplified by the stellar work of the Master Class Series Team. Comprised of faculty and staff from throughout the campus, along with students and business and industry partners, this group is the epitome of excellence. We have experienced some wonderful moments of collaboration during the past year and should feel proud of our accomplishments. It will take all of our efforts, working as a team, to face the real challenges and opportunities during the 2013-2014 academic year.

What Lies Ahead: Increased Collaboration and Teamwork

Declining revenue, underprepared students, the loss of the Funeral Service Education program accreditation, program review, curriculum revisions, course profile reviews, assessment of student learning outcomes, graduation, retention, and job placement rates are just a few of the issues and tasks we



Award-winning Masterclass Series Team

must face during the 2013-2014 academic year and beyond. No one person or office can do any of the above alone. It will take us all working together, collaborating across divisions, departments, disciplines, and forming district as well as external partnerships. Collaboration, however, is but one step. We must also establish realistic goals and objectives and hold each other accountable. In

his book, *The Five Dysfunctions of a Team*, Lencioni wrote, “The ultimate test of a great team is results.”

(p. 224). With that in mind, more emphasis will be placed on goal achievement and accountability.

The Campus Leadership has determined that for 2013-2014, Forest Park will focus on Strategic Priority I: Redesigning student’s educational experiences by scaling up promising practices in student learning to create a seamless pathway from entry to completion. Examples of promising practices included assessing student readiness, accelerated & contextualized developmental studies & general education, streamlined enrollment processes, intrusive academic planning & support, learning communities, and ACE. The campus will also emphasize Strategic Priority II: Reinventing institutional roles by cultivating a supportive and healthy campus community for all employees to maximize student learning and success. Key areas of focus will be the improvement of physical spaces, establishment of multiple venues for communication, recognition and celebration of progress in goal achievement, and values in action. With the strategic directions set, it will be incumbent upon us to work together, as a team, to achieve our goals. I look forward to working with you.

Happy New Year!

Tracy D. Hall, Ed.D

Allied Health and Natural Sciences

Executive Summary

The Allied Health and Natural Sciences (AHNS) Division 2013 academic year was one of change and possible opportunities. Four faculty members with a combined 118 years of educational experience decided to start a new chapter in their lives and retired from St. Louis Community College. Those faculty were Tobie Chapman (Nursing – 33 years), Bev Consolino (Dental Hygiene -22 years), Pat Heaton (Dental Hygiene – 33 years) and Steve Koosmann (Funeral Service – 33 years). We wish them well in their retirement. Their retirement has created an opportunity to bring in faculty that can play an important role in the future of the Allied Health and Natural Sciences Division and St. Louis Community College.

Keeping with the theme of starting a new chapter, the Nursing program welcomed two new full-time faculty members Janis Aiello and Patrick Mayfield to the Forest Park campus in the spring 2013 semester. Janis Aiello comes to us via transfer from the Florissant Valley campus. Ms. Aiello has been with STLCC since 1999. She brings a wealth of experience to the Forest Park campus and a strong commitment to student success. Patrick Mayfield comes to us with a background as a community college educator and over 15 years in healthcare. Mr. Mayfield values a safe learning environment, honesty, fairness and responsibility.



**VPAA Hall, Kelli Harris,
President's Office, and AHNS
Dean, Vince Featherson**

The Division had two faculty promoted. They were Angela Njoku (Clinical Laboratory Technology) to Professor and Lisa Moreland (Nursing) to Assistant Professor.

With change, opportunities present itself for faculty to take on new responsibilities. The following faculty assumed new leadership roles; Diane Gerardot, in addition to her duties as the Program Coordinator/Director for Surgical Technology became the Department Chair of Health Technologies, Esther Otto and Rebecca Northern accepted positions as Program Coordinators/Directors in Nursing and Radiologic Technology, respectively. Stephen Smith, Program Coordinator/Director for Funeral Directing was also appointed the Program Coordinator/Director for Funeral Service Education.

Curriculum

Both the District Nursing program and Radiologic Technology program completed program revisions and successfully submitted their respective proposal through the curriculum process. Both program revisions received Board approval.

The Clinical Laboratory and Emergency Medical Technology programs are currently working on program revisions that will be sent through the curriculum process in the fall semester. Each program previously submitted proposals but additional information was required before they could go through the complete curriculum process.

Partnerships/Community Involvement

The Emergency Medical Technology program successfully established dual credit opportunities with the Special School District and Gateway High School of the St. Louis Public School District.

The Nursing program and BJC partnership continues to move forward. The first cohort of students in the Nursing program will enter their third semester in the fall semester. Their anticipated program completion will be May of 2014.

The Science Department continues to be a strong supporter of the partnerships with BJC, SSM and MoHealthWins in providing lecture and lab courses to meet the needs of the partnerships.

External Accreditations

The Clinical Laboratory Technology program was approved for seven (7) years accreditation by the National Accrediting Agency for Clinical Laboratory Sciences. This is the maximum number of years a program can be awarded accreditation. Ms. Angela Njoku and the rest of the faculty and staff are to be commended for their hard work.

The American Board of Funeral Service Education Committee on Accreditation has withdrawn the accreditation of the Associate in Applied Science (AAS) degree program in Funeral Service Education (FSE) [due to three consecutive years of National Board Examination scores for first-time takers that fell below the 60% threshold]. All remaining students will be taught-out and graduate from the accredited program. However, no new class of students will be accepted to begin the AAS/FSE program during the fall Semester 2013. Students that are interested in the AAS degree in Funeral Service Education are encouraged to apply for admission to the Certificate of Specialization in Funeral Directing program. The entire Funeral Directing (FD) program curriculum will be transferable to the AAS/FSE program, which is anticipated to obtain candidacy status and begin admitting new students during the Fall Semester 2014.

The program has received support from administration to pursue reestablishing accreditation. Mr. Steve Smith with support of administration will take the lead on in this important project.

The following programs will receive site visits for accreditation during the fall 2013 semester 2013-2014 will bring scheduled site visit for accreditation for Dental Assisting, Dental Hygiene, and Emergency Medical Technology programs. Diagnostic Medical Sonography accreditation visit is pending for the 2014 academic school year.

Professional Development

Teresa Alvarez (Science), Vincent Featherson (AHNS), and James Shockley (Nursing), participated in the Chancellor's Leadership Academy March 25 – 27 and April 1, 2, 2013.

Deans Vincent Featherson (AHNS), Ame Mead-Roach (HSS) and Elizabeth Wilcoxson (BMT) gave a presentation on, **Interim Administrators, Pros and Cons** at the **Chair Academy** in Phoenix, Arizona on April 6, 2013.

Community Outreach and Involvement

Many of the programs are actively involved in community activities, which are detailed in the Programs review. The AHNS Divisions hosted three Junior FIRST Lego League events on the Forest Park campus throughout the academic year. Teams comprised of elementary to high school age students compete in a real-world challenge that is solved with guidance of adult coaches through research, critical thinking, and imagination. The challenges provide and introduction to science, technology and engineering.

Each program maintains a supportive Advisory Committee whose primary function is to provide guidance and real-world knowledge to the faculty and administration of the career programs. An Advisory Committee reception was held on Thursday, April 25, 2013 in Café East. The reception was well attended and the feedback was extremely positive. This will be an annual event for the AHNS Division.

Overview of the Division

The Allied Health and Natural Sciences Division consists of twelve career programs. Those Allied Health programs on the Forest Park campus are: Clinical Laboratory Technology, Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography, Emergency Medical Technology/Paramedic Technology, Funeral Directing, Funeral Service Education, Nursing, Radiologic Technology, Respiratory Therapy, and Surgical Technology. Nursing and EMT/Paramedic Technology are district programs. The chart below identifies the number of

faculty and staff in each area. These numbers reflect faculty that had a workload assignment during the academic.

ALLIED HEALTH AND NATURAL SCIENCES FACULTY AND STAFF						
PROGRAM	Fall Full-Time Faculty	Fall Adjunct Faculty	Spring Full-Time Faculty	Spring Adjunct Faculty	Staff	Secretary
Division Office						1
Clinical Lab	1	3	1	3	1	1*
Dental Assisting	1	4	1	2	1	1#
Dental Hygiene	5	14	5	15	1	
Diagnostic Medical Sonography	1	13	1	13		*
EMS/Paramedic		56		50		*
Funeral Directing	1	N/A	1			1^
Funeral Service Education	1	8	1	12		^
Nursing	11	21	12	23		1
Radiologic Technology	4	2	4	2		*
Respiratory Therapy	2	11	2	13		^
Surgical Technology	2	4	2	4		*
SCIENCES						
Sciences					1	^
Biology	4	9	4	13	2	
Chemistry	2	3	2	2	2	
Geology	2	N/A	2			
Physical Science		1				
Physics		NA				
Total	37	149	38	152	8	5

Shared Secretarial Support

#Dental Assisting and Dental Hygiene

*Health Technologies and EMT/Paramedic

^Health Sciences and Sciences

The following tables on pages 6-9 identify the student profiles for the 2012-2013 academic year in AHNS. All data on the tables was obtained from Institutional Research and Planning (IRP).

ALLIED HEALTH PROGRAMS STUDENT PROFILE – FALL 2012								
PROGRAM	Asian Asian/Pacific Islander	Black/African American, Non-Hispanic	Hispanic/Latino American Indian Alaskan Native	Multiracial Native Hawaiian Other Pacific Island	Unknown Other	White, Non-Hispanic	Female	Male
Clinical Lab	4	13	2	1		20	25	15
Dental Assisting		2			1	18	20	1
Dental Hygiene	2		3		1	51	56	1
Diagnostic	6	5			1	39	48	3

Medical Sonography								
EMT Paramedic	1	18		1	1	52	24	49
Funeral Directing		23	3	2		17	23	22
Funeral Service Education		14				27	30	11
Nursing	9	75	11	5	3	87	156	34
Radiologic Technology	7	15	1	3		48	54	20
Respiratory Therapy	1	13	1	1		29	27	18
Surgical Technology	1	6				15	15	7
Total	31	181	21	13	7	403	478	181

SCIENCES STUDENT PROFILE – FALL 2012								
Science Courses	Asian Asian/ Pacific Islander	Black/African American, Non- Hispanic	Hispanic/ Latino American Indian Alaskan Native	Multiracial Native Hawaiian Other Pacific Island	Unknown Other	White, Non- Hispanic	Female	Male
BIO:111	10	195	7	13	8	116	255	94
BIO:151	3	68	5	5	3	21	71	34
BIO:203	10	62	4	3	1	63	115	28
BIO:207	8	119	6	4	2	116	199	56
BIO:208	12	38	4	3	1	93	122	29
CHM: 101	13	121	11	9	2	73	175	54
CHM: 105	5	13	1		1	22	19	23
CHM:206	4	8	1	2		19	17	17
GEO:100		16	1			8	10	15
GEO:111	1	11	1	2		8	14	9
PHY:111	2	10	2	3		25	20	22
PHY:122	2	3		1		9	1	14
PSI:111	1	11		1		10	14	9
PSI:124	1	12				8	10	11
Total	72	687	43	46	18	591	1,025	415

ALLIED HEALTH PROGRAMS STUDENT PROFILE – SPRING 2013

PROGRAM	Asian Asian/ Pacific Islander	Black/African American, Non- Hispanic	Hispanic/ Latino American Indian Alaskan Native	Multiracial Native Hawaiian Other Pacific Island	Unknown Other	White, Non- Hispanic	Female	Male
Clinical Lab	3	12	1	1		15	22	10
Dental Assisting						13	13	
Dental Hygiene	2		3		1	53	58	1
Diagnostic Medical Sonography	5	5			1	16	24	3
EMT Paramedic	4	17	1		8	53	30	53
Funeral Directing		23	2	1		12	17	21
Funeral Service Education		13				26	26	13
Nursing	14	78	7	5	4	89	168	29
Radiologic Technology	6	10	1	2		43	46	16
Respiratory Therapy	1	12		2		26	24	17
Surgical Technology	1	5				13	13	6
Total	36	175	15	11	14	359	441	169

SCIENCES STUDENT PROFILE– SPRING 2013								
Science Courses	Asian Asian/ Pacific Islander	Black/African American, Non-Hispanic	Hispanic/ Latino American Indian Alaskan Native	Multiracial Native Hawaiian Other Pacific Island	Unknown Other	White, Non-Hispanic	Female	Male
BIO:103		10				16	15	11
BIO:111	12	198	12	10	5	112	261	88
BIO:151	2	50	4	2	2	17	48	29
BIO:203	6	50	5	5		77	113	30
BIO:207	7	93	3	4	1	125	183	50
BIO:208	4	55	4	8	2	87	128	32
BIO:215	1	6			1	8	10	6
CHM: 101	12	92	8	4	1	50	117	50
CHM: 105	2	4	1	2		15	10	14
CHM:106	5	12	2	1	4	24	21	27
CHM: 207	2	13	2	2		21	23	17
GEO:100	13			2		7	9	13
GEO:106	5	12	2	1	4	24	21	27
GEO:111	1	12			2	3	8	10
PHY:111	3	4	1	1	1	12	8	14
PHY:112	1		1			9	1	8
PHY:122	3	24	1	1	1	14	22	22
PSI:101	1		1			7	1	8
PSI:111	1	10	1			13	16	9
Total	81	645	48	43	24	641	1,015	465

The following tables identify the number of credit hours generated by the Allied Health Programs and the Science Department during the summer (if applicable), fall, and spring.

CREDIT HOURS GENERATED BY PROGRAMS				
PROGRAM	SUMMER 2012	FALL 2012	SPRING 2013	PROGRAM TOTAL
Clinical Laboratory	40	286	244	570
Dental Assisting	30	304	207	541
Dental Hygiene	130	786	640	1,556
Diagnostic Medical Sonography	130	511	262	903
EMS/Paramedic	364	556	634	1,554
Funeral Directing	NA	252	297	549
Funeral Service Education	NA	289	337	626
Nursing	NA	1,644	1,760	3,404
Radiologic Technology	438	693	558	1,689
Respiratory Therapy	176	445	316	937
Surgical Technology	132	308	228	668
Program Total	1,440	6,074	5,483	12,997

CREDIT HOURS GENERATED BY SCIENCE DEPARTMENT				
Science Courses	Summer 2012	Fall 2012	Spring 2013	Course Total
BIO:103	NA	NA	78	78
BIO:111	368	1,664	1,584	3,616
BIO:151	75	315	231	621
BIO:203	292	572	572	1,436
BIO:207	460	1,020	936	2,416
BIO:208	400	616	640	1,656
BIO:215	NA	210	190	400
CHM:101	205	1,145	835	2,185
CHM:105	NA	210	120	330
CHM:106	115	102	240	457
CHM:206	NA	102		102102
CHM:207		NA	120	120120
GEO:100		75	66	141
GEG:106		NA	51	51
GEO:111		115	90	205
PHY:111		168	88	256
PHY:112		NA	68	68
PHY:122		75	45	120
PSI:101	123	129	132	384
PSI:111		69	75	144
PSI:124		84	NA	84
Department Total	2,038	6,671	6,161	14,870.00

ACCREDITATION

All college degree programs are approved by the Missouri Department of Higher Education.

In addition to institutional accreditation by the HLC, the programs listed below have been accredited or approved by recognized accrediting bodies.

PROGRAM	ACCREDITING BODY
Clinical Laboratory	National Accrediting Agency for Clinical Laboratory Sciences
Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation Missouri Dental Board
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography Commission on Accreditation of Allied Health Education Programs (CAAHEP)

EMS/Paramedic	Missouri Bureau of Emergency Medical Services
Funeral Directing	NA
Funeral Service Education	Withdrawn May 6, 2013
Nursing	The National League for Nursing Accrediting Commission
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation for Respiratory Care
Surgical Technology	Accreditation Review Council on Education in Surgical Technology Commission on Accreditation of Allied Health Education Programs (CAAHEP)

OVERVIEW OF THE DEPARTMENTS

Clinical Laboratory Technology

Angela Njoku is the Program Coordinator/Director for this two year, 72 credit hours Associate in Applied Science program. The program consist of one full-time faculty, three adjuncts and one full-time staff member who serves as the lab assistant for the program. Students can attend the program full-time or part-time.

MOST SIGNIFICANT ACCOMPLISHMENTS

Learning

The Clinical Laboratory Technology Program underwent a re-accreditation site visit in October 2012 and was awarded the maximum possible number of years of reaccreditation, 7 years.

Promotion: Ms. Angela Njoku was promoted to the rank of Professor

Student Honors/Scholarships: Bob Fisher a May 2012 graduate was awarded 2 scholarships and was also nationally recognized by the American Society for Clinical Pathology (ASCP) by receiving a National Student Honors award. A \$500 check was given to the program as part of one of this student's scholarship award.

Ruth Kasamba Chambwa was recognized at the college Honors Program Reception in April 2013.

Professional Growth and Development

Angela Njoku attended the Clinical Laboratory Educators Conference in February 2013. She also was the team leader for a re-accreditation site visit to the clinical laboratory program at Hawkeye Community College (Iowa) in 2012.

Brian Emberton (Laboratory Tech) participated in specialized training for the safety committee.

Engagement

Angela Njoku serves on the advisory board for South Technical High School's Medical Laboratory and Pharmacy Tech program.

Karen Taylor completed the adjunct orientation programs in 2012.

Retention

The program attrition rate has improved from about a 30% in 2011-2012 school year to 20% in the current school year.

100% of the May 2012 graduates who actively sought employment were employed.

The pass rate for those who have taken the Board of Certification examination is 100%.

Job Placement Rate

100% of May 2012 graduates who actively sought employment are employed in the field.

Dental Assisting



Dental Assisting Assistant Professor Debra Munson, visits with a student.

Deborah Munson is the Program Coordinator/Director for this 10 month, 40 credit hours Certificate of Proficiency program. The program consists of one full-time faculty and two adjuncts. At the time of this report the program is completing the interview process with anticipation of hiring an additional full-time faculty.

The purpose of this report is to exemplify all academic aspects and accomplishments of the Dental Assisting Program at St. Louis Community College Forest Park. The information will provide a detailed analysis explaining how the program uses student achievement measures, such as research methods, enrollment innovations, national board examinations, results of licensure or

certification examinations to assess the program's overall performance. By providing this information, it can assist in maintaining and enhancing the student's academic outcome.

The enrollment process has been streamlined and consistent to better assist students who have an interest in the Dental Assisting program. The students are provided with an Admission's Process Checklist. The checklist includes the following:

- American Data Bank-Background check
- Observing a practicing Dental Assisting for 20 hours
- Course recommendations (i.e., Biology 111 Intro biology & Math 140 Intermediate Algebra)
- Program Coordinator interviews applicant(s)
- Program Coordinator provides "Acceptance Status"

The dental assisting program administrator and faculty are directly involved in decision making that affects the program including instruction, assessment, curriculum development, student progress and retention, budget expenditures, and textbook adoptions. The program administrator is responsible for preparing teaching assignments and workload for faculty, and establishing program admission criteria in coordination with admission and advising staff. The clerical and support staff assist in maintaining administrative materials and supplies needed for the program's success.

STRATEGIC PLAN IMPLEMENTATION

A. Statement of each goal being addressed by division

- Increase retention rate in Allied Health Program(s).
- Provide excellent customer service by streamlining admissions process.
- Review Program Admission's requirements (i.e., Biology 111 Intro Biology or higher, Math 140 Intermediate Algebra).

B. Key indicators of progress

- Streamlining has been implemented in the Dental Assisting Program. Each prospect must schedule a meeting with Program Coordinator prior to being admitted. No progress indicators can be reported a present time.

C. Outcomes/results of goals

- Outcome/Results will be made available in fall 2014.

D. Data summary and productivity measures

- Summary and productivity measures will be made available in fall 2014.

MOST SIGNIFICANT ACCOMPLISHMENTS

Learning

Accreditation/licensure reviews

- The Commission on Dental Accreditation (CODA) serves the public by establishing, maintain and applying standards that ensures the quality and continuous improvement of dental and dental related education and reflect the evolving practice of dentistry.
- The next accreditation (CODA) site visit is scheduled for Tuesday, October 1st – 3rd, 2013.

Facilities updates

Modern equipment and updates are instrumental in the student's learning outcome. Therefore, during the summer 2012 semester, the Dental Assisting Program purchased the following items:

- 6 work benches
- 5 dental chair units
- sterilization unit

Scholarships

- An initiative for Minority Dental Auxiliary Scholarship Funds for fall 2014. Historically, students have accomplished academic success when financial and academic support was made available. Therefore, the programs initiative is intended to provide academic and/or financial support to a worthy recipient. The scholarship fund is scheduled to begin in fall 2014 semester. This scholarship will assist a minority dental assistant and/or hygiene student. Professional personnel from varies areas of the dental field will serve as mentors. The recipient will be assigned to a dentist, dental assistant or dental hygienist for academic assistance during their studies.

Building academic excellence

- Students were assigned to mentors during the 2012-2013 semesters. Mentor/mentee organization has assisted students academically.
- Anticipating - Minority Dental Auxiliary Scholarship for fall 2014.

Professional growth and development

Article 32 activities

- Deborah Munson participated in the following professional development activities are as follow:
 - Dental Assisting and Dental Hygiene Accreditation Workshop, March 2012

- Methods of Education, March 2012
- Kaleidoscope Leadership Institute November 2012
- Dental Radiology (University of North Carolina) July 2011

Staff activities and presentations in support of learning and engagement

- Give Kids A Smile, March 2013
- Clay Leaning Center, February 2013

Retention

Outcomes achieved

- Student's success rate has increased on the Dental Assisting National Board (DANB) since the last accreditation. The results for the DANB test is as follow:
 - 2005-2006 pass rate, 56% (8 passed; 7 failed)
 - 2011-2012 pass rate , 92% (13 passed; 1 failed)

Dental Hygiene

Kim Polk is the Program Coordinator/Director for this two year, 74 credit hour Associate in Applied Science degree program. The program for the 2013 academic year consisted of five (5) full-time faculty, fifteen (15) adjunct faculty, one (1) full-time staff and one (1) shared administrative staff. Due to the recent retirement of two full-time faculty effective June 30, 2013, the program will conduct a search during the fall semester to replace the positions. One (1) new adjunct faculty was hired and potentially additional adjuncts will be hired for the fall semester.



Assistant Professor Kim Polk lectures to students

STRATEGIC PLAN IMPLEMENTATION

a. Statement of each goal being addressed by division – Core Dental Hygiene Goals

- The Dental Hygiene Program will provide career education to prepare competent entry level dental hygienists
- The Dental Hygiene Program will prepare student dental hygienists to take the clinical CRDTS exam
- The Dental Hygiene Program will prepare student dental hygienist to take didactic Dental Hygiene National Boards Exam
- The Dental Hygiene Program will prepare student dental hygienists for state licensure

b. Key indicators of progress

- i. Completion of Dental Hygiene Program and attainment of AAP in Dental Hygiene
- ii. Passing clinical CRDTS exam
- iii. Passing Dental Hygiene National Board Exam
- iv. Acquiring state Dental Hygiene licensure

c. Outcomes/results of goals

- i. Measured and reported yearly

d. Data summary and productivity measures

- i. Class of 2012 – 27 students completed the program
 - a. 27 passed clinical CRDTS exam
 - b. 27 passed Dental Hygiene National Board Exam
 - c. 27 acquired state Dental Hygiene Licensure
- ii. Class of 2012 – 26 students completed the program
 - a. 27 passed clinical CRDTS exam
 - b. Not all have taken the National Boards as of this date. Of those 2 that did and received their results, all 22 have passed. Have yet to receive information on remaining 4 candidates
 - c. Licenses are currently being issued...no tally yet

Most Significant Accomplishments

Learning

i. Accreditation/licensure reviews

- a. Currently preparing CODA self-study
- b. CODA site visit scheduled for 10/1/13-10/3/13
- c. Class of 2013 culminating exams for entry into profession
 - i. National Boards – 26 total grads, 23 have taken exam as of this date; of the 22 that have received their results, all 22 have passed
 - ii. Clinical Board – all 26 grads have passed the CRDTS Clinical Boards
 - iii. Missouri Dental Board Jurisprudence Exam – all 26 grads have taken this exam and passed
- d. Class of 2012
 - i. National Boards – as of this date all 27 grads have passed
 - ii. Clinical Boards – as of this date all 27 grads have passed the CRDTS Clinical Boards

- iii. Missouri Dental Board Jurisprudence Exam – all 27 grads have passed

ii. Facilities updates

- a. Summer 2012
 - i. Digital sensors purchased for dental radiology
 - ii. Clinic and radiology rooms wired for electricity and networking
 - iii. Computers installed in all radiology operators, at all dental units and any existing student used computers were replaced with new units for a total of 29 computer units installed.
 - iv. Two (2) laser printers were installed
 - v. One (1) transparency scanner was installed

iii. Faculty and staff awards and promotions

- a. Spring 2013 Bev Consolino was nominated by the first year class and received the Student Government Association Teacher Appreciation Certificate
- b. Staff Recognition and Service Awards were received by the following faculty and staff:
 - i. Jerome Jeffries 5 Year Award

iv. Student honors/scholarships

- a. Pinning Ceremony Award Recipients
 - i. Missouri Dental Hygiene Association Award– Stacy Armstrong
 - ii. Outstanding Achievement in Clinical Dental Hygiene Award – Julie Heck
 - iii. Johnson and Johnson Preventive Dentistry Award – Dee Dee Gruver
 - iv. Sigma Phi Alpha Honor Society
 - 1. Jenna Hoover
 - 2. Nicole Krobath
 - 3. Michelle Seier
 - v. Colgate S.T.A.R. Award – Stacy Armstrong

- b. STLCC 44th Annual Academic and Service Awards

- i. Highest Academic Honor 4.0 GPA – Nicole Horobec
- ii. Academic Honors 3.5 GPA or higher
 - 1. Rachel Breuer
 - 2. Jennifer Gillick
 - 3. Julie Heck
 - 4. Jenna Hoover
 - 5. Nicole Horobec
 - 6. Kathleen Jost
 - 7. Lacey Keller
 - 8. Nicole Krobath
 - 9. Whiteny Luna
 - 10. Leah Melroy
 - 11. Ashley Olliges
 - 12. Michelle Seier
 - 13. Lyndsie Thurnau
 - 14. Amanda Whelehon

v. Alumni and employer feedback

- a. Employer feedback – all positive
- b. Alumni feedback – all positive for content and preparedness

vi. Building academic excellence

- a. Strides being made to admit qualified candidates and maintain a positive, high quality learning environment for the students

b. Professional growth and development

- i. Article 32 activities - Attendance at professional meetings, Missouri Lobby Day, continuing education
- ii. Sabbaticals – NONE
- iii. Staff activities and presentations in support of learning and engagement
 - a. Two Educational Methodology courses presented to Dental Hygiene faculty by Donna Nelson of the CTL. One in fall 2012 and one in fall 2013. Both were very well attended. Records in Director's office

c. Engagement

- i. Community outreach and involvement
 - a. Give Kids a Smile
 - b. Fluoride Varnish Program
 - c. Individual volunteer activities

- d. Faculty and student attendance at professional meeting and events such as the MDHA Annual Session, The Mid-Continent Dental Congress and Missouri Dental Hygiene Lobby Day

- ii. New collaborations/partnerships - NONE

- iii. Student activities – organized student activities and groups
 - a. Student American Dental Hygiene Association

d. Retention

- i. Major goals and strategies

- a. Working with Admissions to ensure that qualified applicants are admitted to the program. This will increase the likelihood of student success.
- b. The addition of a dedicated Dental Hygiene Tutor in the Academic Success Center in fall 2012 was a huge asset for our students. This tutor is available for regularly scheduled hours weekly for the entire academic year including the summer session.

- ii. Outcomes achieved

- a. All students achieved academic success fall 2012 through spring 2013. No students were lost due to failure.
- b. Two first year students did withdraw in April 2013 for personal reasons. Both students were in good academic standing. One is planning to re-enter next spring 2014
- c. Will be measured by the incoming class of 2015's academic success

e. Job placement rate (as appropriate)

- i. Class of 2012 – Most working in chosen profession
- ii. Class of 2013 – licenses pending

V. Goals for upcoming year including strategies for attainment and performance indicators

- a. Ensure only qualified DHY Program candidates are accepted into the program and put on the waiting list
 - a. DHY Program Admission check list to be closely reviewed and monitored prior to Dental Hygiene Director confirming candidate's admission into program
- b. Ensure that the new application, advising and acceptance protocol is following via close monitoring
 - a. Diligent monitoring will alert program personnel to any discrepancies
- c. Continue to utilize the Dental Hygiene Tutor that was hired fall of 2012 and continues to be available weekly for the Dental Hygiene students
 - a. Continue to assess use of tutoring services
 - b. Continue to monitor student success
- d. Successfully maintain accreditation – site visit scheduled October 1-3, 2013

- a. Evaluate report once it is released
- e. Increase retention and completion via:
 - a. Accepting qualified candidates
 - b. Continuing to offer tutoring services
 - c. Faculty involvement, mentoring and advising
 - i. Maintain statistics on above activities
- f. Foster a positive morale and attitude within the program
 - a. Survey faculty, staff and students

Diagnostic Medical Sonography

Beth Anderhub is the Program Coordinator/Director for this sixteen month, 42 credit hour Certificate of Proficiency program. The program utilizes one full-time faculty and maximum of twelve adjuncts during the fall semester. Three adjuncts are not returning for the fall 2013 semester – one in vascular, two in cardiac. The Program Director is in the process of hiring replacements, and anticipates filling all positions prior to the completion of the summer semester.

The class of 2012 consisted of 23 full-time students. Sixteen students graduated in December, 2012 – 70% retention rate. Two students completed all requirements in June, 2013, producing a final graduation rate of 78%. As of June 1, 12 out of 16 December graduates have obtained a job in sonography -75% job placement.

All program graduates that have taken their ARDMS examinations have passed. However, we have several students who have not taken their examinations thus far. This is a reversal in the trend of the past several years where all students were certified within two months of graduation.

The class of 2013 started last fall with 21 students – one male, two African, two Asian. Three students have withdrawn from the program as of the end of spring semester, producing a current retention rate of 86%.

Admissions forwarded applications in March for the class starting fall, 2013. The program will admit a total of 21 full-time students – 11 in the Medical Sonography curriculum option, 5 in the Cardiac Sonography curriculum option and 5 in the Vascular Technology curriculum option. The minimum time on the wait list based on current sonography student experience is approaching an average of three years after application. The current number of students on the list is 160. The program will also have a number of part-time students (practicing sonographers) that will start in the fall.

The primary goal for the program this year is to prepare for the upcoming reaccreditation activities including the self-study and site visit. The new standards require the appointment of a coordinator for each curriculum option. This coordinator position reports to the Program Director. The coordinator duties consist of curriculum monitoring and revision for cardiac and vascular, and would require appropriate administrative release time for these activities.

Emergency Medical Technology and Paramedic Technology

Mark Christopher is the Program Coordinator/Director for this 34 to 35 credit hour Emergency Medical Technology Certificate of Proficiency course of study and the Certificate of Specialization in Emergency Medical Technology is a 14-credit-hour program that is required for entry-level EMT employment. The Certificate of Specialization is available at Forest Park only.

The career of Emergency Medical Services has never been static. It is a field that is constantly evolving and changing. And our programs have changed along with the field. Essentially, it has been a year where our programs have become more streamlined, perhaps settling into a “new normal.” In previous years St. Louis Community College has offered many classes, providing the community with an ample supply of knowledgeable students to fill vacant positions. But with the economic situation of the past few years, the number of open positions has dwindled. Likewise, enrollment in EMS programs has decreased. This has led to a leaner program, but one still the community leader. Also, with declining budgets our off campus programs at St. Anthony’s were moved to South County Education and University Center resulting in a major savings.

There are two different program levels within EMS Programs – Emergency Medical Technology and Paramedic Technology. The Emergency Medical Technology Program offers both a Certificate of Specialization and a Certificate of Proficiency. Unfortunately few students graduate with either of the Certificates. Many students take only the EMT 121 Emergency Care, Principles and Techniques class. That individual class is all that is necessary for a student to test and license as an Emergency Medical Technician within the state of Missouri. Many students have completed the courses necessary for either of the certificates, but have not applied for graduation for fear of losing financial aid. The Paramedic Technology Program offers an Associate’s Degree in Paramedic Technology. Many students will complete the Paramedic classes, receive their state license and get employment within the field. They then return to school part-time working on the Associates degree.

Previously EMS Programs had an articulation agreement with the Special Schools District and their EMT classes at both North and South County Tech schools. This past year we have renewed that articulation agreement as well as establishing an articulation agreement with St. Louis Public Schools Gateway STEM School. We have also established dual credit agreements with both St. Louis Public Schools and St. Louis County Special Schools District for their EMT classes.

Enrollment in EMS Programs, like many other disciplines, has decreased this past academic year. The following charts show the declining enrollment in EMS Programs:

Academic Year	EMT	Internship	Paramedic
2009-10	488	44	19
2010-11	449	42	16
2011-12	331	40	22
2012-13	255	39	23
Drop	48%	11%	+21%

Previously we offered classes at Florissant Valley (day and evening), Forest Park (day and evening), South County Education and University Center, St. Anthony's, a class for Washington University, Harrison Center, and Wildwood and on the web. Currently we offer classes at Forest Park and South County

Overview of EMS Programs

The role of EMS Programs is to offer a quality and up-to-date education in Emergency Medical Services, preparing the student to readily find employment in their field and seamlessly integrate into the work force.

Faculty and staff are chosen based upon their experience in the field, their knowledge of the material, and most importantly their ability to teach and impart that knowledge to the student. The Program Coordinator is the only full time staff member. All faculty are adjunct faculty. Currently there are 82 adjunct faculty, eleven of which are primary instructors. Projections for the upcoming academic year are approximately 50 adjunct faculty.

The EMS Advisory Committee had been dormant for a few years. With an advisory committee being a requirement for accreditation, the committee had been resurrected. There are currently 25 members on the committee, representing the institution, faculty, students, graduates, employers, physicians, clinical sites, fire and police departments and the community. Meetings are held twice a year.

EMS Programs remains a predominantly white male program. The following charts show the diversity break-down of both the EMT and the Paramedic programs:

Break-down	EMT	Paramedic
Unknown ethnicity	50%	
Other ethnicity	6%	13%
Black	14%	
White	28%	56%
Female	32%	19%
Male	68%	81%

For fiscal year 2013 the Paramedic program generated 827 credit hours, the EMT program 2040 credit hours and the Internship program 234 credit hours.

Strategic Plan Implementation

EMS Programs has set several goals for the fiscal year 2013. Each goal will be summarized and discussed, indicating progress made and where the goal stands today.

Strategic Priority – Student Engagement

Goal 1: Provide programs and services with a focus on students 24 years of age and older.

Unit Strategy 1: Offer refresher classes online.

The St. Louis Community College has not had much success with EMS Refresher classes. For the last several years we have offered EMTs the opportunity to sit in on the semester EMT classes and receive CEUs towards relicensure as an EMT. We might have one student per semester sign up for this continuing education course. We have tried to offer a stand-alone refresher class, but only one had enough students to proceed, and it was at the minimum number of students needed. The problem is that many of those students needing a refresher class are working in the field and find it difficult to take time off from work to attend a class on a fixed schedule. Offering the class online is a means to reach those students. However, we cannot use Blackboard for that since continuing education students do not have access to Blackboard. I have been working with a publisher to set up an online class using the publisher's learning management system, and keeping costs down to remain competitive.

Unit Strategy 2: Redesign Paramedic curriculum from full-time program taken as a block to a slower pace.

It is difficult for a student who needs to work and has a family to attend the Paramedic program. It is a total of 38 credit hours taken in three consecutive semesters with approximately 900-1000 clinical hours. I have broken down the program into a larger number of smaller classes. I am currently working on a method to offer the classes where they could be taken in a fast pace to complete within one year and a slower pace to take two or three years. As currently planned the program would expand to 45 credit hours.

Goal 2: Streamline Enrollment Processes

Unit Strategy: Redesign EMS program as an application process.

A proposed application packet has been designed for the Emergency Medical Technology program. The Paramedic program is currently an application program. By changing the EMT program to an application program, the number of withdrawals and incompletes should drop.

Some students enter the class not realizing they might fail the background check process and then withdraw when they discover they will not be able to complete the class. Because there has been a delay with the background checks being completed many students are unable to complete their clinical shifts prior to the end of the semester and receive an incomplete. This process will eliminate these problems.

Goal 3: Provide “student first” exceptional customer service.

Unit strategy: Track graduates

Because the accreditation process requires us to survey graduates and their employers we have begun to start keeping records of where our graduates are working.

Goal 5: Review and strengthen experiences outside the classroom.

Unit strategy: Provide clinical preceptor instruction.

A binder of preceptor and adult learner instruction was developed and delivered to all clinical and field internship sites. Annual preceptor training is also available on an EMS Preceptor training shared with other programs throughout the state of Missouri. In process is a STLCC specific EMS Preceptor training program that will be made available through a free online learning management system, allowing us to track all preceptors.

Strategic Priority – Teaching and Learning

Goal 1: Increase student retention.

Unit strategy 1: Ensure student has a realistic understanding of course requirements.

By implementing the program application process the student s will receive a higher level of understanding of what is expected through the program increasing the rate of successful students.

Unit strategy 2: Tutoring

Currently instructors provide for tutoring for students that request the assistance. I would like to establish a schedule of available tutors to help the students.

Goal 4: Strengthen program assessments to ensure program quality and viability for credit and non-credit.

Unit strategy 1: Student evaluations

Evaluations have been standardized and given to students' mid-course and at the end of the semester. Evaluations are done both in class and anonymously online. Answers are weighted and averaged permitting comparison between instructors.

Unit strategy 2: Track instructor performance

Instructors are tracked by student evaluations, retentions and pass rates, and first time board exam pass rates. This is done to identify weak areas and correct them or replace the instructor.

Goal 5: Engage faculty in continuous learning opportunities to support quality teaching.

Unit strategy: Conference participation

There is no budget available to accomplish this goal. Some instructors routinely attend conference on their own.

Goal 6: Provide a quality online learning experience.

Unit strategy: Instructors qualified in online education.

Currently the only course offered online is the EMT Internship class. The EMS Program Coordination is the only faculty in EMS that has met the criteria to teach online and teaches the EMT Internship class.

Strategic Priority – Organizational Culture

Goal 1: Invest in and celebrate students, faculty and staff.

Unit strategy: Establish graduation ceremony for EMT classes.

This has not yet been accomplished. I would like to bring all the EMT classes together for a formal graduation ceremony.

Goal 3: Respect, embrace and promote diversity.

Unit strategy: Market Paramedic program to diverse groups.

By establishing articulation and dual-credit agreements with the St. Louis Public Schools and the Special School District we are hoping to see students graduating from these EMT classes enrolling in our Paramedic program. These EMT classes have a diverse population.

Goal 4: Foster an environment of continuous quality improvement.

Unit strategy: Provide education opportunities for faculty.

There is a lack of available classes to provide for adjunct faculty to attend to improve their teaching ability.

Goal 5: Establish measurable outcomes for environment and economic efficiencies.

Unit strategy 1: Establish guidelines for use of additional adjunct instructors when practicing skills.

Work is progressing on a redesign of the EMT classes which would specify the amount of adjunct instructors used for skills practice.

Unit strategy 2: Equipment inventory control.

This has been slow to proceed with. With the closing of classes at St. Anthony's, Missouri Baptist, Wildwood, Florissant Valley, and Harrison Center equipment has had to be moved to Forest Park. It has allowed us to reduce some equipment needs. Record storage is slowly progressing to more electronic records.

Most Significant Accomplishments

Learning

During Fiscal Year 13 the Paramedic Program applied for accreditation through CoAEMSP, a division of CAAHEP. STLCC was placed in a Letter of Review status which means that our students are allowed to test and we are treated as accredited. This is pending the site visit which is tentatively scheduled sometime between August and October.

Five adjunct faculty members received promotions effective with the spring semester. They are Steve Martin, Norm Corley and Paul Peebles with the EMT program and Stephanie Buck and John Romeo with the Paramedic program.

Alumni and their employers were sent surveys to evaluate our graduates in the three domains, rated on a scale of 1 (strongly disagree) to 5 (strongly agree). Individual questions ranged from a low of 4.2 to a high of 5.0. Broken down by domain the results were: Cognitive – 4.69, Psychomotor – 4.7, Affective – 4.85. The graduates were also sent surveys. Responses to individual questions ranged from a low of 4.67 to a high of 5.0. By domain the results were: Cognitive – 4.85, Psychomotor – 4.83, Affective – 4.9.

Engagement

EMS Programs previously had an articulation agreement with the Special School District. We now currently have articulation and dual-credit agreements with both the Special School District and Gateway STEM with the St. Louis Public School District. Our Paramedic students are

required to complete community service hours and have assisted in many community activities as well as working with EMT students to master their skills, both in our own classes and at Gateway STEM.

Retention

Retention has been high in the Paramedic Program but lacking in the EMT Program. To improve retention an exit exam, which has been used for the Paramedic students, has been suggested for EMT students and will be required with the EMT students beginning in the spring 2014 semester.

Job placement rate

EMT students are not tracked for job placement. There is not a formal method of tracking Paramedic students, but have been tracked through word of mouth. For the last class graduating from the St. Anthony's class, 3 of the 16 have not yet received their Paramedic license. 9 are known to be employed, and 4 we are unsure of. For the class graduating from Missouri Baptist, 5 of the 7 are employed and 2 yet to be licensed.

Goals for Upcoming Year

The goals for the upcoming year include:

Complete course profiles for changes to the Paramedic program.

Rewrite the course profiles for the EMT program.

Improve EMT class retention rates.

Improve EMT class first time pass rates on the National board exam.

Funeral Directing

Stephen Smith is the Program Director for this two semester, 27 credit hours Certificate of Specialization program. The program has one full-time faculty (Stephen Smith) and no adjuncts. The courses are offered in the evening at the Forest Park and also available online via the College's internet website. The main focus of the program is funeral directing with no courses in embalming.

MOST SIGNIFICANT ACCOMPLISHMENTS

Learning

The Funeral Directing Program completed its thirteenth year at the Forest Park campus.

Facilities Update:

Additional instructional equipment has been purchased for the

Funeral Service Education classroom (E-410) which includes the following:

casket rack for the placement of two caskets in one space; wicker or “green” casket which is becoming popular for those seeking direct interment without any embalming and the use of an outer burial container; combination case which is used to transport an embalmed and uncasketed body via common carrier (e.g. commercial airlines); two ladder racks for the display of floral tributes in the funeral home; cover for the mortuary cot, which is used to transport the body of the decedent to the funeral home; and miscellaneous embalming instruments.

Faculty Awards and Promotions:

Stephen Smith was acknowledged by the Forest Park Student Government Association (SGA) and received the 2013 Students Appreciating Teacher and Staff Award (STARS), which is the second award since 2012.

Building Academic Excellence:

This is an ongoing process whereby the students are always encouraged to find ways to improve their study skills and comprehension of the course content and information. In addition to study groups (which have proven to be very successful) and classroom review sessions, one of the students enrolled in the campus-based Funeral Directing courses volunteered to be a tutor for one of the students in the online Funeral Directing courses (since no funding for tutoring was available at the time of the request).

Professional Growth and Development**Article XXXII Activities:**

- a) Attended the Annual Meeting of the American Board of Funeral Service Education (ABFSE) from Wednesday, April 10, 2013 to Saturday, April 13, 2013 in San Antonio, TX.
 - 1) Continued service as the Treasurer for the University Mortuary Science Education Association (UMSEA).

- b) Attended the Tri-State Convention (Kansas Funeral Directors Association, Missouri Funeral Directors and Embalmers Association, and Nebraska Funeral Directors Association) from Sunday, May 5, 2013 to Wednesday, May 8, 2013 in Overland Park, KS.
 - 1) Attended and earned certification as Crematory Operator [6 Continuing Education (CE) credits].
 - 2) Attended additional CE sessions and earned 10.5 credits.

Note: Continuing Education credits required to maintain licensure as a funeral director/embalmer in the State of Illinois (License #034-015161).

Staff Activities and Presentations in Support of Learning and Engagement:**Stephen Smith participated in the following activities -**

- a) Participated as the Co-Chair for the Forest Park Emergency Response Team (FPERT).
- b) Serviced as the Allied Health and Natural Sciences division representative for the Forest Park Campus Academic Council (FPCAC).
- c) Serviced as the Allied Health and Natural Sciences division representative for the Forest Park Behavioral Intervention Team (BIT).
- d) Attended the Master Planning Forum; Wednesday, September 19, 2012.
- e) Attended the Budget Forum; Thursday, November 29, 2012.
- f) Attended the Online Application Training (OAT) training session; Tuesday, January 15, 2013.
- g) Attended the FY2014 Budget Meeting; Tuesday, January 29, 2013.
- h) Attended the Career and Technical Education (CTE) Table Talk; Friday, February 8, 2013.
- i) Attended the Workplace and School Violence Training session (sponsored by the St. Louis Metropolitan Police Department; Friday, February 15, 2013.
- j) Participated in the Allied Health Programs Career Open House; Saturday, March 3, 2013.
- k) Attended the Alert, Lockdown, Inform, Counter, Evacuate (A.L.I.C.E.) training session (sponsored by the St. Louis Community College Continuing Education Department); Friday, April 5, 2013.
- l) Participated in the Funeral Service Education Advisory Committee meeting and reception; Thursday, April 25, 2013.
- m) Attended the St. Louis Community College Vision/Core Values Discussion Session; Tuesday, April 30, 2013.
- n) Participated in the IDID Assessment Presentation; Friday, May 3, 2013.
- o) Participated as a member of the Screening Committee for the Allied Health and Natural Sciences Division Dean position.
- p) Served as the Chair of the Screening Committee for the full-time faculty position for the Associate in Applied Science in Funeral Service Education.
- q) Continued participation as a member of the National Funeral Directors Association (NFDA), Missouri Funeral Directors and Embalmers Association (MFDEA), and the International Cemetery Cremation and Funeral Association (ICCF).

Engagement**Community Outreach and Involvement:**

- a) The program obtained status as an approved Continuing Education Provider for the funeral service profession for the State of Illinois.
- b) Stephen Smith conducted Occupational Safety and Health Administration (OSHA) Training and Certification session for the employees at John L.

Ziegenhein & Sons Funeral Home; Wednesday, February 13, 2013 and Saturday, February 16, 2013.

Retention

Major Goals and Strategies:

The focus on student learning and success will continue to be emphasized during the upcoming 2013-2014 academic year. This will include the use of pre-tests and post-tests in each Funeral Directing courses, as well as additional opportunities for the students to study and review the content and instructional materials.

Job Placement Rates:

No current information for the Summer Session 2012 to the Spring Semester 2013 is currently available in the Hyperion/Brio system.

Goals for the Upcoming Year; Including Strategies for Attainment and Performance Indicators

Due to the reaccreditation process for the Associate in Applied Science in Funeral Service Education that will be occurring throughout the 2013-2014 academic year, no specific goals will be undertaken for the Funeral Directing program.

Funeral Service Education

Steve Koosmann was the Program Director for this four semester, 65 credit hours daytime Associate in Applied Science degree program. Mr. Koosmann retired from St. Louis Community College after 33 years of service. During the 2012-2013 academic year at least 12 adjunct faculty provided instruction to the students in the program.

Stephen Smith in addition to his role as Program Director for the certificate program in Funeral Directing will also take over the responsibilities as Program Director for the Funeral Service Education program for the 2013-2014 academic year.

General Overview of Significant Accomplishments/Outcomes Programs, Initiatives, and Activities:

Due to the withdrawal of accreditation by the American Board of Funeral Service Education (ABFSE) Committee on Accreditation (COA) on Thursday, April 11, 2013 [due to scores on the National Board Examination (NBE) that fell below the 60% threshold for three consecutive years], no significant programs, initiative, and/or activities have occurred during the time period covered in this report.



Professor Steve Koosman conducts class.

Enrollment:

There were twenty students in the Class of 2013. While some of the students did not graduate in May 2013 (due to the need to complete additional general education courses for the AAS/FSE program), the majority graduated and have taken the National Board Examination (NBE). Results from this exam are pending. Even though accreditation was withdrawn by the ABFSE COA, the students who began the program during the

Fall Semester 2012 will be “taught-out” and continue with their coursework during the upcoming Fall Semester 2013 (as per the ABFSE Accreditation Standards). Sixteen students will continue, along with two additional individuals who are returning to repeat courses and should be able to graduate with the Class of 2014 in May. Due to the withdrawal of accreditation by the ABFSE COA, no new class of students was admitted for the Fall Semester 2013 to begin the AAS/FSE program.

Students/Scholarships:

Angela Carter received a scholarship from the International Order of the Golden Rule (OGR), which is an association of independent, family-owned funeral service establishments throughout the United States and international locations.

Outreach and Engagement:

The Class of 2013 engaged in a variety of fund-raising and community service events. In addition, students were encouraged to attend the quarterly activities of the Missouri Funeral Directors and Embalmers Association (MFDEA) Districts 6 and 7 whenever they are offered. As with most professions, networking opportunities are essential for involvement and potential employment, and there are usually a large number of students who participate in these activities.

Most Significant Accomplishments

Learning

Accreditation/Licensure Reviews:

The accreditation of the AAS/FSE program was withdrawn by the ABFSE COA on Thursday, April 11, 2013. The official date of the withdrawal of accreditation occurred on Tuesday, May 28, 2013. However, Chancellor Dr. Myrtle Dorsey has given her support and approval to move forward with the reaccreditation process, which is scheduled to begin during the upcoming Fall Semester 2013. Additional administrative support has also been given by the Forest Park Campus

President Dr. Cynthia Hess, the Vice President for Academic Affairs Dr. Tracy Hall, and the Allied Health and Natural Sciences Division Dean Vincent Featherson.

Building Academic Excellence:

In lieu of the withdrawal of accreditation by the ABFSE COA and the program's responsibility to "teach-out" the students who began the AAS/FSE program during the Fall Semester 2012, numerous opportunities will be given for extensive review of the curriculum in preparation for the class to take and successfully pass the Funeral Service Arts and Funeral Service Sciences sections of the NBE before they graduate in May 2014. Students are encouraged to improve their study skills and comprehension of the course information. In addition to the use of study groups (which have proven to be very successful) and classroom review sessions have been implemented to enhance the retention of the material.

Retention

Major Goals and Strategies:

The focus on student learning and success will continue to be emphasized during the upcoming 2013-2014 academic year, especially as it applies to each student successfully passing both sections of the NBE. This will include the use of pre-tests and post-tests in each course, as well as additional opportunities for the students to study and review the content and instructional materials. As has been done in the past, the majority of the review will occur in the Funeral Service Seminar (FNL: 205-401) course during the Spring Semester 2014.

Job Placement Rates:

No current information for the Summer Session 2012 to the Spring Semester 2013 is currently available in the Hyperion/Brio system.

Goals for the Upcoming Year Including Strategies for Attainment and Performance Indicators

Reaccreditation for the AAS/FSE program will be the primary focus for the 2013-2014 academic year. Specifically, this will include the following tasks that are required by the ABFSE Accreditation Standards: completion and submission of the extensive and comprehensive Self-Study document to the ABFSE COA, consulting visit by the ABFSE Executive Director, submission of the *Application for Candidacy* form, hosting the site visit by the ABFSE visiting committee, and appearance before the ABFSE COA during the ABFSE Annual Meeting in April 2014 in Minneapolis, MN.

Appendices (Supportive Data as Appropriate)

- a. PLAN OF ACTION FOR REACCREDITATION – TENTATIVE TIMELINE
(Revised August 8, 2013; Subject to Change and/or Revision as needed)

Nursing

Esther Otto is the Program Coordinator/Director for this sixty eight credit hour, two year Associates in Applied Science degree program. Prior to the June 30 retirement of Tobie Chapman the program had thirteen full-time faculty. Two new faculty during the academic year were added at the start of the spring 2013 semester. They were Patrick Mayfield due to expansion initiative that provided for a budgeted line for an additional faculty and Janis Aiello who came from the Florissant Valley campus due to the resignation of a full-time faculty member. The program is currently supported by twenty six adjunct faculty. In addition to this the program is supported by one 36 week secretary.



Nursing Professor, Carolyn Godfrey

Most Significant Accomplishments

Learning:

Accreditation/licensure reviews

Accredited by NLNAC and approved by Missouri State Board of Nursing.
NLNAC Visit occurred 02-2013 due to substantive change related to the BJC Nursing Cohort.

Faculty awards and Promotions

Vincent Featherson – assumed Lead Dean responsibilities for the District Nursing on 01-2013
Lisa Moreland – promoted to Associate Professor 05-2013
Esther Otto – assumed Campus Nursing Program Coordinator 01-2013
James Shockley – attended the Chancellor's Leadership Academy

Student honors/scholarships

Jamita Bell – elected as Public Relations Director for the Missouri Nursing Student's Association (MNSA) Board of Directors
Claudia Brooks – FP recipient of the Arab-American Heritage Scholarship sponsored by the Arab American Medical Society
Kori Kireta – spring 2004 graduate, received her MSN in Nurse Anesthesia from Webster University 03-2013
Sandra Obiebi – FP recipient of Pat Finnell Scholarship Award
Sandra Obiebi – FP recipient of Wallis Endowed Nursing Scholarship
Jennifer Smitt – FP Nursing graduate received the Neuro Intensive Care Excellence Award Rookie of the Year RN from Mercy Hospital 01-2013
Noura Zakari – FP Nursing graduate was St. Luke's recipient of the Daisy Award

Each of the 24 LPN Bridge students across the District received a \$600 Carrie Elligson Gietner scholarship

Alumni and employer feedback

Very positive results from the Evaluation of Nursing Students and Instructor request form that is distributed to the Nursing Manager on each floor where we have a clinical group.

Building academic excellence

Continued retention services provided by Michelle Hyde, Retention Coach. The Retention Coach position was just approved at the 06-2013 BOT meeting moving the position from a temporary to probationary status. Planning on new curriculum that will promote academic excellence. NCLEX-RN passing rate remains above the national and state levels

Other

BOT approved Nursing's curriculum revision proposal at the 03-2013 meeting. The revisions will be implement beginning fall semester 2014. Prerequisite changes being phased in beginning with students being placed on the waiting list July 1, 2013 and later.

Professional growth and development

Article 32 activities – Many workshops attended by faculty

Sabbaticals – none this past year. Tobie Chapman and Georgia Urban received sabbaticals in previous years.

Staff activities and presentations in support of learning and engagement

Carolyn Godfrey – presented at Missouri Hospital Association Clinical Faculty Academy

Carolyn Godfrey – presented “Clicker” sessions for the Adjunct Faculty Orientation

Sandra Hall and six Nursing students took part in blood pressure screenings for the SSM Heart Institute's “Her Heart Event” 02-2013

Cheryl Swallow and Janet Walsh presented at League of Innovation Conference on use of simulator to promote learning

Cheryl Swallow leads the focused simulation project

Four FP Nursing faculty, Lisa Moreland, Nina Raheja, Kathy Rizzo, and Georgia Urban mentored MSN students

Engagement

Community outreach and involvement

Karen Mayes – represented STLCC when meeting with the Magnet Survey Team for the reaffirmation visit at BJH

Cheryl Swallow – National League of Nursing accreditation surveyor

Cheryl Swallow – Missouri League of Nursing President
Second UMSL RN-to-BSN cohort started on the Forest Park Campus 08-2012

New Collaborations/partnerships –

BJC cohort evening nursing program started through Forest Park 08-2012
New articulation agreements were approved at the 01-2013 BOT meeting with UMC and Webster University. Previous agreements were approved for CMU, Chamberlain, Goldfarb, and UMSL.

New clinical affiliation agreements were approved with Kirkwood School District, Special School District of St. Louis County, Deer Valley Home Health, the Birth & Wellness Center in St. Charles County, and St. Clare Surgery Center

Student activities

Student Nurse Association (SNA) organized student activities and speakers

Retention

Major goals and strategies

Ongoing plan to implement pre-admission testing to identify areas needing strengthening prior to admission.

The summer review class for retention and strengthening of BJC cohort and other Students. Heavily planned by retention staff

Outcomes achieved

Official NCLEX-RN passing rate for the calendar year 2012 = 90%
(69 out of 77 graduates taking the exam for the first time)

Goals for upcoming year including strategies for attainment and performance indicators –

Continued planning for implementation of the new curriculum

District Nursing faculty working on this

Possible implementation of pre-admission testing

Ad hoc committee working on this

Continue working on creating a Clinical Coordinator position

Dean Featherson has supported this throughout the budget process and will continue with those efforts

Improved retention

Michelle Hyde and all the faculty continuously focus on retention with many and varied activities

Continue to explore alternative clinical sites

All faculty are exploring alternative sites as needed. I follow through with the acquisition of clinical affiliation agreements

Increase percentage of part-time faculty with MSN's

Plan to invite faculty from area Nursing Colleges and Universities to be guest lecturers in our program to begin this coming year

District Nursing 5-Year Goals:

Program Goals Fall 2009 – spring 2014

Goal #1: Curriculum Revision

Goal #2: Successful 2012 NLNAC accreditation

Goal #3: Improving academic achievement

Previous **Program District Nursing 5-Year Goals Fall 2003 – spring 2009** to give a historical perspective

1. Continued hiring of full-time faculty
2. Successful NLNAC accreditation (2004)
3. Renovation of Nursing labs
 - **FV 2003**
 - **MC 2007**
 - **FP Medical Simulation Lab 2008**
4. Replacement of Human Patient Simulators (2005)
5. DACUM (2005)
6. Reinstated LPN Bridge Courses (2007)
7. Selection of Director of Nursing Education (2009)

Radiologic Technology

Rebecca Northern is the Program Coordinator/Director for this 23 month 75-76 credit Associate in Applied Science Degree program. There are four full-time faculty and two adjunct faculty.

Most significant accomplishments

Learning

Accreditation review

- An interim report was submitted to the Joint Review Committee on Education in Radiologic Technology in December, 2012. At this date, it has not been reviewed by the JRCERT Board of Directors.

Faculty awards and promotions

Sally Polta was recognized by the Missouri Community College Association when she received the Governor's Award for Excellence in Teaching in March of 2013.

Jon Hartwein received the Students Appreciating Teachers and Staff Award.

Jon Hartwein was recognized for 25 years of service.

Dean Brake was recognized for 5 years of service.



(L to R) Adjuncts Dane Clark, Matthew Denu, along with Associate Professors Dean Brake and Sally Polta, and Assistant Professors, Rebecca Northern and John Hartwein

Student honors

- Students won 2nd place in the 2013 Student Bowl Competition held at the Missouri Society of Radiologic Technologists' 81st Annual Conference in April of 2013. The student bowl members included four second year students, and Sally Polta was the team's coach.
- A 100% first-time pass-rate was achieved by all thirty-nine 2012 graduates on the American Registry of Radiologic Technologists certification exam.

Alumni and employer feedback

- The Employer Satisfaction Survey average score was 97% more than satisfied on returned surveys. It should be noted that most surveys were marked "Very satisfied" in all categories.
- Comments from employers regarding graduates hired:
 - "He is great! He is a hard worker and always strives to do his best!"
 - "She was a great student as well as a great addition to our team! We are so glad to have her."
 - "The graduate is a stellar performer."
 - "We are very happy with the quality technologists that come through Forest Park."
 - "She has demonstrated an outstanding work ethic as a student, patient transporter, and now CT technologist. She has great compassion for patients and gets along well with everyone. She was obviously well prepared and continues to learn and grow as a technologist every day. Thank you!"
 - "This has been a great group of students. They were extremely attentive and hard working. They really absorbed everything that was thrown at them and exceeded my expectations. I feel that they graduated with a comprehensive knowledge of what a working technologist needs to know.
We hired them both and they prove every shift that the program works. They are excellent representatives of Forest Park's radiology program!"
 - "I am always satisfied with the quality of work, productivity and patient care provided by the students I hire from the St. Louis Community College at Forest Park Radiology Program."
- Comments from 2012 graduates:

- “I got a PRN position at Christian hospital and picking up a good amount of hours. I'm very proud to say that I attended FP for my training... I can't tell you all enough how much your support meant to me. It's such a blessing to have experienced this opportunity.”
- “I would like to say "Thanks" to you. I will remember what advice you gave me to improve while working in Clinical, and now it is real time of challenges I will face. I would thank you for allowing me to have a chance to improve myself and giving me motivations to complete these courses. I would send my Thanks to other Faculty members for teaching me and training me to be a good Tech.”

Professional growth and development

Article 32 activities

- Sally Polta attended the League for Innovation in the Community College Innovation Conference in March, 2013.
- Sally Polta renewed her registration with the American Registry of Radiologic Technologists.
- Sally Polta renewed membership in professional organizations:
 - American Society of Radiologic Technologists
 - Missouri Society of Radiologic Technologists
 - Missouri Society of Radiologic Technologists, 4th District.
- Dean Brake renewed her registration with the American Registry of Radiologic Technologists.
- Dean Brake renewed membership in professional organizations:
- American Society of Radiologic Technologists
- Association of Educators in Imaging and Radiologic Sciences

Staff activities and presentations in support of learning and engagement.

- Dean Brake was re-elected as the Missouri Society of Radiologic Technologists Fourth District Representative for 2013-2014.
- This past year, 2012-2013, Dean Brake served on the Institutional Affairs committee Forest Park Campus – faculty representative and the Innovation of the Year committee Forest Park Campus.
- Dean Brake gave the following professional presentation on 4/18/2013 at the MSRT Annual Conference: “Radiobiology for the Radiographer”.
- Jon Hartwein, Sally Polta, Dean Brake and Rebecca Northern attended the Missouri Society of Radiologic Technologists annual convention.

Engagement

Community outreach and involvement

- As part of a Service Learning exercise, Sally Polta's Image Evaluation II class raised over \$230.00 and a collection of school supplies in the fall for the KidSmart organization and another \$25 this spring for another KidSmart fundraiser. KidSmart donates over a million dollars' worth of school supplies to local schools in the St. Louis area each year.
- Student activities – organized student activities and groups Twenty-seven members of the Radiography Club attended the Missouri Society of Radiologic Technologists annual conference in April.

Retention

Major goals and strategies:

Although the program consistently exceeds the benchmark retention rate of $\geq 60\%$ as outlined in the program Assessment Plan, we have changed curriculum in order to increase that percentage. As of May 2013, students entering the program will be required to complete BIO: 207 with a minimum grade of C before enrolling in XRT:101.

- Implement job shadowing requirement
- Require informational session attendance

Job placement rate

- The job placement rate for the 2012 graduating class is 79%

Goals for upcoming year including strategies for attainment and performance indicators

- Increase job placement rate
 - Emphasize job interviewing skills. BJC Human Resource recruiters are holding mock interviews on campus during the Professional Development in Radiography course.
 - Request that the Employer Panel Discussion event offered by Career and Employment Services be held on a day that second year students are on campus, and that health care industry representatives are included.
 - Implement a class project in the Professional Development in Radiography course that requires students to identify all potential radiologic technologist employers in the St. Louis region. Currently, graduates focus almost exclusively on obtaining employment at area hospitals utilized as clinical sites for the program. This project will identify opportunities they have not considered before.
- Take possession of a mobile x-ray unit that is being offered to the program as a donation.

Respiratory Therapy

James Brennan is the Program Coordinator/Director for this 78-79 credit hour, two year Associate in Applied Science Degree program. There are two full-time faculty and twelve adjunct faculty. The program will be joined by two new adjunct faculty Brain Eggemeyer Michelle Kurrelmeyer.



Professor Jim Brennan

The Program has a ten member Advisory Board made up of the Respiratory Therapy Directors at clinical affiliates and an at-large/public member. A current student

Accomplishments

The Program's annual "Report of Current Status" was submitted on-time to CoARC. The Program received a letter of commendation for meeting or exceeding all thresholds in November. The program is fully accredited, with the next site visit scheduled for 2021.

Several equipment purchases were made for the laboratory through Perkins Funding. Three graduates from the Class of 2012 represented Missouri in the annual "Sputum Bowl", a college bowl-like competition, at the National Congress in New Orleans, in November. The Forest Park team placed fifth out of 38 states.

The program retained all 10 clinical affiliates, and continues to seek additional clinical space.

Professional Growth

The Program faculty attended several national and state conferences, to obtain the required CEUs for licensure. ART 32 funds were used.

Professor Brennan continues to be a guest lecturer at the Center for Anatomical Science and Education at SLU. This is a volunteer position, presenting materials on Pulmonary and Forensic Pathology to high school groups through the A.I.M.S. Program. Mr. Fackelman has participated in several recruitment activities through BJH. The second-year students performed over 100 pulmonary function screenings, in the Cafe East at the annual Lung Health Day, in April. Smoking cessation materials were also distributed.

Retention Rate

The Programs retention rate for 2011 was 91.3%, for 2012 84.1%. In 2012 2 students left the program for non-academic reasons.

Efforts have been made to try and have informal tutoring sessions with the first-year and second-year students. Earlier identification and intervention in those students with academic difficulties has been implemented.

Job Placement

Job placement was 84% for the class of 2012(16/19). 66% of the 2013 graduates (12/18) were employed upon graduation.

Goals

The Program will review the process for presenting the affective behaviors required by the profession and clinical sites. A survey instrument was distributed to the Advisory Committee in April 2013. It asked if there were any Cognitive, Psychomotor, or Affective areas the Forest Park students were deficient in. Each member stated the student's Classroom/Theory and Psychomotor skills were excellent. But each mentioned the "professional" behaviors could be improved. The program will contact the Placement Services and Communications Dept. to develop multiple presentations on acceptable affective /professional behaviors prior to the student's clinical experience.

Science Department

Tommie L. Frison is the Science Department Chair. The department has eight full-time faculty (4 biology, 2 chemistry, 2 physical sciences), twenty one adjunct faculty, two full-time staff (1 biology and 1 chemistry), two student assistants (1 biology and 1 chemistry) and one half-time staff at the William J. Harrison Educational Center (WHEC).



Assistant Professor, T. L. Frison

The department will be allowed to add an additional full-time faculty for FY14 in biology. This position will be specifically for a BIO: 111 course Instructor with the possibility for additional course assignments. The spring 2014 semester is the anticipated start time for the new faculty.

The Science Department offers courses that not only support the Allied Health programs but also offer courses that support campus wide initiatives. The department also participated in various activities that would introduce the science to student or potential students.

Provided science courses for BJC cohorts

Worked with MoHealthWins to by offering BIO 111 at WHEC

Hosted the Upward Bound Program by providing lab space in both biology and chemistry.

Hosted Upward Allied Health and Natural Science Day

Renovations to the laboratories have begun. The physical science laboratory (A-315) renovation was completed. Additional renovations to C-417, B-411, and D-415 will be scheduled during the 2014 academic year.

Equipment issues continue to plague the department. The autoclave for the microbiology prep room could no longer be repaired. The department was able to purchase a new autoclave for microbiology Prep Room. Rachel Straub-Brandon (biology lab assistant) should be commended for her efforts in meeting the needs of the Microbiology classes during the time the autoclave was inoperable.

Faculty took part in professional development activities. Joe Wilson (Chemistry) and Teresa Alvarez both utilized Article 32 funds for tuition. Teresa Alvarez also participated in the Chancellor's Leadership Academy. Other faculty used these funds for memberships in learned societies, software and books.

The Science Department in an effort to improve retention in BIO: 111 will implement the McGraw-Hill LearnSmart in the fall 2013 semester. This is an adaptive learning program that will be required in the course. Other strategies for improving retention will also be considered.

Surgical Technology

The Surgical Technology program is a 42 credit hour Certificate of Proficiency program. This program provides the participant with the knowledge and skills required to enter the field of Surgical Technology in accordance with CAAHEP (Commission on Accreditation of Allied Health Education Programs) guidelines for accredited surgical technology programs.

The mission of this program is to prepare competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains and to satisfy the need for surgical technologists in local and regional communities.

The program consists of two full-time faculty and three adjunct time faculty which include one new hire in the fall 2012 semester.

Current number of students: 18 (retention of 82%)
2012 graduates: 22

Retention rate: 2012--92%

Job placement: 2012- 82%

National Boards Exam pass rate: 2012--- 86%

Graduate Satisfaction rate (by survey): 2012—100%

Employer satisfaction rate (by survey at 1 yr.): 2011 grads-90%

Facility Updates:

- An Electric Operating Room Bed was added in fall 2012 to update the lab for student learning.
- Classroom clickers were purchased May 2013 to improve assessment of student learning.

community involvement:

- Students organized a canned food drive for a local food pantry in November 2012
- Faculty Stacey Boedeker and Karen Schubert participated in multiple career fairs at community schools with the STLCC Mobile Technology Career Center.

New Collaborations:

- Contact was established with Mid America Transplant Services (MTS) resulting in an excellent internship opportunity for our surgical technology students. Students involved this year in the internship were invited to participate in fly-outs in the MTS jet to harvest pediatric lungs and kidneys in other states. They then flew in helicopter with the MTS team to Children's Hospital to transplant the organs into pediatric patients. They also observed the organ and tissue harvesting in the local MTS facility. MTS employs numerous STLCC Surgical Technology graduates as Tissue Procurement Coordinators.

Accomplishments:

- Program students placed 2nd in the annual Scrub Bowl held at the Missouri Association of Surgical Technology State Conference in March, 2013.
- Recognition by the National Board of Surgical Technology and Surgical Assisting was given to adjunct faculty Minnie Smith-Buckingham for maintaining 15 years as a Certified Surgical First Assistant. Teacher Appreciation Awards from the SGA were received by Stacey Boedeker and Diane Gerardot in May 2013. Diane Gerardot was invited to serve as a 2013 summer program reviewer for the Accreditation Review Council on Surgical Technology/Surgical Assisting (ARCST/SA).

Professional Development:

- Program faculty Minnie Smith-Buckingham, Stacey Boedeker, Karen Schubert and Diane Gerardot attended the Missouri Association of Surgical Technology Annual Conference in March, 2013.
- Stacey Boedeker visited the Surgical Science Museum in Chicago, IL in May 2013.
- Numerous CTL learning events were attended on campus

Goals for 13/14 year:

- Implement new accreditation requirements for program curriculum to maintain compliance
- Initiate the process for developing an Associate's Degree program for Surgical Technology

Business, Math and Technology

Executive Summary

The 2012-2013 academic year has been a year of both challenges and successes for the Division of Business, Math and Technology. Two programs have received accreditation in the last year, Baking and Pastry and Health Information Technology. Two new department chairs, Brenda Kahan in Information Systems and Rick Anthes in Automotive, took up their responsibilities and a third, Jim Munden, was selected to become Math Department chair on July 1. Several faculty

members received awards. Seth Daugherty, math faculty member, was named Forest Park Faculty Member of the Year. Angelic Cole, business faculty member, and the Master Class Committee received the college's Innovation of the Year award for the Master Class series. Chef Casey Shiller was named Chef Educator of the Year, St. Louis Chef of the Year, and won Cupcake Wars competition for a second time.

New curriculum initiatives such as Cybersecurity and, working with Flo Valley, Homeland Security offer exciting opportunities to pursue in the upcoming year. Curriculum revisions which are now being developed will bring a restoration of the Travel and Tourism program and will provided needed changes in other hospitality programs as well as Health Information Technology. Changes approved in the 2012-2013 academic year have strengthened Information Systems programs and more are in process.

Declining enrollment college-wide has challenged the division and resulted in a disappointing number of class cancellations with predictable frustration on the part of both faculty and students. The departure of Dianne Lee to serve as MoHealthWins lead left the CEA-IT Center of Excellence without a director, a role which is being filled by Professor Paul Daniel along with Professor Abdelouabab Amor and Department Chair Brenda Kahan. While the MoHealthWins grant has brought new students and new pedagogies to the division, it has also drained valuable faculty and physical resources which have been difficult to replace.

Division students have been honored in a variety of ways ranging from Grainger scholarships and tools for automotive students to numerous awards banquet honorees and Emerging Scholars award recipients.



(LtoR)BMT Interim Dean, Dr. Elizabeth Wilcoxson, President Dr. Cindy Hess, and Public Information and Marketing Coordinator, Susie Edmiston-King

The division has also been active in working with local high school students. The Excellence in Mathematics competition brought nearly 800 area high school students to the campus on a Saturday in November. Skills USA brought more high school students to campus for a computer competition. And, the Iron Chef competition pitted students from four area high schools in a culinary competition in March. A number of articulation agreements with high schools have been updated, and a dual credit option is actively being explored.

Overview of the Division

The Division of Business, Math and Technology is composed primarily of career/technical programs. The only exception is the Department of Mathematics which services students throughout the college.

The division is currently staffed by 39 full-time faculty, 99-118 part-time faculty (depending on semester), 14 full-time staff and 5 part-time staff in various capacities. See the chart below.

	Fall Full-Time Faculty	Fall Adjunct Faculty	Spring Full-Time Faculty	Spring Adjunct Faculty	Staff
Automotive Department	3	3	4	2	2 full-time 1 part-time
Business Department	5	7	5	7	0 staff
Hospitality Studies Department	7	23	7	21	2 full-time 1 part-time
Information Systems Department	8 (one on more than half-time release for MoHealthWins)	26	8 (one on more than half-time release for MoHealthWins)	21	7.5 full-time (one 36 week and .5 secretary who is full-time and is shared with math) and 3 part-time
Math Department	12	48	13	39	.5 (full-time but shared with IS)
Municipal Services Department	1	11	1	9	0 staff
Division Office					2 full-time
Total	37	118	39	99	14 full-time 5 part-time

Note: Figures do not include student assistants and short-term educational assistants.

These numbers include three new faculty members, W. Clarke Griffin who joined the Hospitality Studies Department in August 2012 and Efreem Negash and Joshua Walker who joined the Math and Automotive Departments respectively in January 2013. Michael Hobbs will begin on July 1 as a Computer Services Technician as the replacement for Max Slover.

The fall also saw the return of David Cross to the Hospitality Storeroom after nearly year's medical leave. Ben Gilbers returned from retirement as the temporary Manager of Network Services for CEA-IT.

The division includes Advisory Boards for the following career areas: Accounting, Automotive Studies, Business Management, Criminal Justice, Diesel, Health Information Technology, and Information Systems. Advisory Boards for Network Engineering and CEA-IT are in the process of being established.

The Division of Business, Math and Technology serves a diverse group of students in our courses. The student diversity statistics by department are as follows.

Fall 2012 (Note: These numbers include both majors and non-majors taking courses in these departments.)

	Automotive	Business	Hospitality	Information Systems	Math	Municipal Services
African-American/Black	43	365	221	489	2,177	134
Asian	3	30	17	52	88	2
Hispanic/Latino	2	22	18	34	78	8
Multiracial	3	14	10	20	77	6
Other	0	21	16	43	54	5
White	53	239	300	544	782	102
	104	691	582	1182	3256	257

Spring 2013

	Automotive	Business	Hospitality	Information Systems	Math	Municipal Services
African-American/Black	37	337	192	447	1668	143
Asian	2	41	22	55	78	2
Hispanic/Latino	4	23	17	24	63	8
Multiracial	3	12	13	12	66	10
Other	2	18	11	25	58	7
White	56	268	305	491	659	117
TOTAL	104	699	560	1054	2592	287

The diversity breakdown by program major is as follows:

Fall 2012

	African-American/Black	Asian	Hispanic/Latino	Multiracial	Other/unknown	White	Male	Female	unknown
Accounting	44	9	1	1	1	21	28	49	0
Automotive Technology	63	4	4	3	3	47	109	15	0
Building Inspection and Code Enforcement Technology	18	0	0	0	0	8	24	2	0
Business Administration	293	13	16	6	9	88	190	235	0
Computer Science	17	3	2	0	1	23	44	2	0
Criminal Justice: Corrections	57	1	2	1	1	11	14	59	0
	African-American/Black	Asian	Hispanic/Latino	Multiracial	Other/unknown	White	Male	Female	unknown
Criminal Justice: Law Enforcement	100	1	5	3	3	27	66	73	0
Database Developer	0	0	0	0	0	2	1	1	0
Diesel Technology	17	0	0	0	0	10	27	0	0
Event Planning	2	0	0	0	0	1	1	1	1
Fire Protection Technology	5	0	1	1	0	29	36	0	
Health Information Technology	86	9	5	2	12	60	28	145	1
Hospitality Studies: Baking and Pastry	45	0	5	1	1	65	20	97	0
Hospitality Studies: Culinary Arts	181	7	12	14	7	154	212	163	0
Hospitality Studies: Hotel & Restaurant Mgmt.	51	5	3	0	5	35	38	61	0
Information Systems	4	1	0	0	1	13	13	6	0
Information Systems: Computer Network Specialist ((Deactivated))	24	1	1	1	4	30	51	10	0

Information Systems: Microcomputer Support Specialist (Deactivated)	9	1	0	2	0	6	10	8	0
Information Systems: Office Information Coordinator	13	0	0	0	0	8	4	17	0
Information Systems: Software Developer	8	1	0	3	2	26	29	11	0
Mathematics	6	0	0	0	0	10	11	5	0
Medical Billing and Coding	60	5	0	1	0	62	7	122	0
Microcomputer Applications	1	0	0	0	0	0	1	0	0
Network Engineering	7	0	2	0	18	0	23	1	0
Oracle Developer	1	0	0	0	2	0		2	1
Travel and Tourism	3	0	0	0	5	0	4	4	0
Web Development	2	0	0	1	0	9	9	3	0

Spring 2013

	African-American/Black	Asian	Hispanic/Latino	Multiracial	Other/Unknown	White	Male	Female	Unknown
Accounting	29	8	1	1	1	22	21	41	0
Automotive Technology	65	2	4	4	4	47	117	9	0
Building Inspection and Code Enforcement Technology	23	0	0	0	0	16	27	2	0
Business Administration	267	15	15	5	6	98	185	221	0
Computer Science									
Criminal Justice: Corrections	48	1	2	0	0	13	8	56	0
Criminal Justice: Law Enforcement	85	2	6	8	3	19	52	71	0
Database Developer	No data								
Diesel Technology	19	0	1	0	0	13	31	2	0
Event Planning	2	0	0	0	0	1	1	2	0
Fire Protection	4	0	1	1	0	24	28	2	0

Technology									
Health Information Technology	66	6	4	1	2	56	21	114	0
Hospitality Studies: Baking and Pastry	36	0	4	1	1	65	15	92	0
Hospitality Studies: Culinary Arts	165	8	5	9	6	137	183	146	0
Hospitality Studies: Hotel & Restaurant Mgmt.	40	4	4	1	3	37	34	55	0
Information Systems	3	0	0	0	5	0	5	3	0
Information Systems: Computer Network Specialist (Deactivated)	21	1	1	2	24	0	41	8	0
Information Systems: Microcomputer Support Specialist (Deactivated)	No data								
Information Systems: Office Information Coordinator	13	0	0	0	8	0	4	17	0
	African-American/Black	Asian	Hispanic/Latino	Multiracial	Other/Unknown	White	Male	Female	Unknown
Information Systems: Software Developer	8	1	0	3	28	0	29	11	0
Mathematics	7	0	0	1	0	7	8	7	0
Medical Billing and Coding	53	3	0	0	1	72	13	116	0
Microcomputer Applications	1	0	0	0	0	0	1	0	0
Network Engineering	17	2	2	0	43	0	55	7	1
Oracle Developer	1	1	0	0	4	0	4	2	0
Travel and Tourism	2	0	0	0	0	2	2	2	0
Web Developer	1	0	0	0	0	5	2	4	0

No diversity breakdown, other than anecdotal, by faculty is available.

Credit hours generated by department are as follows:

Fall 2012

	Automotive	Business	Hospitality	Information Systems	Math	Municipal Services
Credit hours generated	803	2,870	3,948	6,051	10,319	1,183

Spring 2013

	Automotive	Business	Hospitality	Information Systems	Math	Municipal Services
Credit hours generated	786	2,918	3,835	5,238	8,068	1,209

Credit hours generated by program major are as follows:

Fall 2012 (Note: Hyperion is unclear whether these are hours generated in the program or in the college.)

Program	Credit hours generated
Accounting	580
Automotive Technology	1,265
Building Inspection and Code Enforcement Technology	216
Business Administration	3,805
Computer Science	427
Criminal Justice: Corrections	626
Criminal Justice: Law Enforcement	1,312
Database Developer	13
Diesel Technology	259
Program	Credit hours generated
Event Planning	15
Fire Protection Technology	199
Health Information Technology	1,540
Hospitality Studies: Baking and Pastry	1,257
Hospitality Studies: Culinary Arts	3,639
Hospitality Studies: Hotel & Restaurant Mgmt.	974
Information Systems	116
Information Systems: Computer Network Specialist	553
Information Systems: Microcomputer Support Specialist	169
Information Systems: Office Information Coordinator	144
Information Systems: Software Developer	278
Mathematics	103
Medical Billing and Coding	1,055
Microcomputer Applications	7
Network Engineering	271
Oracle Developer	25
Travel and Tourism	46
Web Development	68

Spring 2013

Program	Credit hours generated
Accounting	503
Automotive Technology	1,253
Building Inspection and Code Enforcement Technology	217
Business Administration	3,446
Computer Science	320
Criminal Justice: Corrections	551
Criminal Justice: Law Enforcement	1,146
Database Developer	No data
Diesel Technology	349
Event Planning	22
Fire Protection Technology	221
Health Information Technology	1,116
Hospitality Studies: Baking and Pastry	1,185
Hospitality Studies: Culinary Arts	3,231
Hospitality Studies: Hotel & Restaurant Mgmt.	835
Information Systems	37
Information Systems: Computer Network Specialist	376
Information Systems: Microcomputer Support Specialist	No data
Information Systems: Office Information Coordinator	144
Information Systems: Software Developer	278
Mathematics	104
Program	Credit hours generated
Medical Billing and Coding	1,066
Microcomputer Applications	18
Network Engineering	619
Oracle Developer	43
Travel and Tourism	26
Web Development	38

Strategic Plan Implementation

The Division of Business, Math and Technology has engaged in a number of activities in support of the college's 2013 strategic plan. In the area of Student Engagement, several of our programs have a significant population of students over the age of 24. Over 48% of students in the Automotive Technology program are over the age of 26. In Diesel Technology, 91.7% of students are 26 and older. In the combined Hospitality programs, about 38% of students are over the age of 26. There is only one student in Building Inspection under the age of 26. Approximately 75% of Fire Protection students are over the age of 26. (Provide programs and services with a focus on students 24 years of age and older.)

Most programs in the division advise many of their own students in an attempt to streamline the enrollment process and provide the best possible service to students. (Streamline enrollment processes and provide "student first" exceptional customer service.)

The Business Department and the Hospitality Department have taken the lead on providing for experiences outside the classroom. The Business Club is very active and has been directly

engaged in the Master Class series which provides an excellent out of class experience for students. Culinary students have participated in a number of community service activities including the Chefs' Wine Country event, Purveyor Day activities, the Operation Food Search organization's fundraiser event and the Culinary Showcase event for the Chefs De Cuisine organization. In addition, students participated with faculty in providing services for the college-sponsored League of Innovation event and the College's Foundation fundraiser. Culinary students also had the opportunity to attend several conferences including the ACF Conference/Culinary show in the Chicago area. Also, several faculty members in the Hospitality Department organized on-site visits for their students to hotel and food industry venues so that they could see what they have been learning being put into practice. (Review and strengthen experiences outside the classroom.)

In the area of teaching and learning, there have been a number of important developments. Although it is too soon to know whether the changes that have been initiated will increase student retention, that goal has been paramount as new initiatives have developed. The Mathematics Department has been especially active in this area. A number of department members participated in the Developmental Education Redesign Team which has worked hard to modularize the various components of developmental math so that students can progress more quickly. Also, in Spring 2014, a new math lab arrangement should come on line which will provided developmental math students with more hands-on computer-based instruction and increase the use of the course modules. Some of these concepts are being implemented by department member Debbie Char in her work with the MoHealthWins grant students. A number of other department members served on the district-wide Alternative to College Algebra committee which has developed a new course for non-STEM students. The new class should be scheduled in Spring 2014. (Increase student retention, create accelerated approaches to prepare students for college-level learning.)

Several departments are actively undergoing curriculum revision. A number of changes have occurred in the 2013 academic year in Information Services with several major program changes. The Hospitality Studies program spent three days in May working on curriculum change which will better interface with both high school articulation and transfer to four year programs, this strengthening the pathways for hospitality students. (Design and implemented integrated and navigable credit and non-credit pathways; strengthen program assessment to ensure program quality and viability for credit and non-credit.)

Most of the departments have been actively involved in assessment projects. These have ranged from comparing success rates in online vs. on ground courses to comparing the knowledge base of students entering the first Criminal Justice course with those exiting the course. The assessment reports are included in appendix C. (Strengthen program assessment to ensure program quality and viability for credit and non-credit.)

One of the greatest strengths of the division is the amount of professional development in which the faculty has been engaged. A lengthier discussion of this topic follows. Suffice it to say that 37 full and part-time faculty members from the division completed the full battery of online training. An additional 28 are in the process of doing so. Another 15 have attended conferences while at least 4 have given conference presentations. (Engage faculty in continuous learning opportunities to support quality teaching.) As noted earlier, 37 faculty members have completed the entire program of online training, and 28 are in the process of doing so. (Provide a quality online learning experience)

In the area of Organizational Culture, we have clearly invested in celebrating student and faculty success. Two Automotive Studies students won Grainger scholarships and tools. A celebratory event was held to honor those two students. Two Automotive students were also inducted into the Who's Who. Math instructor Seth Daugherty was named Forest Park Faculty of the Year and was surprised by the announcement in his classroom with balloons and photographs. The Business Club and Business Professor Angelic Cole (and her Master Class Committee) were granted the Innovation of the Year award for the district. A number of students received awards at the annual awards ceremony while others were recognized at the Emerging Scholars banquet. Many of their faculty attended to support them. (Invest in and celebrate students, faculty, and staff.)

Most Significant Accomplishments

Learning:

Two programs in Business, Math and Technology received accreditation in the 2013 fiscal year, Baking and Pastry and Health Information Technology. Both underwent site visits and received good reports requiring only minor changes in program implementation.

New equipment was purchased through Perkins funding for Automotive Technology, Fire Protection, and Hospitality. Automotive Technology received a tire changer, alignment sensors, and a scan tool. Fire Protection received turnout gear, and the Hospitality: Culinary program received a microwave and a vacuum cleaner. These items did not, unfortunately, improve the overall facilities. A plan to establish a formal math lab is in process for next year. Hopefully, the new instructional kitchen will be functional by fall as repairs to the ventilation are ongoing. Information Systems continues to maintain its own facilities which are currently being upgraded.

Two division faculty members were promoted effective July 1, 2013. Angelic Cole was promoted to Associate Professor and Jeffrey Jones was promoted to Professor. Several faculty members have received awards during this academic year as well. Chef Casey Shiller was named Chef Educator of the Year by the American Culinary Federation as well as St. Louis Chef of the Year in addition to winning Cupcake Wars for a second time. Seth Daugherty was named Forest

Park Teacher of the Year. Angelic Cole and the Master Class Committee won the district's Innovation of the Year award. Two adjunct faculty members (and graduates of our program) were promoted to Fire Chief: John Bailot of the Ladue Fire Protection District and Mark Emert of the Collinsville, Illinois Fire Protection District.

In addition, a number of students won scholarships and honors. Three culinary students were awarded scholarships from the Missouri Restaurant Association: Danielle McNeal, Norma Teter and Jenna Shaw. Two automotive students received scholarships and tool kits from Grainger: Lacey Smith and Daniel Borgers. Five students from the Health Information Technology program successfully completed certification exams. Students were not eligible to take the exams until the program was accredited. A number of students were honored at the Annual Awards banquet including the following: For Math Achievement, Lorne Day, Josh Deckard, James Eimer, Ollie Langhorst, Ramin Melikov, Jay Straughter, Brandon West, Robert Whitlock and Letitia Williams; for Automotive Technology, Daniel Borgers, Dewayne Gandy and Kenneth Robinson; for the Business Club, Lisa Baker, Dontilisha Bryant, Adam Westermayer, Derrick Varner, and Vernon Betts. In addition, a number of additional students received awards for honors, Phi Theta Kappa, and as Emerging Scholars.

In addition, four students who participated in the Edward Jones internship were hired by the company after the internship was completed. Jonathan Friedman has hired in a full-time position, and Teresa Johnson, Katherine Garger and Kevin Gomez were hired in flextime positions.

Professional Growth and Development:

The following instructors utilized Article 32 monies to attend teaching-related conferences:

Debbie Char	National Council of Teachers of Math and Missouri Council of Teachers of Math Conferences
Angelic Cole	MCCA Conference
Evelyn Corich	National Council of Teachers of Math Conference
Seth Daugherty	Missouri Mathematics Association of Two Year Colleges
Michael Downey	National Student Veterans Conference
Terri Grote	Course Technology Conference
David Juriga	Missouri Association of Accounting Educators Conference
Dianne Lee	Achieving the Dream Conference
Michael Lueke	National Council of Teachers of Math Conference
James Munden	Mathematics Association of America Conference
Sharon Pemberton	National Council of Teachers of Math Conference
Nicholas Peppes	Economics Teaching Conference
Aaron Reeves	Teachers of Accounting at Two Year Colleges Conference
Patricia Sherman	AOE Conference
Casey Shiller	American Culinary Federation Conference

In addition, the following faculty members used Article 32 funds to maintain certifications and professional memberships: Gustav Adamecz, Abdelouabab Amor, Walter Clarke Griffin, Robert Hertel, David Juriga, Michael Lueke, Craig Mueller, Ellen Piazza, Casey Shiller, and William Tucker.

The following faculty members took courses using their Article 32 funding: Nita Graham, Terri Grote, and Robert Hertel.

Other expenditures included subscriptions to trade publications, purchase of books and software, and participation in Skills USA and Ford AAA Auto Skills events (Richard Anthes).

Staff members participated in several professional development events. Dean Elizabeth Wilcoxson attended the MCCA conference and attended, and presented at, the Chair Academy Conference. Math Department faculty members Michael Lueke and Deborah Char gave presentations at national conferences, and Michael Lueke and James Munden did presentations at the district-wide Math Department miniconference during Fall Service Week.

Two sabbatical reports were submitted from Evelyn Corich on her work on improving the teaching of math and Robert Weil on his work on instructional techniques for automotive students in China. One sabbatical for summers 2013-201 was approved for Paul Daniel to upgrade his IS certifications.

Engagement:

A significant amount of community outreach and involvement has occurred in the division over the last year. The Automotive, Criminal Justice, Health Information Technology, Hospitality, and Information Systems areas have all signed articulation agreements with area high schools. Dual Enrollment agreements are also in process in many of these areas. Information Systems has been engaged in the Innovation College grant with UMSL and with the Innovation High School grant with several St. Louis public schools. The Mathematics Department is working with Beaumont High School to provide courses on our campus for their students in the fall. In addition, the Department of Mathematics is also providing PreCalculus instruction to BEST program students this summer. Dean Wilcoxson, along with Deans Featherson and Mead-Roach consulted on curriculum needs with Confluence Academy. A number of Hospitality faculty members visited area elementary and high schools such as Clyde C. Miller, Pattonville, Webster, University City, Marquette, and North and South County Techs to promote our programs. In addition, Chef Hertel hosted a student intern from Clyde C. Miller this year. In addition, several programs have participated in the Mobile Tech outreach.

In addition, several Hospitality faculty members, Chef Hertel, Chef Shiller and Jeffrey Ivory, made visits to several four year institutions to work on articulation with those institutions.

Several events were held which brought local high school students to our campus. In November, the Math Contest involved over 800 students from area high schools. In March, the Iron Chef competition included students from five area high schools. And, the Skills USA computer competition brought 59 students from 10 area high schools to campus in February.

The Health Information Technology program continues to partner with BJC and SSM providing courses for cohorts of students from both hospitals. The Mathematics Department and the Information Systems Department are working closely with the MoHealthWins program to provide courses, computer support, and instructional space.

The Information Systems, Hospitality, and Automotive Departments welcomed visiting international studies coordinators with a visit to their labs during their recent participation in a conference in St. Louis. They are also coordinating, for Chief Banahan and the St. Louis Metropolitan Police Department, an Intellectual Property Cyber Crime Seminar for area police at the Harrison Education Center which will take place in September 2013.

New collaborations are under discussion such as one between the Automotive Department and Dobbs Tire and Auto.

Several of the career areas have active student clubs. The Business Club has been especially active over the last year. As noted earlier, Hospitality students were engaged in a number of community service projects such as the following: Purveyor Day activities, Chefs' Wine Country event, Culinary Showcase for Chefs De Cuisine organization, "Show Me St. Louis" events, Operation Food Search organization fundraiser event, STLCC's Foundation fundraiser, and the Wall of Fame Award Ceremony.

Retention:

Up to this point, we have not had an articulated retention goal with measurable outcomes except as evaluated in some of our assessment projects. However, in the Information Systems Department, curriculum groups have been formed around individual courses and faculty are working to identify 4-5 most difficult topics in each course in order to develop supplemental materials (video clips, simulations, extra practice, etc.) to help with retention. Modularization of courses in developmental math and the introduction of a new college-level course for non-STEM math students are designed to improve retention in those key courses in the future.

Job Placement Rate: Note: The most recent data in Hyperion is from 2010-2011, so that is what is included here.

Program	Employed in related field	Employed in un-related field	Continuing Ed. In related field	Continuing Ed. In unrelated field	Unemployed	In Military	Not available for employment	Unknown

Accounting	3	2	1	0	0	0	2	3
Automotive Technology	9	4	3	1	1		0	4
Building Inspection and Code Enforcement Technology	2	1	0	0	0	0	0	0
Business Administration	2	0	1	0	0	0	6	0
Computer Science	No data							
Criminal Justice: Corrections	3	3	1	1	1	0	0	0
Criminal Justice: Law Enforcement	2	4	2	0	2	0	0	4
Diesel Technology	2	0	2	0	0	0	0	2
Event Planning	New program – no data yet							
Fire Protection Technology	4	0	0	0	0	0	0	2
Health Information Technology	1	2	2	0	1	0	0	2
Hospitality Studies: Baking and Pastry	11	5	0	0	3	0	0	6
Hospitality Studies: Culinary Arts	16	5	0	1	3	0	0	2
Program	Employed in related field	Employed in un-related field	Continuing Ed. In related field	Continuing Ed. In unrelated field	Unemployed	In Military	Not available for employment	Unknown
Hospitality Studies: Hotel & Restaurant Mgmt.	5	2	0	0	0		2	1
Information Systems	No data							
Information Systems: Computer Network Specialist	1	2	0	0	0	0	0	1
Information Systems: Microcomputer Support Specialist	1	1	0	0	0	0	0	1
Information Systems: Office Information Coordinator	0	0	0	0	0	0	0	0
Information	0	1	0	0	0	0	0	0

Systems: Software Developer								
Mathematics								
Medical Billing and Coding	3	2	2	0	2	0	0	2
Microcomputer Applications	1	0	0	0	0	0	0	0
Network Engineering								
Oracle Developer	1	0	0	0	0	0	0	0
Travel and Tourism	11	4	7	1	3	0	2	0
Web Development	1	0	0	0	0	0	0	0

OVERVIEW OF THE DEPARTMENTS

Automotive Studies

The Automotive Studies Department consists of both Automotive Technology and Diesel Technology. Both Programs offer a CS, CP and the AAS Degree. Both programs train people to maintain and repair Cars and Trucks.

General overview of significant accomplishments/outcomes:

Have increased our student's awareness of graduation requirements using the self-audit. This has also helped make sure the students are meeting pre-requisite requirements during registration.

Programs, initiatives and activities

We are trying to get involved in more charity programs such as wheels of hope, where the students work on a car to be donated to charity. We also participated in Skills USA competitions on both the regional and State level as well as the Ford/AAA Auto Skills for both Missouri and Kansas.

Research

Interdisciplinary and inter-institutional collaborations

We currently are working with several of the area Secondary-Technical Schools in varying capacities, such as advisory committees. We hosted an open house for South and North County Tech High Schools and have regular contact with their instructors. We also work with several other institutions assisting with Auto Skills contests, such as: Linn State Technical College, Rankin Technical College, Pittsburg State University, Longview Community College.

Enrollment

Our enrollments are strong and we have been filling most all of our classes.

Students/scholarships

We have had 2 students receive the Grainger sponsored “Tools for Tomorrow” for the last several years. The scholarship includes both a \$2000. monetary award as well a set of hand tools to help the students begin their careers in the Auto Service Industry. We also had quite a few students earn extra merits. We had 1 student who has mentored over 7 students in the AAMI Program who also received Departmental Honors at the Service Awards banquet. We also had 2 students recognized for their efforts in tutoring other student and having a peer tutoring group. There were 8 students recognized for Academic Honors, and 2 inducted into the Who’s Who.

Outreach and engagement

Detailed overview of the unit

We continually review our curriculum and update and improve upon it. The number of current faculty and/or staff (both full-time and adjuncts) . Currently we have 4 Full Time Faculty positions, 4 Adjunct Faculty, 2 Lab Technicians, and 1 Part Time Lab Worker. Due to retirements we have a new department chair, 1 new faculty member, and are in the search process to replace another faculty member.

Advisory board members (if applicable)

We have 2 Advisory Committees 1 for Automotive Technology and 1 for Diesel Technology. The members are local representatives of other schools, business industry and trade organizations.



(LtoR) Associate Professor, Rick Anthes, Retired Professor Robert Weil, and Assistant Professor, Joshua Walker

Business Administration

General overview of significant accomplishments

i. Programs & Initiatives

- a. A new AAS degree was approved and implemented during the fiscal year 2013. The new degree was designed to give our students more opportunities for job employment as well as for transferability to other schools.
- b. The Edward Jones Internship continues to grow and offer opportunities to our students. During the school year, Edward Jones offered two more internships to deserving St. Louis Community College students (Both students came from the Accounting program at the Forest Park Campus). Jeffrey Jones has done an excellent

job in facilitating this partnership and Jeffrey remains our contact person as he continues to work with Edward Jones for future internship opportunities.

- c. The Master Class Speakers series continues to be great opportunity for our students to connect with local business leaders. Angelic Cole has done an excellent job in organizing the Speaker series events.
- d. The Forest Park Business Club has also become a great way for students to network and connect with each other regarding job opportunities and continued education beyond the community college.
- e. The Accounting Advisory Committee met during the Fall 2012 semester to discuss the current state of the program and the future of the Accounting profession. The consensus from our advisors is that our program is strong and we continue to get a high rate of transfers to 4-year universities as students continue their accounting education.
- f. The Business Administration Advisory committee met both in the Fall 2012 semester and in the Spring 2013 semester. The central theme from the meetings is that we need to continue to offer technology courses such as Excel as these are desirable skills that students need for future employment. The Business Administration degree is also high in demand from current employers and the future looks good for job choices among Business Administration majors.
- g. The Forest Park Business Faculty continues to maintain high standards in the classroom as every full-time faculty member participated and received the required training to teach online and hybrid courses (Everyone is Blackboard certified).
- h. Nicholas Peppes continues to work with the Federal Reserve Board in St. Louis. Nick works with the academic council and connects with local Economic professors in St. Louis.
- i. Aaron Reeves and David Juriga continue to attend conferences to stay current in the Accounting field.
- j. David Juriga continues to complete CPE's to maintain the CPA license certification.

ii. Enrollment

Enrollment at the Forest Park Campus continues to be consistent in both the Business Administration and Accounting programs.

Major: Business Administration: 301 students (compared to 319 students for 2011)

Major: Business Administration (Management): 119 students (compared to 95 students for 2011)

Major: Accounting: 91 majors (compared to 95 during the 2011 school year).

II. Detailed overview of the unit

- a. Overview of the unit's strategies
 1. Offer programs that encourage critical thinking skills.
 2. Offer courses that are fast and flexible for the 24 or older group (more flexible course offerings).
 3. Employ qualified and competent faculty
 4. Create Business Administration organizations that foster communication within the Forest Park Campus.
 5. Offer internship opportunities
 6. Work on community relations
 7. Review course offerings and scheduling
 8. Provide easy access to class information.
 9. Conduct yearly assessment of course offerings for the Business Department
 10. Full-time faculty will continue to enroll in continuing education courses, attend conferences, and attend online training sessions.
- b. Number of full-time faculty in the Business Administration Department (Forest Park Campus) – 5 full-time faculty members.

Number of adjunct faculty in the Business Administration Department – 7 adjunct faculty were employed during the 2012/2013 school year.

- c. Diversity Breakdown for 2013 school year

Students:

57% Black/African American
31% White
5% Asian
7% Other (includes Hispanic & Multiracial)

Faculty:

67% White
33% Black/African American

- d. Credit hours generated by Department: The Business Administration Department generated **5,770 credit hours** during the 2013 fiscal year.

III. Strategic Plan Implementation

- a. Statement of each goal being addressed – refer to II part a.(overview of units strategies) as these statements have already been presented.
- b. Key indicators of progress: Each key indicator is referenced to the unit strategies mentioned in II part a.
 1. Every faculty member participated in the honors program during the 2013 school year. The honors projects are designed to encourage critical thinking skills in the classroom.
 2. Our department continues to offer flexible course offerings which include hybrid, internet, and miscellaneous length courses to meet the demand of our student population.
 3. The Business Department continues to employ qualified and competent faculty. All full-time faculty have Master's degrees (MBA) within their respective discipline and all full-time faculty members are Blackboard certified and qualified to teach both online and hybrid courses. Our adjunct faculty also has the appropriate degree qualifications to teach in their respective field.
 4. The Business Administration Department has established the Forest Park Business Club to help foster communications among our Business majors on the Forest Park Campus.
 5. The Business Administration Department continues to offer internship opportunities for our students. Some of these opportunities include a partnership with Edward Jones, as well as the VITA program at the Meramec Campus.
 6. The Master Class Speakers series offers an excellent opportunity for our Campus and students to connect with local business leaders. Students are able to ask questions and observe local professionals to understand the critical factors that it takes to be successful in the business world.
 7. The Business Department continues to review course offerings and scheduling to meet the needs of our diverse student population. Courses have been modified to meet at various times to maximize our course offering opportunities for our students.
 8. Every faculty member uses Blackboard in the classroom. This allows easy access to course information.
 9. The Business Administration Department continued the yearly assessment on online student success in the classroom. This year's focus concentrated on online Microeconomics and online Macroeconomics. The success rates for our online courses continue to struggle as demand remains at a high level.

Macroeconomics: Online Success Rate = 34.25% (Compared to 57% for lecture-based courses)

Microeconomics: Online Success Rate = 46.67% (Compared to 65% for lecture-based courses)

This study is still in its infancy as the sample size is relatively small. As we gain more experience with teaching in the online setting, our success rates should begin to increase. We will continue to monitor these results and implement appropriate changes along the way to enhance student success.

We also continued our assessment study on student success in online Financial Accounting. This study is also in its infancy due to its small sample size. The results show that our online Financial Accounting success rate continues to struggle. The cumulative success rate is 52% compared to 78% for our lecture-based courses. We will continue to monitor these courses and implement appropriate changes along the way to enhance student success.

10. Our full-time faculty members continue to attend conferences and also enroll in continuing education courses to maintain certification and excellence in the classroom.

IV. Most Significant Accomplishments

a. Learning

- Jeffrey Jones was promoted to Professor
- Angelic Cole was promoted to Associate Professor

b. Professional Growth and Development

Article 32 Activities:

TACTYC conference (Attended by Aaron Reeves)

MAAE Conference (Attended by David Juriga)

Federal Reserve Conference (Attended by Nicholas Peppes)

Continuing Professional Education (All full-time faculty)

c. Engagement

- The Edward Jones partnership continues to grow. Edward Jones plans on continuing and expanding their relationship with St. Louis Community College to give our students internship and future employment opportunities. Thus, there will be multiple opportunities for our Business students to gain valuable work experience while attending St. Louis Community College.

- The Masters Speakers Series continues to be an excellent outlet for students to observe and connect with local business leaders.

V. Goals for upcoming year

- Continue to maintain high standards in the classroom by employing competent full-time and part-time faculty.
- Continue to offer flexible course offerings to meet the diverse student population. This includes offering a good variety of hybrid classes, online classes, miscellaneous length classes, and traditional lecture classes.
- Expand the Edward Jones partnership. We hope to work with Edward Jones on increasing the number of interns accepted per academic school year. Currently, Edward Jones accepts two interns per year and our goal is to double the number of interns placed within Edward Jones.
- Continue the Master Speaker Series. We have had a lot of success in bringing in local professionals to share their success stories, and we hope to continue this series for the upcoming school year.
- Our Faculty will continue to pursue excellence outside of the classroom by attending conferences and completing continuing education courses to enhance classroom success.
- We will continue our assessment of online success rates in the classroom. As we gain experience in the online setting, our success rates should begin to increase. We will also continue to implement changes within our teaching styles to improve student outcomes.
- We will continue to offer programs that enhance critical thinking skills. This includes participating in the honors program as students will complete extra case assignments to improve their analytical skills.
- The Business Administration & Accounting disciplines remain very popular due to high job demand in the upcoming years. Accounting ranks as one of the best majors due to the availability of jobs in the years to come. Thus, we hope to continue our articulation agreements with local universities as we encourage our students to continue their education beyond the community college to improve job opportunities and future income. Our majors' enrollment and credit hour production in the Business Administration Department remain strong and consistent and this should continue in the upcoming semesters.



MasterClass Speakers, with committee Chair, Angelic Cole, Associate Professor, Business(5th from L) and Mass Communications Associate Professor, Sandra Osburn (4th from left)

Hospitality Studies

The Hospitality Studies Program is a department comprised of three linked career areas: Hotel and Restaurant Management with Travel and Tourism, Baking and Pastry Arts and Culinary Arts. We are engaged in several academic initiatives including pathway building through articulations with all of the City/County high schools, with related courses. As a program we also have fostered relationships with four year institutions such as Johnson and Wales University, the University of Missouri- Columbia and Saint Louis University. Additionally, we have planned our course sequences with significant interdisciplinary study within our core career area. We have also pursued interdisciplinary courses, where appropriate, with other academic areas, such as Art and English. Sections of these general education requirements are geared towards Hospitality students.

Our faculty and students are active in various service learning projects such as developing and teaching continuing education, community service lectures and demonstrations, as well as ongoing relationships with community based groups such as Operation Food Search. Faculty also regularly represent the department at various high school career fairs and make themselves available to in-house tours, site visits and student shadowing. Faculty participates on multiple advisory committees, contribute to local print media, and appear on local and national television. Faculty are also active at the high school level in judging Skills USA events and student culinary competitions. Our students are eligible to access multiple national and local industry based scholarships including institutions such as the Missouri Restaurant Association, the Saint Louis Area Hotel Association, The Dames Escoffier, The National Restaurant Association, The Saint Louis Chefs de Cuisine, The Dennis Galore Memorial Scholarship and others. Two of the three areas of specialization, Baking and Pastry and Culinary Arts, are accredited with “exemplary” status by the American Culinary Federation. Our accreditations are current.



(L to R)HRM Associate Professor, Jeff Ivory, and Tourism Associate Professor, Craig Mueller

Enrollment Numbers:	Spring 2012	Fall 2012	
DEPARTMENT	634	582	
HRM	94	96	
CUL	276	285	
BAP	104	98	
*GEN TRANSFER	150	84	

CREDIT HOURS GEN.	4,396	3,948
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*SIGNIFICANT ACCOMPLISHMENT- REDUCTION IN NUMBER OF UNDECLARED STUDENTS IN THE PROGRAMS.

Currently there are seven (7) full time faculty members, two (2) full time staff and thirty eight (38) part time faculty and staff in the Hospitality Studies Department. Chef Clarke Griffin was in his first full year of teaching at the college in 2012. Of the full time faculty six (6) are male, one (1) is female. The support staff of two is equally divided between male and female employees.

The student body breakdown for the department in 2012:

SPRING 2012	FALL 2012
47% CAUCASIAN	43% CAUCASIAN
44% AFRICAN AMERICAN	47% AFRICAN AMERICAN
9% OTHER	10% OTHER
18% 21 YRS AND UNDER	26% 21 YRS AND UNDER
31% 21-25 YRS	28% 21-25 YRS
15% 26-30 YRS	12% 21-25 YRS
23% 35 YRS AND ABOVE	27% 35 YRS AND ABOVE

For the academic year, 73% of the students are considered continuing, 10% are reentry students and 10% are transfer students. 51% of the students declared themselves as “full time” students and 49% considered themselves “part time”; 38% of students carry a GPA of 3.0 or above, 47% maintain a GPA of 2.0-2.99.

A great part of the focus of the department for 2012 -2014 involves curriculum revisions to all the core academic areas. As a part of this curriculum redesign, 2012 saw the successful launch of the Event Planning Certificate of Proficiency and the submission of the new Travel and Tourism Certificate of Proficiency for approval to the district curriculum committee. During the summer of 2012 department members, will meet to begin mapping and revising curricula and course profiles, develop class schedules and course sequences. It is our goal to have the revisions to the three program areas approved and in place by the fall semester of 2014. It is the goal of this revision to create better learning pathways for students in our program through reestablishing our learning outcomes, support systems and educational partnerships. We are redefining our assessments and measurable outcomes during this process, to better meet both industry standards and the college’s strategic priorities.

HOSPITALITY STUDIES DEPARTMENT ACTIVITIES FOR ACADEMIC YEAR 2012-2013

Faculty – Student Participation in Purveyor Day activities (Community Service project)

Faculty/Students/Staff catering services provided for Chancellor's Dorsey's League of Innovation event

Faculty/Students participation in Chefs Wine Country event – two day event community service work

Students involved in Culinary Showcase events for the Chefs De Cuisine organization.

ACF Chef of the Year Nationwide Competition – Chef Shiller –College representative for Chef Educator



Award-Winning Chef, Casey Shiller, Associate Professor, Baking and Pastries

Chef of the Year Dinner/Award Ceremony – our own Chef Casey received this special honor

Faculty/Students involved in “Show Me St. Louis” events in late, Fall – 2012

Faculty/Students involved in catering services for Operation Food Search organization fundraiser event

Faculty/Students/Staff catering services provided for the College Foundation's February fundraiser – featuring Chef Michael Mina at Four Seasons hotel.

Missouri Restaurant Association annual awards banquet –our own long serving Adjunct John Perry was given a special award –“Allied Director of the Year”

We had three culinary students that were awarded scholarships from the Missouri Restaurant Association this year: Danielle McNeal, Norma Teter and Jena Shaw.

Five local high schools participated in the Iron Chef competition which was hosted by our department during Spring break week and we had a number of faculty, students and staff that helped in hosting the event. Also, chefs and guest speakers were also in attendance for this competition.

Throughout the year, a number of our faculty members made site visits to area elementary and high schools to promote our programs. i.e. Clyde Miller Academy, Pattonville, Webster, University City, Marquette, and North and South County Tech. Chef Hertel also hosted a student intern from Clyde Miller Academy this year.

Current Accreditation and Memberships: American Culinary Federation, National and Missouri Restaurant Associations, Meeting Professionals International, Certified Meeting Professionals, St. Louis Chefs De Cuisine Association, St. Louis Area Hotel Association (SLAHA), Interactive Workshops
and full time and our adjunct faculty attend monthly, quarterly or annual meetings of these various organizations.

Faculty member, Michael Downey, is working with student veterans group of America and he and a group of students attended the Student Veterans of American conference down in Florida. He is our campus representative in this program.

Faculty members: Chef Rob Hertel , Chef Casey Shiller and Jeff Ivory made a number of site visits to several four year institutions to work on cooperative educational ventures, i.e. University of Missouri and Johnson and Wales University.

Many of our hospitality instructors: Jeff Ivory, Terri Heck, Ann Gravette, Katie Devany, Mary Denny , Rob Hertel, Craig Mueller and Casey Shiller organized and provided their students with the opportunity to make on-site visits with a large number of hotel and food industry locations related to classroom activities. They also invited a number of guest speakers to come into their classes to make presentations about the hospitality and food service industry. Some of these sites were visits with vendors that we do business with on an ongoing basis.

Chef Shiller and several students participated in the ACF Western Regional Conference this Spring in Idaho and showcased the work being done in our department.

Chef Shiller accompanied by a number of students participated in several visits to our state capitol in Jefferson City to showcase events being done on our campus and provide food services to these events.

Chef Shiller and students recently attended the ACF Conference/ Culinary show in the Chicago area.

Our full time faculty and staff participate in a large number of District and Campus –wide committees: i.e. Curriculum Council, Health and Wellness, Veterans Affairs, Institutional Affairs Council, Selection Committees

Full time, adjunct faculty, students and staff worked on the Wall of Fame Award Ceremony and Alumni Reception which was held on May 9th this year. We worked with our community relations department in organizing some of the activities involved with this reception.

Information Systems

I. Executive Summary

a. Introduction

b. General overview of significant accomplishments/outcomes (which may include the following)

i. Programs, initiatives and activities

Forest Park Information Systems Department and CEA-IT curriculum work:

- Health Information Technology (HIT) program completed the CAHIIM

Accreditation process in summer 2012 and was awarded CAHIIM Accreditation in September 2012. This is significant because a student is only allowed to sit for an industry certification exam if s/he has graduated from an accredited program. During spring 2013 we have had 3 students so far sit for the exam and passed.

- HIT accreditation recommendations and advisory committee gave the program the outline to start a major curriculum revision. The revisions are scheduled to be completed by fall 2013 to go through the curriculum approval process.
- HIT continues to partner with local healthcare providers: BJC - Medical Billing and Coding Program (3 cohorts presently going through our program) and SSM partnership with healthcare professionals taking the specialized “*Ologies*” training.
- Network Engineering AAS Degree Program was developed in 2011-2012 with courses offered from the new curriculum in spring/fall 2012.
- In conjunction with CSEC Grant Consortium, Security Focus courses were developed and all of the five courses will have been taught by fall 2013. We hope to have our first Security Focus Network Engineering graduates fall 2013/spring 2014.
- Cyber Security post-degree certificate of Specialization/Proficiency began curriculum preparation to submit fall 2013 to go through the curriculum approval process. This is one of the certificate programs we hope to market through CEA-IT to partner with local businesses.
- Software Developer AAS Degree went through major curriculum revisions and is close to finishing the curriculum process to start in spring 2014.
- Web Development Certificate of Specialization went through major curriculum revisions and has been approved pending state approval to begin offering the new courses in spring 2014.
- Oracle Developer is almost done with the curriculum process. Hopefully completed in fall 2013.
- Office Information Coordinator AAS Degree Program as well as Microcomputer Applications AAS Program curriculum revisions are in progress - Florissant Valley IS Department lead.
- Adjunct Initiative – developing on-going training work sessions throughout the year for IS Adjuncts – Bb, Banner, other systems necessary for success. Support system for them to be able to work on content and delivery with mentors - Program Coordinator (HIT) and Department Chair and/or Mentoring faculty for individual Adjunct.
-

- **Development of Curriculum Groups – District-wide** It started with textbook selection but I decided that the faculty (full-time and Adjuncts who teach the courses) needed to get together and work on content and delivery – share projects, techniques, etc. So far I have coordinated the following CURRICULUM GROUPS:
 - IS:112
 - IS:116/219 (phasing out IS:103)
 - IS:130
 - IS:129/131
 - IS:139/140

More groups will be coordinated as we get the first groups set up and running. So are we have had organizational meetings and first discussion on content/structure are scheduled for June. Everyone district-wide has been very willing to take time to work through issues we have with the various courses.

- **Retention Initiative** – Tutoring for targeted courses that have a higher drop rate due to difficulty. To formulate a tracking strategy through Hyperion for retention rates.

The curriculum groups are identifying the 4-5 most difficult topics in the course(s) and will work on supplemental materials (video clips, simulations, extra practice, etc.) to help with retention.

- **Department Watch Initiative** – majority of advising through the department and tracking our majors from first course to last course. Try to reach out to promote next courses, get information out about the schedule of courses (hopefully we can get this nailed down to work properly). Visiting classes to answer questions around registration time.
- **HIT** – Town Hall Meetings fall and/or spring. Celebrate those who passed the exams – have them come back and let everyone know how they had success, tips, etc.
- The IS Department and IS Technical Staff have supported the following:
 - Facilities include 355 computers located in 11 classrooms and computer centers, 40 laptops, 475 removable hard drives are imaged each semester, 11 servers
 - Our open labs to our majors as well as the general student population (D-300 and D-210) had over 34,000 student entries **per semester**.

- Technical support for E-310 which is considered a classroom that is schedule by all programs:
 - Dentrix for the Dental Programs which takes VMware virtualization
 - Mathematica for the Math Programs
 - Quickbooks for the Accounting Programs
 - Surgical Technology Program software
- Support for MoHealthWINS
 - 3 offices for MoHealthWINS Staff
 - Daily use of the Interactive Learning Center (D-210-211)
 - Scheduled time in E-310
 - Computer services – 4-5 times per week (install software on the machines in D-210 – which means an individually install on each machine (+20) minimum on short request, handle technician to work on printer, machines, etc. This a significant increase in support for D-210-211 with only one technician.
 - Printing support – equipment, paper, and ink
 - Cohort scheduling and staffing coordination for Programs offered through the Grant
 - Cohort registration, and textbook orders for the Programs offered through the Grant
 - Purchase of hardware for courses in the Programs offered through the Grant
 - Preparation of hard drives per course in the Programs offered through the Grant

ii. Research

iii. Interdisciplinary and inter-institutional collaborations

- IS Department is developing a plan to reach out to all programs that require a computer literacy course to consider our new IS:116 instead of IS:103 and to promote IS:151 as a universal skills course for all careers.

iv. Enrollment

Major Student Enrollment						
Category	Semester	Section Count	Course Credits Taught	Average Seats Taken	Cume Seats Taken	Student Credit Hours
Health Information Technology (HIT)	201220	9	29	16.3	147	493
	201230	31	113	18.0	559	2,109
	201310	29	83	17.7	513	1,479
Information Systems (IS)	201220	31	55	12.4	385	808
	201230	64	140	14.7	939	2,195
	201310	76	172	13.2	1005	2,472
Information Technology (IT)	201220	2	8	21.0	42	174
	201230	17	91	18.8	320	1,747
	201310	15	66	18.9	284	1,287
Major Student Enrollment by PROGRAMS						
Major	Semester	Head Count				
Computer Science	201220					
	201230	31				
	201310	31				
Health Information Technology (HIT)	201220					
	201230	146				
	201310	116				
Medical Billing and Coding (HIT)	201220					
	201230	113				
	201310	123				
Database Developer (IS)	201220		Deactivated			
	201230	2				
	201310	0				
Information Systems (IS)	201220		???? status ????			
	201230	17				
	201310	6				
Information Systems Computer Network Specialist (IS)	201220		Deactivated			
	201230	63				
	201310	44				

Information Systems Microcomputer Support Specialist (IS)	201220		Deactivated			
	201230	21				
	201310	15				
Information Systems Office Information Coordinator (IS)	201220					
	201230	17				
	201310	19				
Information Systems Software Developer (IS)	201220					
	201230	46				
	201310	41				
Information Technology Network Administrator (IS-IT)	201220		Deactivated			
	201230	34				
	201310	18				
IT Help Desk/End User Support (IS-IT)	201220					
	201230	2				
	201310	22				
Microcomputer Applications (IS)	201220					
	201230	2				
	201310	6				
Network Engineering (IS-IT)	201220					
	201230	29				
	201310	60				
Oracle Developer (IS)	201220					
	201230	3				
	201310	9				
Web Development (IS)	201220					
	201230	14				
	201310	6				

v. Students/scholarships

vi. Outreach and engagement

- Each year in early February we host the **SKILLS USA** competition for local high schools
- We coordinated a meeting on the Forest Park Campus in January with St. Louis High School and Business Partnership
- We welcomed visiting international studies coordinators to our department and labs as they toured local colleges/universities as an outreach portion of their annual conference held this year in St. Louis
- The department coordinated for Chief Banahan and the St. Louis Metropolitan Police Department an Intellectual Property Cyber Crime Seminar for area Police at the North Harrison Education Center for September 2013.
- IS Department receipt and outreach of internships, jobs opportunities throughout the year
- The Cisco Network Academy outreach to local academies:
 - Instructor Training Center (ITC) – to train the instructors for local academies
 - Academy Support Center (ASC) for the 6-7 local area Cisco Academies – each Academy registers with an ASC for support. The next 2 years are going to be important to the survival of many of the local academies because of the changes Cisco has made
 - Cisco has just implemented a completely new Content Management System (CMS) - Netspace
 - Cisco has totally re-design the Academy curriculum
 - Installation of NDG server for virtual labs; training for administrator – in progress

II. Detailed overview of the unit

a. Overview of the unit's strategies/role

- To take a serious look at statistics for our programs. Use the statistics to plan Program schedules that make sense for our students to make a two year plan for success and then track those students from first course to graduation or what the students' goals are. I know the college wants completion but it is relevant to our programs to track the students who come for specialized training – which is a goal of CEA-IT. We may not have big contracts that bring money for the college but every student that comes for the specialized training is usually coming because of the job training. We want to look at that approach as one of our approaches for CEA-IT to go out to local companies and find out what is needed and figure out if we can develop and offer something to the company.
- This year was a transition to a new Chair – inventory and assessment of all aspects of the department took place and still ongoing in order to make plans for the coming year. Several initiatives have been started already.

- Department Watch Initiative – student success
- Curriculum Group Initiative – content and delivery
- Retention Initiative – finding the weak points
- Adjunct Support and Training Initiative – improve the quality of instruction

b. Number of current faculty and/or staff (both full-time and adjuncts)

Faculty:

- 7 active full-time faculty with 2.5 vacant faculty positions (RTEC vacancy, Dianne Lee's position, Debbie Meyer is only half-time for the department)
- Fall had 26 Adjunct and Spring had 24 Adjunct faculty

Staff:

- 1 Secretary – half-time shared with the Mathematics Department
- 1 Administrative Clerk – part-time for Department and CEA-IT
- 1 Student Assistant – part-time for Department and CEA-IT
- 1 Project Associate – liaison to Cisco Network Academy, various department roles as well as coverage for CEA-IT projects
- 1 Supervisor, Campus Computing Centers (D-300 and D-210-211)
- 1 part-time temporary manager of network services – supervises all networks services for the IS and CEA-IT activities
- 2 Computer Services Technicians – support 11 classrooms, 3 labs (2 of which serve the general student population) – We functioned with only 1 technician from February to present. We have just recently hired the replacement for the second position. Our one technician, Emery Bean, did an outstanding job trying to perform the duties for both positions in the interim.
- 1 Educational Assistant I – 36 weeks (Interactive Learning Center (D-210-211))
- 1 day computer center Supervisor – part-time
- 1 evening computer center Supervisor – part time

c. Number of new employees/faculty/staff (both full-time and adjuncts)

- Ben Gilbers was re-hired out of retirement as Full-time Temporary Manager of Network Services (as of January 2013)
- Martin McLafferty returned to his position as Educational Assistant to support the Department classrooms and labs (as of January 2013)
- Max Slover resigned as Computer Services Technician (as of February 2013)
Michael Hobbs – new hire for Computer Services technician (as of June 2013)

- Lab Assistants are hired per semester to work in the Campus Computer Center (D-300)
- Educational Assistant – recruited for tutoring services for IS courses for our Retention Initiative.
 - John O'Reilly - spring 2013, tutored approximately 4 hours per week for the UNIX/LINUX courses.

d. Advisory Board Members

- Hosted by Florissant Valley – Office Information Coordinator Advisory Board Meeting in Fall 2012
- Forest Park to host – Network Engineering Advisory Board Meeting in June/July 2013
- Web Development – new curriculum beginning Spring 2014 is searching to build its own Advisory board Committee to meet in fall 2013
- Oracle Developer – new curriculum in progress is searching to build its own Advisory Board Committee to meet in fall 2013

f. Diversity breakdown (faculty and students)

<i>Faculty Diversity</i>						
<i>Race/Ethnicity</i>	<i>Full-Time</i>			<i>Adjunct</i>		
	201220	201230	201310	201220	201230	201310
Total	7 of 10	7 of 10	7 of 10		27	26
Asian	0	0	0		0	1
Black / African American	1	1	1		9	12
White	6	6	6		18	13

1-FT vacancy; 1-FT hold; 1-FT only part-time schedule

<i>Student Diversity</i>						
<i>Race/Ethnicity</i>	<i>All Students</i>			<i>By Major</i>		
	201220	201230	201310	201220	201230	201310
Total					560	341
American Indian/Alaskan Native					4	3
Asian					23	11
Black, Non-Hispanic					5	1
Black/African American					235	151

Hispanic					1	1
Hispanic/Latino					8	6
Multiracial					10	9
Unknown					9	1
White					262	158
White, Non-Hispanic					3	0

<i>Student Diversity – Age and Gender</i>						
<i>Age</i>	<i>Female</i>			<i>Male</i>		
	201220	201230	201310	201220	201230	201310
Total		335	171		224	170
Under 21		15	2		20	11
21-25		43	20		37	27
26-30		38	23		45	43
31-35		25	24		32	20
36-40		42	17		27	15
41-45		44	29		20	21
46-50		48	23		12	12
51-55		46	16		12	10
56-60		46	13		16	7
Over 60		24	4		9	4

g. Credit hours generated by department and program

<i>Major Student Enrollment</i>						
<i>Category</i>	<i>Semester</i>	<i>Section Count</i>	<i>Course Credits Taught</i>	<i>Average Seats Taken</i>	<i>Cume Seats Taken</i>	<i>Student Credit Hours</i>
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	201230	64	140	14.7	939	2,195
	201310	76	172	13.2	1005	2,472
Information Technology (IT)	201220	2	8	21.0	42	174
	201230	17	91	18.8	320	1,747
	201310	15	66	18.9	284	1,287

a. Learning

i. Accreditation/licensure reviews

- HIT CAHIIM accreditation
- Cisco CTI and ASC agreements
- MS IT Academy renewed
- VMware Academy renewed
- EMC2 (Data Storage) Academy

ii. Facilities updates

- In process of requesting renovation to the electrical panels in C-311 and C-315 to make the two room universal so that we have more versatility for course offerings

vi. Building academic excellence

- Curriculum Groups
- Adjunct Training and Support
- Everyone trained through the online training courses – even the faculty who don't teach hybrid/online – good information and techniques for any course. All courses are online courses.

b. Professional growth and development

i. Sabbaticals

- Paul Daniel – Sabbatical Summers 2013 and 2014 – Cyber Security emphasis

ii. Staff activities and presentations in support of learning and engagement

c. Engagement

i. Community outreach and involvement

- Mobile Tech travels throughout the area – High Schools, Technical Schools, etc.

ii. New collaborations/partnerships

- Working on Articulation Agreements with area HS
- Working on Dual Enrollment with area High Schools
- Working on Innovation College Grant out of UMSL
- Working on Grants out of Pattonville High School
- Working on Grants out of St. Louis Public Schools
- Working on Articulations to 4- year institutions

- SEMO is in the final approval stages for what they would consider so we can do our approval process
- Looking at the curriculums to analyze how we might fit based on their current catalog to move through our approval process at STLCC so we can officially contact the 4-year institutions to begin the conversation.
 - Webster University – unofficially accepting the majority of course taken at STLCC. Possible partnership where their students take courses with our department under their curriculum. Our Faculty are vetted to teach these courses.
 - Fontbonne University
 - UMSL – we have IS:116 and IS:219 articulated through the Business Program. Research matches for other IS/IT courses.
 - MIZZOU – collaboration through Kansas City Community College (Metro) C-SEC Consortium. Metro is leading this effort. Once we have a possible set of courses they would work with us on we would go through the approval process here.

iii. Student activities – organized student activities and groups

d. Retention

- Major goals and strategies that is looking at core courses that we lose a significant number of students each semester (IS:112, IS:229, IS:251 are a few we are starting with and will do assessment over the next year to compare our success):
- Adjunct training and support
- Curriculum groups – delivery and content District-wise collaboration
- Student tracking majors our own advising work with Advising and Counseling to educate about our programs

ii. Outcomes achieved

The department had a lot of recovery and reflection to handle during this transition year. We barely missed a beat. The faculty and staff are positive and everyone has taken on the task of getting our department inventoried and we have moved forward on many of our goals.

Adjunct Training program has been started and ongoing
We have just begun and the curriculum groups are proving to be working well to concentrate on improving quality, developing strong delivery methods and collaborative course activities, and greater student support for success.

We have started to find solutions to incorporate more of our strategic goals for CEA-IT this year.

e. Job placement rate

V. Goals for upcoming year including strategies for attainment and performance indicators

Complete the renovation project for classrooms C-311 and C-315

- Continue to the next phase of virtualization for the IS classrooms and technology centers.
- Website content development to enhance our presence that is more appealing to students – better communications through the website
- Promotion displays and flyers for IS Department programs – students responding to the information successfully – registering earlier, understanding their role in their success
- Set up software tracking per courses per faculty per classroom/lab for the Technology Centers and technical staff that support the software installation per semester – more efficient production for hardware/software for the courses. Technology changes so rapidly we need a more efficient way to keep track to identify changes and push out the information to our technical staff.
- Department commitment to our majors (Department Watch) – Town Hall Meetings (really like the idea of Angelic's Masters Series for HIT or IT), visiting classes during registration, etc.
- Continue with Curriculum Groups – continue to improve communication district-wide to improve the quality of instruction
- Continue with Retention Initiative – analyze the weak points where our student stumble, use technology to help stabilize the problems students have with particularly hard courses
- Process all our curriculum profiles updated through the curriculum process successfully by 2014
- Process all programs through the curriculum process successfully by the end of 2014
- Assertively move forward with working through the process for articulation to 4-year institutions
- Establishing an independent CEA-IT Advisory Committee
- Continue to move CEA-IT forward by having the needed conversations with the leadership levels of the college
- Establish a plan to reach out to area businesses to discuss training needs and investigate the possibility of a training partnership.
- Continue support of MoHealthWINS through September 2014
- Collaborate on upcoming grant possibilities – MoSTEMWINS Round III of the MoHealthWINS grant
- Collaborate on upcoming grant possibilities related to Cyber Security

- Continue to work with CTE on grant collaboration with area High Schools
- Continue to work with CTE on Dual Enrollment

MATH DEPARTMENT

General Overview:

Enrollment is down. Faculty are working together on a number of initiatives to improve retention and success.

Detailed Overview:

Full time faculty: 13 (Efrem Negash hired in January)

Adjunct Faculty: 38 (down due to lower enrollment numbers)

Credit Hours generated:

Fall 2012

Course	Seats Taken (as of census date)	Credit Hours Generated
MTH 020	763	2289
MTH 030	721	2163
MTH 040	55	275
MTH 080	485	1455
MTH 081	126	378
MTH 108	134	402
MTH 124	33	99
MTH 140	396	1188
MTH 154	1	4
MTH 160	330	1320
MTH 166	8	24
MTH 185	30	150
MTH 186	18	72
MTH 210	66	330
MTH 220	34	170
FALL TOTAL	3,166	10,319

Spring 2013

Course	Seats Taken (as of census date)	Credit Hours Generated
MTH 020	378	1134

MTH 030	582	1746
MTH 040	41	205
MTH 080	347	1041
MTH 081	181	543
MTH 108	111	333
MTH 124	40	120
MTH 140	446	1338
MTH 154	1	4
MTH 160	249	996
MTH 165	12	36
MTH 170	29	87
MTH 185	25	125
MTH 186	16	64
MTH 210	20	100
MTH 220	29	145
MTH 230	17	51
SPRING TOTAL	2,524	8,068

Summer 2013 TBD

Fall/Spring Total: 5,690 Seats Taken, 18,387 credit hours

Strategic Plan Implementation:

Our department's goals and progress are detailed in our Assessment Report.

Significant Accomplishments:

A. Learning

The following students received Math Department awards at the 2013 Academic Awards Banquet:

Outstanding Mathematics Award: Lorne Day, Josh Deckard, James Eimer, Ollie Langhorst, Ramin Melikov

John Bunn Scholar Award: Jay Straughter, Brandon West, Robert Whitlock, Letitia Williams.

(Brandon West is the first student ever to begin in MTH 080 and progress all the way through MTH 210)



VPAA Hall, Interim Dean Wilcoxson, and VPSA Walker, congratulate Assistant Math Professor, Seth Daugherty on being named Faculty of the Year

The following instructors received Student Appreciating Teachers and Staff Awards: Leroy Adams, Eddie Bolden, Isaac Collins, Evelyn Corich, Judy Clark, Debbie Char, Brian Carter, Seth Daugherty, Nita Graham, Nancy Helle, Sandra Irons, Michael Lueke, Victoria Shearing, Gary Shepek, Timothy Singleton, and Sandra Smith.

Numerous full-time and part-time math faculty members were honored as mentors by the emerging scholars.

Professional Growth

Mike Lueke presented 'Help Students Turn Mistakes into Deeper Mathematical Learning' at the National Council of Teachers of Mathematics conference and again at the Missouri Mathematical Association of Two-Year Colleges conference.

Debbie Char presented at the following conferences and workshops:

National Council of Teachers of Mathematics Regional Meeting in Dallas, TX. The talk was called "Fifty Ways to Teach Them Algebra"

Math Educators of Greater St. Louis conference. The talk was called "Music, the Universal Language—how even the tone-deaf can use music to energize the math classroom"

Missouri Council of Teachers of Mathematics conference in Columbia, MO. The talk was called "Markers Motivating Minds—using individual dry erase boards to enhance learning"

Adjunct faculty workshop here at STLCC (both semesters). The presentation was called "Take Five—five quick ways to get students involved in their learning!"

Missouri Mathematical Association of Two-Year Colleges. The talk was called 'Take Five' (see above).

We hosted the district-wide Math Department 'miniconference' during Fall Service Week. Mike Lueke and Jim Munden were both presenters.

B. Engagement

- Several department members were active in the district-wide DERT meetings (Developmental Education Redesign Team).
- Lynda Fish and Judy Clark participated in a district-wide committee to select a textbook and courseware package for use in the developmental math sequence across the district.

Seth Daugherty, Mike Lueke, and Debbie Char were members of the district-wide ACAC committee (Alternative to College Algebra). As a result of this committee's work, the course profile for MTH 161 has been approved (after many revisions) and we should be prepared to launch the new course in Spring 2014.

- We won the door decorating contest in December.
- Nearly 200 students participated in the Math Department's Problem of the Week contest.
- MOHealthWins: Debbie and Seth are worked on developing the Adult Learning Academy, an intensive, self-paced course that incorporates 020-level math, reading, and writing into a healthcare context. Debbie began teaching and coordinating in the ALA in Spring semester.

- Debbie Char conducted a well -attended ‘Fraction Forum’ – a venue for faculty (adjunct and fulltime) to discuss ideas for teaching about fractions.
- Debbie Char conducted two professional development workshops for math faculty on how to use the dry erase boards effectively in the classroom.
- Debbie Char participated in the first annual Emerging Scholars Banquet Planning committee.
- Mike Lueke created and presented seminars on Overcoming Math Anxiety (he facilitated 8 of these sessions throughout the year).
Mike Lueke hosted two ‘Curriculum Colloquiums’, bringing together full-time and adjunct faculty who teach the same courses.
- Lynda Fish volunteered as a tutor in the Academic Support Center throughout the spring semester.
- A new bulletin board is being created, showing a photograph of each math department faculty member.
- Approximately 800 area high school students competed in the Excellence in Mathematics math competition, hosted by our campus and organized by our faculty. Sharon Pemberton and Jim Munden served as chair and co-chair.

Retention data can be found in our Assessment Report.

Goals for Upcoming Year:

-Improve retention, specifically the number of students who progress through the developmental math sequence into their college level math course. We are still working on a number of strategies to take on this goal...much of our work is being done collaboratively with our colleagues across the district.

-Improve success in our gatekeeper course (College Algebra). We are trying to better implement use of MyMathLab software in order to address this. Also, our work in the developmental math sequence should address the under-preparedness of our students in this course.

-Launch MTH 161 and successfully place appropriate students in this course, as opposed to MTH 160 (which should ultimately serve STEM majors only).

Continue to improve on collaboration between adjunct and full-time faculty on student success initiatives.

MUNICIPAL SERVICES

The Municipal Services Department is comprised of the Criminal Justice Program which provides instruction in Law Enforcement and Corrections, the Fire Protection Program which is designed primarily for current Fire Fighters, or those individuals that possess a current

certification from the State of Missouri Division of Fire Safety in Fire Fighter 1 & 2 and the Building Inspection Program which offers instruction pertaining to construction methods and building safety with an emphasis on building code enforcement.

These programs are critical to the St. Louis region. The issue of public safety is a part of our daily lives. The community deserves and expects an educated work force that provides the opportunity for everyone to carry out their daily routines with a feeling of confidence that if an emergency would occur, experienced and dedicated individuals will be there to help.

The local, state and federal government agencies rely on the St. Louis Community College to provide the employer's with an educated and productive employee, and it is our goal to provide this service.

Program Update

Following is a brief review of the various activities within the programs currently under the guidance of the Municipal Service Department.

Criminal Justice---The Criminal Justice Program had a number of meetings involving the three campuses with CRJ curriculum. The topics of discussion included a possible addition of a cyber-security option within the CRJ program. This would be a cooperative effort involving the Information Systems (IT) and the CRJ programs. After some investigating it was determined that it might not be in the best interest of either program to pursue this for a number of concerns. We left this as open to future discussion.

Another topic of discussion involved the TSA program that is currently in place on the Florissant Valley Campus. We are currently in the beginning stages of development of a TSA program with a CRJ emphasis. This seems to be a viable approach to developing a program that will lead to an AAS degree involving the TSA course work and the CRJ program. We are confident that this program will be available by the Fall 2014/ Spring 2015 semester.

Enrollment in the CRJ program has been consistent, but the numbers of student enrollment has decreased recently as compared to 2009—2011 years. This may be due to a number of factors: change in Financial Aid, increase in hiring activity in the public sector in a slowly improving economy, local government agencies slowing hiring policy due to the impact of a loss of federal dollars, to name a few. The annual Advisory Board meeting was held in April of this year on the Forest Park Campus. The meeting was attended by representatives from all areas of the criminal justice system. The input received from this meeting is helpful in determining the direction we need to move in helping our graduates become productive employees.

Fire Protection Technology—The Fire Protection Program has made a scheduling change to address the new schedules adopted by many of the local Fire Protection Districts. Class nights

have changed from the Wednesday-Thursday schedule to a Monday- Thursday time frame. Enrollment numbers have been consistent and usually range in the 25 to 35 students per course. The Fire Fighter 1&2 course is the one area that has seen the largest decline. Much this may be due to the lack of hiring or promotion within the City of St. Louis Fire Department. There appears to be some movement by the City to begin this process in the near future. It would seem reasonable to assume that this will have some impact on future enrollment numbers. We are also trying to develop a relationship with some of the volunteer Fire Fighters in the region that are required to possess State of Mo. FF 1&2 certification.

The program received a grant of over \$13,000.00 to be used for the purchase of protective gear for students enrolling in the FF1&2 Program. The gear arrived this March and is available to the students.

Building Inspection Technology—The Building Inspection Program enrollment has remained in a consistent pattern of barely making low enrollment numbers in some of the courses. We have recently introduce 2 CE courses that can be substituted for the ME courses now offered. This was done as suggested by our advisory board. The initial result and feedback from the instructor's and the students has been very positive.

We recently made an attempt to introduce some BIC course work on the Wildwood campus. Although our initial attempt was not very effective the possibility of future attempts remains open.

The employers of building inspectors in St. Louis City and County have their pay scales adjusted directly to credit course work received from the St. Louis Community College. The Building Inspection Program offered at the St. Louis Community College is the only regionally accredited program in the St. Louis region.

Program goals

1. Ensure that equal opportunity is afforded to all students or potential students when applying for the program, that religious beliefs and practices are not held in disregard.
2. Ensure that each student is given proper guidance and counseling enabling them to make appropriate decisions related to their academic career.
3. Provide electronically or in writing the pertinent rules related to the college and the program they have chosen as their major field of study.
4. Determine that each student fully understands these rules and guidelines.
5. Continuously upgrade all course work to stay in step with the ever changing technology that we encounter on a regular basis.
6. Make available individual instruction to any student that may need assistance.
7. Make available guidance and counseling to all students.

8. Establish communication with employers that informs students of the expectations and a guideline of what is expected of an employee.
9. Administer regular student surveys and establish reliable feedback from the student population.
10. Reduce student attrition by having easy student access to the program coordinator, instructors and college advisors.
11. Emphasize the role that their chosen profession will play in our society.
12. Establish agreements with other institutions in providing a quality program for all students.

INSTRUCTORS

Criminal Justice

The Faculty in the Criminal Justice Program consists of one full time Asst. Professor and six adjunct instructors. The faculty consists of Attorney's, Criminal Investigator's, Police Officer's, Corrections Officer and a Judge. The diversity of the faculty is as follows.

Four Caucasian and three minority members.

Four male and two female members

Fire Protection/Building Inspection

The Fire Protection and Building Inspection fields have historically been a male dominated industry. In recent years there has been significant progress made in hiring both female's and minorities in both fields.

The faculty currently consists of twelve adjunct instructors, many of which are graduates of our program. All are currently employed in the field, or recently retired. The faculty is comprised of Building Inspection Supervisor's, Fire Chief's, Arson Investigator, Fire Marshall's and current Fire Captain's. The diversity of the faculty is as follows.

Eleven male Caucasian members

One male minority member

As the diversity in these field's changes it has become a goal of the program to provide a more diverse faculty that is representative of the industry.

PROGRAM ACHIEVEMENTS

Criminal Justice—

1. A partnership remains in place with the St. Louis City and St. Louis County Police Academies where we are moving forward in accepting some credit from these institutions to apply to our programs.
2. A line of communication has been developed between the Cosand Center and all campuses relating to military veterans and work force experience being brought into consideration for expediting a student's progress in our programs.
3. Implementation of a CRJ/TSA program within the Criminal Justice Program.

Fire Protection—

1. Implementation of a new schedule to address the changing schedule of many Fire Departments.
2. Grant for protective gear for 9 student Fire Fighters totaling over \$13, 000.
3. Opened a line of communication with area Fire Protection Districts that are now requiring a minimum of an Associate Degree (AAS) in order to be considered for hiring or promotion.
4. Two graduates and current instructors in our program have recently been promoted to Fire Chief. Chief John Bailot—Ladue Fire Protection Dist. and Chief Mark Emert—Collinsville Illinois Fire Protection Dist.

Building Inspection—

1. Introduced 2 CE courses at the request of the Advisory Board as alternatives to the ME courses. They feel it relates more to what our students need.
2. Pay scales in both St. Louis City and St. Louis County are directly related to credit course work received from the St. Louis Community College.

	<i>CRJ</i>	<i>FIR</i>	<i>BIC/CE</i>
Student Head Count	219	25	43

<i>ETHNICITY</i>			
American Indian/Alaskan Nat.	1	1	1
Asian	2	0	0
Black, Non-Hispanic	1	0	0
Black, African-American	122	1	20
Hispanic/Latino	8	0	0
Multi-racial	10	0	0
Unknown	2	0	0
White	73	23	21

White/Non-Hispanic	0	0	1
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<i>GENDER</i>			
Female	147	2	4
Male	72	21	39

<i>AGE</i>			
Under 21	29	0	0
21-25	83	4	1
26-30	33	5	2
31-35	21	5	4
36-40	24	5	4
41-42	8	1	5
46-50	7	4	4
51-60	12	1	20
Over 60	2	0	3

Credit Hours per Program	918	144	149
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Humanities & Social Sciences Division

Executive Summary

Academic year 2012- 2013 saw the entry of a new Dean for the Humanities and Social Sciences (HSS) division. As with all new things, there has been a period of adjustment and learning throughout the year. As the summer 2013 term began, routines seem to be normalizing and members of the division appear to be comfortable with the new Dean in place.

In addition to a new Dean, the division welcomed new faculty, new staff, and new initiatives this year. One of the most exciting new programs on the Forest Park campus is Learning Communities which has sparked new ideas for collaboration and team work throughout the division! Another area where team work may be found is developmental education which has seen the design of another way to accelerate the learning sequence for students- an ENG 020 and ENG 030 eight week course pairing- and a reading group for faculty who teach developmental education.

As it was throughout the district, the declining enrollment was a disappointment to the departments within the division. Many were caught off-guard at the

large number of cancellations in fall and subsequent scaling back on offerings in spring 2013 and summer 2013; however, as we were able to maintain a greater percentage of planned courses in spring and summer, the new scheduling scheme seems to be successful.

Students within the HSS division have been honored internally at awards programs: Emerging Scholars, Honors, and the annual Student Awards Banquet. They have also been honored externally by such entities as the Associated Press Media Editors' NewsTrain, the Missouri College Media Conference (MCMA), the 2012 Annual Regional Student Varsity Arts Exhibition as well as scholarships to four-year institutions such as University of Missouri- St Louis and Fontbonne University.

The HSS division has participated in a number of ongoing programs as outreach endeavors. Faculty and staff regularly work to support the annual International Education Festival, Global



**Dr. Ame Mead-Roach, HSS Dean, and
Dr. Thomas Walker, VP Student Affairs**

Arts Festival, BESt Pharmacy program, St. Louis Language Immersion School as well as high school visits and community programs.

OVERVIEW OF THE DIVISION

The Humanities and Social Sciences Division (HSS) is composed primarily of general education and transfer programs; however, we do house four career and technical programs. There are five departments in the HSS division which are made up of a variety of disciplines that are described below:

- Communications- Communications (COM), Interdisciplinary Studies (IDS), Mass Communications (MCM), Music (MUS), and Theater (THT)
- English- English (ENG-which includes writing, literature, and English as a Second Language); Foreign Languages including French (FRE), German (GER), Italian (ITL), Japanese (JPN), Russian (RUS), and Spanish (SPA); Humanities (HUM)
- Fine Arts- Art (ART- which includes lecture classes and studio classes)
- Physical Education- Early Care & Education (ECE), Education (EDU), Human Services (HMS), and Physical Education (PE)
- Social Sciences and Reading- Anthropology (ANT), History (HST), Philosophy (PHL), Political Science (PSC), Psychology (PSY), Reading (RDG), Sociology (SOC), Smart Start (STR)

Throughout the academic year, the departments have been engaged in expanding our abilities and creating valuable experiences for students in many different ways.

The division is currently staffed by 46 full-time faculty, 199-153 part-time faculty (depending on semester), 8 full-time staff and 5 part-time staff in various capacities. See the chart below.

	Fall Full-Time Faculty	Fall Adjunct Faculty	Spring Full-Time Faculty	Spring Adjunct Faculty	Staff
Communications, Mass Communications, Theater, and Music Department (COM)	4	28	4	29	1 full-time 1 part-time
English/ESL/ Foreign Language Department	18	49	18	35	1 full-time
Fine Arts Department	3	27	3	20	1 full-time
PE, Education and Human Services Department	5	37	5	27	2 full-time 4 part-time (temp- gym supervisors)

Social Sciences & Reading (SS/R)	16	58	16	42	1 full-time
Division Office					2 full-time
Total	46	199	46	153	8 full-time 5 part-time

Note: Figures do not include student assistants.

This year the Division welcomed two new full-time faculty members in the fall: Michelle Parrinello-Cason and Nicole Myers. Parrinello-Cason joined the English Department and Myers joined the Reading Department. The Division also added a new Physical Education and Athletic Facilities Manager, Kirk Martin in August. In January we welcomed a new Theater Manager, Jeff Schaefer who has since expanded the part-time theater technicians to include: Christopher Scheerer, Liz Robinette, Kerrie Mondy, and Ron Robinson. This spring, the COM department welcomed a new part-time faculty member, Gregory Kopp, who will teach video editing.

The division includes Advisory Boards for the following career areas: Human Services, Mass Communications, and Early Care and Education.

The Humanities and Social Sciences Division serves a diverse group of students in our courses. In the fall, the division served 6,054 (unduplicated) students who declared a major in the division and reported the following demographics:

Gender			
Female		Male	
Unduplicated Head Count	Unduplicated Head Count Percent	Unduplicated Head Count	Unduplicated Head Count Percent
3,788.	62.6%	2,265.	37.4%

Age	Unduplicated Head Count	Unduplicated Head Count Percent
<i>Total</i>	6,054.	100.0%
Under 21	1,667.	27.5%
21-25	1,637.	27.0%
26-30	856.	14.1%
31-35	612.	10.1%
36-40	396.	6.5%
41-45	257.	4.2%
46-50	227.	3.7%
51-55	186.	3.1%
56-60	102.	1.7%
Not Reported	1.	0.0%
Over 60	113.	1.9%

Race/Ethnicity	Unduplicated Head Count	Unduplicated Head Count Percent
<i>Total</i>	6,054.	100.0%
American Indian/Alaskan Native	30.	0.5%
Asian	219.	3.6%
Asian/Pacific Islander	1.	0.0%
Black, Non-Hispanic	13.	0.2%
Black/ African American	3,679.	60.8%
Hispanic/ Latino	166.	2.7%
Multiracial	142.	2.3%
Native HI/ Other Pacific Islander	13.	0.2%
Other	4.	0.1%
Unknown	75.	1.2%
White	1,679.	27.7%
White, Non-Hispanic	33.	0.5%

In the spring, the division served 3,965 (unduplicated) students who declared a major in the division and reported the following demographics:

Gender			
Female		Male	
Unduplicated Head Count	Unduplicated Head Count Percent	Unduplicated Head Count	Unduplicated Head Count Percent
2,586	64.8%	1,396	35.2%

Age	Unduplicated Head Count	Unduplicated Head Count Percent
<i>Total</i>	3,965	100.0%
Under 21	969	24.4%
21-25	1,036	26.1%
26-30	614	15.5%
31-35	452	11.4%
36-40	285	7.2%
41-45	179	4.5%
46-50	162	4.1%
51-55	137	3.5%
56-60	88	2.2%
Not Reported	1	0.0%
Over 60	42	1.1%

Race/Ethnicity	Unduplicated Head Count	Unduplicated Head Count Percent
<i>Total</i>	3,965	100.0%
American Indian/Alaskan Native	21	.5%
Asian	150	3.8%
Black/ African American	2,303	58.1%
Hispanic/ Latino	92	2.3%
Multiracial	97	2.4%
Native Hawaiian/ Other Pacific Islander	12	.3%
Non-Resident Alien	29	.7%
Unknown	90	2.3%
White, Non-Hispanic	1,171	29.5%

The diversity breakdown by program major is as follows:

Fall 2012

Age

	Under 21	21 - 25	26 - 30	31 – 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Addictions Study				1	1	2	4	1	3		
African-American Studies	1									1	
Art Education	8	6	3	1	2	1				1	
Communications	4	4	3	2	1	2				1	
Communications Arts- Advertising	1	3			1	1		1		1	
Communications Arts- Broadcasting	5	10	3	1	2	2	1	1	1		
Communications Arts- Creative W		4			1			1			
Communications Arts-Film	1	4	1	1							
Communications Arts- Foreign La	1		1	1	1						
Communications Arts- Journalism	6	7	1		1						
Communications Arts- Literature		1		1							
Communications Arts- Mass Media			1								
Communications Arts- Multimedia	1	1	4	1							
Communications Arts- Organization								1			
	Under 21	21 - 25	26 - 30	31 – 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Communications Arts- Speech Com			1	1		2		1			
Communications Arts- Tech/Business			1								
Communications Arts- Theatre Arts	1	2	1								

Dig Media:Pg Layout/Grph Desgn		1									
Digital Media: Digital Photo	1									1	
Digital Media: Video Art				1							
Digitl Media:3D Design/Animatn			1								
	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Early Care & Education	31	43	24	24	21	8	14	7	11	1	
Early Care/Edu:Child Dev Assoc	1			1							
Early Care/Education-Dev Disab		1		1							
Fine Arts Studio	1	1					1			1	
Gen Transfer:International Stu	8	3	11	2	6	2	1	1	1		
Gen Transfer:Teacher Ed- Elemen								1			
General Fine Arts	9	17	4	4	4	2	3	2	5	2	
General Transfer Studies	986	1,100	629	426	274	177	142	117	55	39	1
Graphic Communications	9	13	14	3	2	2	1	2	1		
Hum Servcs:Disabilities Stdies		1		2	1				1		
Human Services	16	37	18	24	18	12	17	22	11	7	
Human Services- Developmental D								1		1	
International Studies		1									
Mass Communications	5	12	5	3		2	1				
Mass Communications- Broadcasti	1			1							
Mass Communications- Print			1	1							
Music	19	13	5	5	4		1	2	1		
Photography	4	6	6		2	1	3	1		1	
Teaching	14	44	18	11	6	6	3	4	2		
	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported

Gender

	Female	Male	Unknown
Addictions Study	6	6	
African-American Studies	1	1	
Art Education	16	6	
Communications	9	8	
Communications Arts-Advertisin	7	1	
Communications Arts-Broadcasti	16	10	
Communications Arts-Creative W	3	3	
Communications Arts-Film	3	4	

	Female	Male	Unknown
Communications Arts-Foreign La	3	1	
Communications Arts-Journalism	8	7	
Communications Arts-Literature		2	
Communications Arts-Mass Media		1	
Communications Arts-Multimedia	5	2	
Communications Arts-Organizatn		1	
Communications Arts-Speech Com	4	1	
Communications Arts-Tech/Busin		1	
Communications Arts-Theatre Ar	1	3	
Dig Media:Pg Layout/Grph Desgn	1		
Digital Media: Digital Photo		2	
Digital Media: Video Art	1		
Digitl Media:3D Design/Animatn		1	
Early Care & Education	173	11	
Early Care/Edu:Child Dev Assoc	2		
Early Care/Education-Dev Disab	2		
Fine Arts Studio	3	1	
Gen Transfer:International Stu	28	7	
Gen Transfer:Teacher Ed-Element	1		
General Fine Arts	30	22	
General Transfer Studies	2,579	1,366	1
Graphic Communications	18	29	
Hum Servcs:Disabilities Stidies	3	2	
Human Services	142	40	
Human Services-Developmental D	1	1	
International Studies	1		
Mass Communications	11	17	
Mass Communications-Broadcasting	1	1	
Mass Communications-Print	2		
Music	18	32	
Photography	14	10	
Teaching	78	30	
	Female	Male	Unknown

Ethnicity

	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White
Addictions Study			9					3
African-American Studies			1					1
Art Education			17		2			3
Communications			9			1		7
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White
Communications Arts-Advertising			7					1
Communications Arts-Broadcasting			22				1	3
Communications Arts-Creative W			1					5
Communications Arts-Film			5					2
Communications Arts-Foreign La			2	1				1
Communications Arts-Journalism			11		1		1	2
Communications Arts-Literature								2
Communications Arts-Mass Media			1					
Communications Arts-Multimedia			6					1
Communications Arts-Organization			1					
Communications Arts-Speech Com			4					1
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White
Communications Arts-Tech/Business			1					
Communications Arts-Theatre Ar			3				1	
Dig Media:Pg Lyout/Grph Design								1
Digital Media: Digital Photo			2					
Digital Media: Video Art			1					
Digitl Media:3D Design/Animanation								1
Early Care & Education		1	146	4	2		2	29
Early Care/Edu:Child Dev Assoc			2					
Early Care/Education-Dev Disab				1				1
Fine Arts Studio			2					2
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White
Gen Transfer:International		1	13	3	5			13

Gen Transfer:Teacher Ed- Elemen				1				
General Fine Arts		2	26	2			3	19
General Transfer Studies	12	168	2,332	103	95	9	145	1,082
Graphic Communications			28	1			1	17
Hum Serves:Disabilities Stdies			3					2
Human Services	1	4	128	5	3		3	38
Human Services- Developmental D			2					
International Studies		1						
Mass Communications	1		26					1
Mass Communications- Broadcasti			2					
Mass Communications- Print			1					1
Music	1	1	33	1	2		1	11
Photography			14	1	2			7
Teaching		1	48	6	2		1	50
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Unknown	White

Spring 2013

Age

	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Addictions Study			2		1	1	9	11	9	2	
African-American Studies										1	
Art Education	7	4	3	2		1		1		1	
Communications	4	9	2	5	1	2					
Communications Arts- Advertisin	1	2		2							
Communications Arts- Broadcasti	2	4	1	2	3		2				
	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Communications Arts- Creative W					1			1			
Communications Arts-Film		1		1							
Communications Arts- Journalism	5	2			1						
Communications Arts-Mass Media			1								
Communications Arts- Multimedia		1	2	1							
Communications Arts- Speech Com			1					1			
Communications Arts- Theatre Ar	1	2	1								
Digital Media: Digital Photo	1			1						1	

Digital Media: Interactv Dsgn		1		1	1						
Digitl Media:3D Design/Animatn		1									
Early Care & Education	31	29	20	20	11	7	14	7	7	2	
	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Early Care/Edu:Child Dev Assoc	1			1			1				
Early Care/Education-Dev Disab				2							
Gen Transfer:International Stu	4	1	7		3	1	2		1		
General Fine Arts	7	6	4	1	2	1	3	1	2	2	
General Transfer Studies	844	869	502	363	224	140	102	81	49	26	
Graphic Communications	4	11	14	3	3	2	1	2	1		
Hum Servcs:Disabilities Stdies		1	1	1	1	1		1			
	Under 21	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 & Over	Not Reported
Human Services	20	33	20	25	21	15	20	23	13	6	
Human Services-Corrections				1							
Mass Communications	7	5	3	1		2	1	2	1		
Mass Communications-Broadcasti				1							
Mass Communications-Print			1								
Music	11	9	5	6	2		2	2	2		
Photography	5	8	6	2	3	1	4	2	1	1	
Teaching	14	37	18	10	7	5	1	2	2		1

Gender

	Female	Male	Unknown
Addictions Study	7	28	
African-American Studies	1		
Art Education	13	6	
Communications	11	12	
Communications Arts-Advertisin	3	2	
Communications Arts-Broadcasti	9	5	
Communications Arts-Creative W	1	1	
Communications Arts-Film	1	1	
Communications Arts-Journalism	6	2	
Communications Arts-Mass Media		1	
Communications Arts-Multimedia	3	1	
Communications Arts-Speech Com	2		
Communications Arts-Theatre Ar	1	3	
Digital Media: Digital Photo	1	2	
Digital Media: Interactv Dsgn	2	1	

	Female	Male	Unknown
Digitl Media:3D Design/Animatn	1		
Early Care & Education	138	10	
Early Care/Edu:Child Dev Assoc	3		
Early Care/Education-Dev Disab	2		
Gen Transfer:International Stu	14	5	
General Fine Arts	15	14	
General Transfer Studies	2,051	1,148	1
Graphic Communications	16	25	
Hum Servcs:Disabilities Stdies	3	3	
Human Services	153	43	
Human Services-Corrections	1		
Mass Communications	7	15	
Mass Communications-Broadcasti	1		
Mass Communications-Print	1		
Music	16	23	
Photography	18	15	
Teaching	67	30	

Ethnicity

	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Non-Res. Alien	Unknown	White
Addictions Study			30					1	4
African-American Studies									1
Art Education			12		2				5
Communications			15		1	1			6
Communications Arts-Advertisin			2					1	2
Communications Arts-Broadcasti			13	1					
Communications Arts-Creative W									2
Communications Arts-Film			1				1		
Communications Arts-Journalism			6						2
Communications Arts-Mass Media			1						
	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian	Non-Res. Alien	Unknown	White
Communications Arts-Multimedia			4						
Communications Arts-Speech Com			2						
Communications Arts-Theatre Ar			3	1					
Digital Media: Digital Photo			3						

Digital Media: Interactv Dsgn							1		2
Digitl Media:3D Design/Animatn									1
Early Care & Education	1	1	104	4	3		2	1	32
Early Care/Edu:Child Dev Assoc			2				1		
Early Care/Education-Dev Disab			1	1					
	American Indian	Asia n	Black	Hispanic	Multiracial	Native Hawaiia n	Non-Res. Alien	Unknown	White
Gen Transfer:International Stu			7	1	1				10
General Fine Arts			16	2			1	2	8
General Transfer Studies	18	146	1,797	72	82	11	23	80	971
Graphic Communications			19					1	21
Hum Servcs:Disabilities Stdies			5						1
Human Services	1	3	146	4	2			2	38
Human Services-Corrections			1						
Mass Communications	1		20						1
	American Indian	Asia n	Black	Hispanic	Multiracial	Native Hawaiia n	Non-Res. Alien	Unknown	White
Mass Communications-Broadcasti			1						
Mass Communications-Print									1
Music			27		1			1	10
Photography			16	2	2				13
Teaching			49	4	3			1	40

No diversity breakdown, other than anecdotal, by faculty is available.

Credit hours generated by department are as follows:

Fall 2012 (Total for division: 34,191)

	Communication	English	Fine Arts	PE/EDU/ECE/HMS	Social Sci/Reading
Credit hours generated	5,260	10,105	1,774	3,543	13,509

Spring 2013 (Total for division: 27,870)

	Communication	English	Fine Arts	PE/EDU/ECE/HMS	Social Sci/Reading
Credit hours generated	5,077	7,959	1,635	3,467	9,732

Credit hours generated by subject areas are as follows:

Fall 2012		Spring 2013	
Subject Prefix	Hours Generated	Subject Prefix	Hours Generated
ART	1,594	ART	1452
AT	180	AT	183
COM	2,775	COM	2,604
ECE	870	ECE	768
EDU	249	EDU	390
ENG	8701	ENG	6,979
FRE	148	FRE	148
GER	52	HMS	822
HMS	762	HST	1,413
HST	1094	HUM	364
HUM	572	IDS	1,334
IDS	1,411	MCM	470
JPN	48	MUS	618
MCM	510	PE	1,468
MUS	426	PED	19
PE	1,654	PHL	837
PED	8	PSC	429
PHL	768	PSY	1653
PSC	483	RDG	2355
PSY	2,394	RUS	28
RDG	3,528	SOC	1,587
RUS	60	SPA	440
SOC	1,488	STR	1458
SPA	524	THT	51
STR	2754		
THT	138		

Strategic Plan Implementation

The Humanities and Social Science Division has worked to contribute to a number of the 2013 Strategic Priorities for Student Success.

Strategic Priority—Student Engagement

Goal 1: Provide programs and services with a focus on students 24 years of age and older. (FY 2013)

- Review format for offering courses: We currently offer our courses in variety of formats including online, hybrid, evenings, daytime, and weekend. (All Departments)
- Community focused events: We offered four theatre performances this year: 22nd Annual One-Act Festival, Bleacher Bums, Forest Park Follies and Read Me A Mystery. In addition to the performances, we also hosted six concerts that were free and open to the public. (COM)
- Theatre in residence: The Etc. Senior Theatre is housed at the Forest Park campus. (COM)
- Provides outreach to seniors and encourages enrollment in studio courses (Fine Arts)

Goal 3: Provide “student first” exceptional customer service. (FY 2013)

- Faculty office hours collected and maintained in network drives for easy access by all department offices and the division office as needed for students. (All Departments)
- Faculty syllabi collected and maintained in network drives for easy access by all department offices and the division office as needed for students. (All Departments)
- Majority of syllabi contain requested elements such as college academic policies, class policies, course outcomes from course profile, etc. Dean review and feedback process is in place to assist faculty in providing needed information. (All Departments)
- Adherence to office hours requirement: All faculty office hours are posted on the faculty office doors. (All Departments)
- Streamline complaint process: The department has created a step-by-step process for complaints to ensure that students’ concerns are addressed in the appropriate and timely manner. (COM)
- Blackboard adoptions: Majority of our faculty members have activated their Blackboard pages at least to post the class syllabi and office hours. (All Departments)



Music Professor, Thomas Zirkle, and
Antonia Perez-Franco, Assistant
Professor, Foreign Language

Goal 4: Expand alumni connections. (FY 2013)

- Advisory board outreach: Efforts are being made to reach out to the advisory board to identify alumni are working in the field. (COM)

Goal 5: Review and strengthen experiences outside the classroom. (FY 2013)

- Create programming that promotes diversity and global education: The division participates fully and provides leadership for the annual celebration of global education/International Festival, providing much of the planning and organizing for the events. (ENG)

- Create programming that promotes African American History awareness: The division participates fully and provides leadership for African American History Month celebrations. (SS/R)
- Create programming that promotes Womens' History awareness: The division participates fully and provides leadership for Womens' History Month celebrations. (PE/ECE/EDU/HMS)
- Offer opportunities to learn outside of the classroom: We offer activities through the Forest Park TV club, The Scene student newspaper, CreativedotComm, theatre performances and workplace learning opportunities. (COM)
- Create programming that highlights departmental programs and activities: Every Spring semester, the department hosts COM Week. During this week, there are guest speakers, activities and events related to programs within the department. (COM)

Strategic Priority—Teaching and Learning

Goal 1: Increase student retention

- Participation in the college's F4W program: There are several faculty members within the departments who formally participate in the F4W program. (COM, PE, ECE, EDU, HMS)
- F4W Strategies: The strategies that are offered through the program are shared with all faculty in the department through the department's Blackboard page. (COM)
- Updating class material: The department holds annual meetings to discuss our assessment outcomes and strategies for improvement. (COM)
- Identify ways to engage developmental students who are enrolled in our non-developmental classes: As a department we review our texts regularly to ensure that they meet the needs of our students. We are currently updating our COM 101 and MUS 114 textbooks to meet the needs of all our students. Additionally, many of us participate in conferences and workshops that assist us with these challenges. (COM)
- Offer shorter term classes: We offer several late start and 8-week classes during the regular academic year. During the summer, we offer 4-week classes. This is done to allow our students to get through their gen. ed. courses quickly. (All Departments)
- Offer writing and speaking intensive classes: We offer writing and speaking classes within our departments to allow students to meet multiple gen. ed. requirements at one time. (COM, ENG)
- Offer ACE courses and develop additional sequence of ENG 020, ENG 030 course work scheduled in 8 week blocks to accelerate students through the developmental writing sequence (first offering of new sequence F14). (ENG)

Goal 2: Create accelerated approaches to prepare students for college-level learning.

- Offer ACE courses to allow students to work through ENG 101 coursework for credit while still benefitting from the guidance and support of ENG 030. (ENG)
- Develop additional sequence of ENG 020, ENG 030 course work scheduled in 8 week blocks to accelerate students through the developmental writing sequence (first offering of new sequence F14). (ENG)

Goal 3: Design and implement integrated and navigable credit and non-credit pathways.

- Partnership with Continuing Education: Since Fall 2012 we have housed continuing education's Etc. Senior Theatre on the Forest Park campus. (COM)

Goal 4: Strengthen program assessment to ensure program quality and viability for credit and non-credit.

- Participate in the college's formal assessment program: For the last two and a half years, the COM department has been participating in the college's assessment program. Results from the assessment are analyzed for consistency in teaching and learning performance. The PE department has also engaged in an assessment project and has made improvements to the student experience in the Fitness Center based on feedback received. (COM, PE)
- Conduct "norming" sessions to ensure consistency in grading standards: Consistency in teaching and learning is reviewed during the department's annual "norming" sessions. (COM)
- Platform for exchange of ideas among faculty: The COM department has a very active Blackboard page that allows our faculty to share their teaching and learning ideas with one another. This strategy also fulfills the next goal which is: Goal 5: Engage faculty in continuous learning opportunities to support quality teaching. (COM)

Goal 5: Engage faculty in continuous learning opportunities to support quality teaching.

- The division engaged in over \$37,000 of professional development through Article XXXII funding (details below)

Goal 6: Provide a quality online learning experience.

- Teach online classes and participate in regular training: We offer many online classes within the division. (All Departments)
- Textbook choices are made with consideration of online resources available to students. (COM)
- All faculty assigned to teach online and hybrid courses completed the training requirement prior to the deadlines established by the district online office. (All Departments)

Strategic Priority—Teaching and Learning

Goal 1: Invest in and celebrate students, faculty and staff.

- Conduct annual meetings involving all faculty and bi-monthly meetings for fulltime faculty: This helps faculty feel informed and empowered to do their jobs well. This is also the time for faculty to ask any questions or address any issues that would impact their teaching. (COM)
- Emerging Scholars banquet established this year drawing from strong participation across the division. Faculty from the division provided planning, logistical, technical, and



Assistant Professor, Matt Isaacson, Art, assists a student

programming assistance. Additionally, the SS/R department provided funding from one of their scholarship funds to serve as the initial award in for the spring 2013 Emerging Scholars Award. (All Departments)

- Participate in Student Appreciation Banquet: Every year at this banquet, we recognize our students who participate in The Scene, FP TV Club and CreativedotComm. (COM)
- Provide campus-wide celebrations: Global

Education/International Festival, African-American History Month, Womens' History Month, COM Week, International Arts Festival. (All Departments)

Goal 2: Stimulate courageous communications and value the input.

- Create clear and open lines of communication: Departmental/College-wide updates are shared at the start of every semester. Additionally, the Blackboard page is used to share information in a timely manner. This year, as a department, we have also created a very clear step-by-step process to address student complaints. By doing so, faculty and students feel confident that they will be heard and there is a process being followed. (COM)
- Division communication focus: Email message sent out each week to update division on current events, celebrations, and appreciations. (Division)
- Division unification: The Dean's office is available to faculty and staff throughout the division to visit and discuss the issues that concern them. This openness is new for the division and has been utilized extensively. (Division)
- Division Blackboard site is under construction to assist faculty in understanding and following processes for participation in Article XXXII, travel, expense reports, etc.

Goal 3: Respect, embrace, and promote diversity.

- Invite guest speakers who represent different groups and perspectives: This year, through our department's active participation with the Master Class Series program and the Global Education committee, we have brought in speakers who represent many different

groups. We also hosted Jessica Slaughter, a FP alum who shared her story of overcoming poverty and alcoholism to achieve her goals. We also brought in Dr. Jimmie Manning from Northern Illinois University to share his research work on communication in online dating. (COM)

- Representation in departments: Our faculty is represented by different ages, races and nationalities! (All Departments)
- Provide campus-wide celebrations: Global Education/International Festival, African-American History Month, Womens' History Month, COM Week, International Arts Festival. (All Departments)

Goal 4: Foster an environment of continuous quality improvement

- Incorporating assessment at all levels of teaching: We encourage faculty to participate in classroom and departmental level assessment. (All Departments)
- We use many strategies offered by AtD and other Classroom Assessment Techniques to engage our students. (All Departments)

Goal 5: Establish measurable outcomes for environmental and economic efficiencies.

- Reduce and recycle: We have required the use of Blackboard for all courses within the department and we have encouraged our entire faculty to post assignments/syllabi etc. on their respective Blackboard pages. (COM)
- All large print jobs are run through the Copy Center to reduce cost. (All Departments)
- Faculty syllabi and office hours are collected via electronic documents. (All Departments)
- Creating office processes to minimize printed copies, opting instead for scanning when possible. (All Departments)

Division Community Engagement

The HSS division seeks ways to participate with the community. Over the last year, the division has engaged in:

- Offering COM 101 credit through partnership in BESt program.
- Dr. Zirkle and Sandra Osburn presented at Youth Build Educational Outreach
- Etc. Senior Theatre: The group has done performances at the following locations: June 3 - 7, 2012 Senior Theatre USA Festival & Conference, New Orleans "*The Real Inspector Hound*"; November 29, 2012 Historic Holiday House Tour (Campbell House, DeMenil House, Eugene Field Museum, Shaw's Garden, The Old Courthouse) In celebration of the 200th anniversary of Charles Dickens' birth, we performed scenes from "A Christmas Carol" at each of the venues.

- The Annual One-Act Festival is a collaboration between STLCC-Forest Park, Meramec, and Florissant Valley, Webster University, St. Charles Community College, Fontbonne University, Southern Illinois University-Edwardsville, Harris-Stowe State University and Lindenwood University.
- The ECE program developed multiple relationships during each term, so that a wide variety of placement options are available for our clinical students. See Appendix C for listing.
- Melody Gee serves as a volunteer language tutor at the St. Louis International Institute.
- Keith Hulsey collaborated with Sandra Osburn of the Communications Department in Spring 2013. ENG 053:401 Listening and Note-taking class met with COM 200 Communication (Between Cultures) class on several occasions to interact and share lessons.

The division hosts the following formal student activities and groups:

- African-American History Month
- Camera Club
- Clay Club
- CreativedotComm: These students are public relations and graphic communication majors. In Spring 2013, creativedotcom students were responsible for the logo design, programs and layout for the district's Innovation of the Year, the Master Class Series.
- COM Week
- Foreign Language Day
- FP TV Club: These students created several news webisodes. They were also responsible for the taping of each Master Class Series program and the post-program personal interviews.
- Global Arts Festival
- The Human Services Club
- International Education Festival
- International Students Club
- The Scene student newspaper: The Scene publishes 16 issues throughout the academic year. Student leaders have the opportunity to travel to two annual conferences: the College Media Association (CMA) conference in New York and the Missouri College Media Association conference in Missouri.
- Various Theatrical Productions
- Women's History Month

Division Retention Efforts

The division has not had a formalized and stated goal for retention or strategic plan for retention to date. However, as a division, we have worked toward complying with the college's strategies- such as participation in the First 4 Weeks program and utilizing Blackboard to communicate course expectations and assignments to students.

Job Placement Rate from the Division's CTE Programs

Note: The most recent data in Hyperion is from 2010-2011, so that is what is included here. Please also note that the following information is not available for most of the areas in the HSS division.

Program	Employed in related field	Employed in un-related field	Continuing Ed. In related field	Continuing Ed. In unrelated field	Unemployed	In Military	Not available for employment	Unknown
ECE	19	9	3	1	2			8
Graphic Com	1		2		2			2
HMS	6	4	8		5		1	3
Mass Comm		2			1			1

Division Goals for Upcoming Year

The Humanities and Social Science division will be contributing to district-wide course profile updates in preparation for the new general education implementation. In addition we will be working to collaborate, design, and deploy new learning community opportunities as well as expand our opportunities in performing arts. We will also be working to support the district strategic priorities which include appealing to an older student audience, redesigning developmental education, building and supporting Pathways, develop partnerships, and help to become an efficient, effective, healthy community.

Overview of the Departments

Communications:

- Facilities
 - Theatre: We have updated the audio board, audio network, step lights and floor carpets.
 - Classrooms: All of the classrooms in the theatre building are now smart classrooms.
 - Video Editing lab: We have moved the video editing lab from F410 to E416B. By doing this F410 is now the dedicated classroom for Music

Technology classes. E416B now houses all of the equipment for Final Cut Pro editing using Macs and AVID editing using PCs.

- Radio Production Studio (L035): We have updated the computer, software and other equipment to make this studio a digital radio studio.
 - TV Production Studio (L011): Work is underway to renovate the space. In the May 2013 board meeting, equipment to update this space were approved for purchase.
 - Music Production Studio (T-161): Computer and software in this studio has been updated.
- Faculty Professional Accomplishments
 - Mary Hurley was promoted to full professor.
 - Mary Hurley was also selected for inclusion to Marquis Who's Who in America, 2014.
 - Sandra Osburn through her work with the Master Class Series was selected as the district's Innovation of the Year, 2012-2013.
- Student Awards
 - Chris Cunningham, a reporter with The Scene, received a scholarship to attend the Associated Press Media Editors' NewsTrain April 29-30 in Springfield, Ill. The two-day traveling workshop provides training in watchdog journalism and other government reporting; social-media skills, working with data, covering diverse communities and more. The scholarship includes Amtrak transportation to Springfield, lodging at the President Abraham Lincoln Hotel and meals, including a reception and performance by Freedom Sings of Nashville at the Old State Capitol State Historic Site of Illinois.
 - The Scene students won the following awards at the Missouri College Media Conference (MCMA) in Joplin, Mo.:
 - Third place for Best Overall Newspaper, and also the sweepstakes. First-place: Michelle McIntosh, in-depth reporting, Nate Rothwell, regular column, James Shelton, entertainment review and Derrick Varner, news photography. Jammarrl Montgomery, Garrieth Crockett, Michelle McIntosh and Jennifer Kulka won second place for feature page. Third place: Lesa Bush, feature writing; DeJuan Baskin, sports writing; Derrick Varner and Brandon Panosh, news photography; Jennifer Kulka and Michelle McIntosh, feature photography; Jerome Clark, political cartoon; and Jerome Clark, story illustration. Honorable mention: Jammarrl Montgomery, Derrick Varner and Jenae Williams, feature page; Alejandra Martinez, feature writing; James Shelton, entertainment review;

Stajah Curry, non-political cartoon; Jammarrl Montgomery and Garrieth Crockett, page 1 design.

- Music students participated in the following: Two student solo concerts, one ensemble concert and the Forest Park Follies (2 students composed and performed original piece)
- Examples of Academic Excellence
 - For the last two and a half years, the COM department has participated in the college's assessment program. The assessment measures students' levels of communication apprehension before and after taking an Oral Communication, Public Speaking or Speaking-Intensive class. Results from the assessment has been used for faculty training, textbook review and course updates.
 - Mary Hurley, Sandra Osburn and Carla Moody are working together to create a custom text for COM 101 students at Forest Park. Textbook will be in use in fall 2013.
- Usage of Article XXXII Funding
 - Mary Hurley: Attended National Communication Association convention in Orlando, FL. Attended the Central States Communication Association conference in Kansas City, MO.
 - Carla Moody: Attended the Central States Communication Association conference in Kansas City, MO.
 - Sandra Osburn: Attended the Central States Communication Association conference in Kansas City, MO
- Events and Scholarly Activity
 - Mary Hurley:
 - National Communication Association activities: chaired a panel at the annual conference for the Feminist and Women's Studies Division; reviewed conference papers for the Mass Communication, Feminist and Women's Studies, Community College, G.I.F.T.S., and American Studies Division for the 2014 conference.
 - Central States Communication Association activities: presented at the annual conference with STLCC colleagues on a panel for the Community College Interest Group; reviewed conference papers for the Media, Community College, and Rhetorical Criticism Interest Groups and the Women's Caucus.
 - Directed the *Forest Park Follies*, presented March 23, 2013.
 - Member of FP Curriculum Committee and International Education Committee.

- Member of National Communication Association, Central States Communication Association, Popular Culture/American Culture Association, American Studies Association.
- Participated in the college's Vision and Core Values discussion.
- Carla Moody:
 - Central States Communication Association activities: presented at the annual conference with STLCC colleagues on a panel for the Community College Interest Group.
 - Directed *China* for the 22nd Annual One-Act Festival and *Read Me a Mystery* for the spring theatre performance.
 - Member of the African-American History month committee.
 - Member of Central States Communication Association.
- Sandra Osburn:
 - Central States Communication Association activities: presented at the annual conference with STLCC colleagues on a panel for the Community College Interest Group; reviewed conference papers for the Community College and Communication Education divisions.
 - Acting Theatre Supervisor, January-December, 2013
 - Member National Communication Association and Central States Communication Association.
 - Member of FP College Academic Council, International Education Committee, Gen. Ed. Capstone Implementation Committee, Humanities and Social Sciences Dean's Search Committee (Co-chair), Theatre Supervisor Search Committee (Chair), Master Class Series Committee, Intercultural Arts Festival Committee.
 - Participated in the college's Vision and Core Values discussion.
 - Trained the Master Class Series student hosts.
 - Attended the STLCC chapter's American Association of Women in Community College's Annual meeting.
- Jeffrey Schaefer:
 - Member of the College Theatre Council.
 - Attended the Accident Prevention/Workmen's Compensation Workshop
- Thomas Zirkle:
 - Performances: Musica SLESA (Salsa Band) at Belleville outdoor festival, Dr. Zirkle Faculty Recital, Notes From Home (Robert Fishbone) at Sheldon, James Hegarty Trio at the Tavern of Fine Arts, St. Louis Avant-garde Ensemble (Performer/Director) (This

concert at FP), Forest Park Follies (Drum set solo), North American Frame Drum Association Midwest Conference Evening Concert, Dr. Zirkle Faculty Recital (at Florissant Valley Campus), Dr. Zirkle Faculty Solo Recital, HaZMaT Percussion Duo Concert and Educational Event in Martinsville, Indiana

- Organizer: The 4th Annual North American Frame Drum Association regional conference at STLCC/Forest Park. The conference is free-of-charge and is open to anyone with an interest in frame drums and ethnic tambourines.
 - Member of Gen Ed Critical Thinking Committee and Intercultural Arts Fest Committee.
 - Taught two sections of STR050 (One each semester.)
- Support Staff Development
 - Payroll Q & A with HR and Payroll Staff
 - Division Workshop on ePafs with Joy Hayward
 - District Administrative Assistants' Retreat
 - Accident Prevention/Workmen's Compensation Workshop
 - BIT/Dealing With Potentially Dangerous Situations Involving Students
 - Vision and Core Values Group Discussion
 - Better E-Mail Communication Workshop

English:

- Facilities
 - Smart Classrooms: Smart classrooms were installed throughout the department through an Academic Affairs initiative
- Faculty Professional Accomplishments
 - Zita Casey earned a Certificate of Achievement for Teaching Excellence/ Fall 2012 (Honors Program)
 - Melody Gee named as Mentor for 3 Emerging Scholars, spring 2013
 - Marita Jason received the SATS award
 - Marita Jason through her work with the Master Class Series was selected as the district's Innovation of the Year, 2012-2013
 - Antonia Pérez-Franco was awarded the Students' Government Association Award for Outstanding Service in spring 2013.
- Usage of Article XXXII Funding

- Zita Casey: Completed Adult Ed - Teaching with Technology Course.
- Jeremy Dennis: Purchased texts for class preparation and enrichment.
- Eve Fonseca: Attended the International TESOL Conference in Dallas, March 21-23, 2013.
- Melody Gee: Purchased texts on composition theory and pedagogy to continue planning and assessing future ACE courses.
- Keith Hulsey: Renewed memberships in several professional organizations- TESOL, MidTESOL, and NCTE, took a course in “flipping” the classroom, and purchased a variety of books and resources to help keep me abreast of the current philosophies in the teaching of writing and reading, as well other topics.
- Mark Kruger: Purchased DVDs and books for use in the classroom and for enrichment materials.
- Karen Ostlund: Purchased Rosetta Stone language acquisition programs (French, Spanish, and German) and purchased 2 books for class preparation/enrichment.
- Antonia Perez-Franco: Attended Foreign Language Association of Missouri Conference and purchased books for use in classes.
- Sharon Person: Attended Organization of American Historians Conference.
- Michelle Parrinello-Cason: Purchased books for PhD comprehensive exam list, joined the NCTE, and subscribed to their journal Teaching English in the Two-Year College.
- Deneen Shepherd: Attended Conference on College Composition and Communication (CCCC).
- Angela Warfield: Purchased materials for classroom and instructional use.
- Daniel Yezbick: Purchased books and materials for classroom and instructional use.

Events and Scholarly Activity

- Melody Gee: Co-author of a new Developmental Writing Website; Chair of the Developmental Education Reading Group; Member of the English 020/030 Syllabus Redesign Team; Member of the District Blackboard Taskforce; Chair of the English 020/030 Common Syllabus Committee; Member of the English 020/030 Common Rubric Committee; Served as poetry judge for the League of Innovation Poetry Contest.
- Antonia T. Pérez-Franco:
 - Participated on the following committees:
 - Honors Program Committee

- International Education Committee
- Professor of the Year Committee (Humanities Division)
- Furniture selection subcommittee

Daniel Yezbick:

▪ Refereed Academic Publications and Recent Presentations:



English Associate Professor, Dan Yezbick
hosts Global Speakers

Forthcoming in 2014: Comics Through Time: A Historical Encyclopedia Greenwood Academic Press Ed. M.Keith Booker. I have authored more than 25 major historical overviews, thematic summaries, and individual entries including the world history of Satiric Cartooning (vols. 1,2,3), Animal Comics (Vols. 1,2,3), Horror and Gothic Narrative (vols 1,2,3), Walt Disney (Vol.1), Mickey Mouse Magazine (vol.1), Cark Barks (Vols 1,2), Pogo the Possum (Vol 3), Cerebus the Aardvark (Vols 3,4), Howard Chaykin (Vols, 3,4), and the co-authored historical overview from the period 1980-1995.

2013 Icons of the American Comic-Book: From Captain America to Wonder Woman ABC-CLIO Academic Press. Matthew J. Smith and Randy Duncan Eds. Major entries for “Uncle Scrooge,” “Pogo,” and “Spider-Man.”

- 2013: The Encyclopedia of Graphic Novels Salem Press Bart Beaty and Stephen Weiner Editors: 2,000-word overview entries for “Funny Animal Genres in Graphic Novels” and “Humor Genres in Graphic Novels” and 1,500-word historical entry for “Graphic Novels in the 1980’s”
- “Cooking Up Funds for Study Abroad: Grassroots Fundraising and the Unexpected Joys of Interdisciplinary Innovation.” Community Colleges for International Development International News Winter 2013 page 18
- Presentations given during the academic year include::
 - “Puns of Fury: Absurdism, Word Play, and Rhetorical Violence in the Nonsense Works of George Carlson” Rocky Mountain Graphic Arts Conference May 28, 2013
 - Roundtable Speaker: “Teaching Comics: Best Practices and Persistent Problems” Rocky Mountain Graphic Arts Conference May 28, 2013

- "One College, Many Tables": Cooking up Community Support for Study Abroad Fundraising" Presentation at the 2013 Midwest Institute for International and Intercultural Education Spitzer Center at Lorain Community College Elyria Ohio April 6, 2013
 - "Comics 101: A 90-minute history of an art form and an industry" Starclipper Comics University Special public lecture June 12, 2013 St Louis, MO.
- Support Staff Development
 - Payroll Q & A with HR and Payroll Staff
 - Division Workshop on ePafs with Joy Hayward
 - District Administrative Assistants' Retreat

Fine Arts:

- Facilities
 - Painting and Drawing Studios: Major improvements were experienced in the painting and drawing studios when all were equipped with digital facilities.
 - Graphic Communication classroom: Upgrading of all major hardware and software at the beginning of the 2012 fall semester. These improvements included new iMac computers loaded with the most recent graphics software at every work station in the department, new printers, including a 44" photo-quality banner printer, Wacom digital drawing tablets for every work station, and a latest-version, interactive smart board for each of the department's two classroom/labs.
 - Smart Classrooms: Smart classrooms were installed throughout the department through an Academic Affairs initiative
- Student Awards
 - The 2012 Annual Regional Student Varsity Arts Exhibition included our art students, Shelby Donais and Evan Smith.
 - Forest Park Coordinator for the League for Innovation: Sara Marie Land for top placement in National Competition.
- Usage of Article XXXII Funding
 - Matthew Isaacson: Attended National Council on Education for the Ceramic Arts and traveled to China to present lecture and workshops.
 - Jamie Kreher: Attended the 2013 Society for Photographic Education (SPE) conference, Celebrating 50 Years of SPE, Conferring Significance: Celebrating Photography's Continuum, maintained an SPE membership

and purchased an annual subscription to Lynda.com, a website which helped her learn Adobe Lightroom 3 and 4 and support her teaching of Adobe Photoshop CS6 and camera operation.

- Ying Zuo: Traveled to China for sabbatical work.
- Sabbatical
 - Ying Zuo submitted his sabbatical report on painting and relationship development in China. Professor Zuo has been selected to give a Board presentation on his sabbatical at an upcoming Board meeting.
- Events and Scholarly Activity
 - Matthew Isaacson:
 - Southern Illinois University Carbondale: Spring 2013 Contemporary American Sculpture. Hot Glass demonstration and workshop.
 - Northeast Normal University, School of Fine Arts. Changchun China: Contemporary American Sculptor Matthew Paul Isaacson, May 23, 2013
 - Jilin University, School of Visual Arts. Jilin City China: Contemporary American Sculptor Matthew Paul Isaacson, May 26, 2013.
 - Jamie Kreher:
 - Completed Blackboard Advanced, Best Practices for Teaching Online, and Quality Matters classes
 - *2012 Faculty Exhibition*, STLCC – FP Gallery of Contemporary Art
 - Member of Photo Flood St. Louis
 - Published on <http://photofloodstl.com>, Downtown, August 2012
 - Judged Carondelet Park Photo Flood, April 2013
 - Ying Zuo:
 - Successfully completed the sabbatical projects in the Fall 2013 and produced 70 new paintings.
 - Invitation for exhibition, Work on Paper, at the Regional Art Center Gallery, St. Louis, Missouri.
 - Invited to participate in Tracing Origins – Contemporary Chinese Art Invitation with 20 famous Chinese artists from both China and abroad to paint in the Southwestern minority region of China.
 - Tracing Origins – Contemporary Chinese Art Invitation Exhibition at Xichang Minority Culture Palace and Chengdu Blue Roof Contemporary Art Museum.

- Sabbatical report exhibition, New Master Paintings, at Contemporary Art Gallery at Forest Park.
- Gave a lecture, “Comparison of American and Chinese Art



Art Professor, Yingxue Zuo

Education”, “My Artistic Life Experience – From China to America” at Nanjing Normal University of China and Guangzhou University of China. Judged 2013 Art in Park, which is sponsored by Columbia Art League in Columbia, Missouri. Invited to participate in the project, Missouri Master Series, by the St. Louis Kodner Gallery.

- Invited to join a famous Chinese artist group of eight artists to paint in the Tibet-Aba area in July 2013.
- Invited to participate in a project, Chinese Ink Painting in North America, to work with 14 famous Chinese artists living and creating art works in North America with the intention to publish art works in Art Salon, a famous Chinese art magazine published by the Chinese Art Publishing House in Beijing.
- Published an article “What is Art?” in the book, Vaudeville Era, by Sichuan Suiyue Culture and Art Co.,Ltd. (<http://www.suiyueart.com>)
- Published an article “Vaudeville Era and Post Modern” by the St. Louis Chinese American News and St. Louis Chinese Journal on Thursday April 4, 2013.
- Developed an academic relationship with three Chinese universities (Guangzhou University, Sichuan Normal University, Northeast Normal University) to raise the visibility of the Art Programs at Forest Park to an international platform.

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- Support Staff Development

- Payroll Q & A with HR and Payroll Staff
- Division Workshop on ePafs with Joy Hayward
- District Administrative Assistants’ Retreat

Physical Education:

- Facilities
 - Weight Room: Received new weight training equipment with approval of 2011 capital funds. Life Fitness and Hammer Strength weight equipment was purchased and installed in the weight room, Fitness Center, and Varsity Room.
 - Smart Classrooms: Smart classrooms were installed throughout the department through an Academic Affairs initiative
- Faculty Professional Accomplishments

All Human Service instructors received STAR awards this year. Angela Roffle, Christopher Elliott, William Johnson, Cecilia Johnson, Eloise Finney and Beverly Dotson were recognized as mentors to Emerging Scholars this year.

ECE faculty, including Dahna Willis, Bonnie Shiller, and Gina Dattilo, were named as mentors for ECE students involved in the Emerging Scholars process.

 - Lori Orlando (EDU) was promoted to Assistant Professor.
 - Sue Martin (PE) was promoted to Professor.
- Student Awards
 - Sherida Carter (ECE) was honored with a \$500 scholarship, during a Spring reception, as one of FP's Emerging Scholars. Ms. Carter named Program Coordinator, Dahna Willis, as her mentor.
 - As a result of the Improving the Quality of ECE grant which was received in Fall 2012, thirteen (13) scholarships were awarded to students completing courses (ECE 101, ECE124, ECE125) leading to the Child Development Associate credential.
 - Several ECE students were named to the college Honor Roll in acknowledgement of their superior academic achievements.
 - HMS Emerging Scholars- Cary T. Ball, Jr., Dawn Smith, Elaine Young, Felicia Brooks, Alexis Roberts, Samantha Thomas
 - HMS students received honors and special recognition at the Annual student awards banquet. The student service club – Human Services Club and officers of the Missouri Association for Social Welfare (MASW) student affiliate were recognized for community service. HMS Club



PE Instructor, Mark Applegate

members: Michael Williams, Barbara Grayson, Larry Bradley, Shawn Williams, DeAnna Allen, Diamond Jacobs, Rachelle Humphrey, Shontae Byas, Secreda Thomas-Dudley, Stephen Jamerson, Tracey Reed, Monique Webb

- HMS students received scholarship monies to continue their studies: Dawn Smith- UMSL, Charnay Marshall – STLCCFP, Sheronda Johnson – Fontbonne, Shawn Williams – Fontbonne, Tracey Reed
- The Human Services club was awarded Club of the year award and recognized for service to the community. HMS students participated in class field trips to Jefferson City for Student Advocacy Day (to educate elected officials about expansion of Medicaid), the Governor’s Conference on Homelessness, and Missouri Association of Social Workers state-wide strategic planning. Students had opportunities to identify community resources and broaden their social networking with participation in community events such as Neighborhood Assoc. Outreach, Social Justice and field experiences.

- Alumni Support

Although we have limited programs which engage in alumni or employer feedback, the Early Care and Education program regularly reaches out to actively engage with our former students. Numerous alumnae now own and/or direct high quality early education programs and serve as wonderful ambassadors who continue to invest in the quality of our program. Examples of such include:

Current students are accepted into alumnae directed programs as clinical students and employees.

In tribute and gratitude upon her retirement from active teaching in the ECE field, alumna Janet Mazurek, donated a library of books and instructional resources/materials to the ECE program at Forest Park.

- Alumnae also served as mentors in the Fall 2012 Portfolio Development Workshop.
- Becky Hagen and Sara Willis, STLCC/FP alumnae served as speakers as the 2012-2013 Clinical Orientation Workshop.
- Alumna Ellicia Qualls served as an industry expert on the Portfolio Defense Panels in December 2012 and May 2013.



**ECE Adjunct, Bonnie Shiller(L) and
Instructor, Dahna Willis**

- Examples of Academic Excellence
 - EDU & HMS Dept.--Many adjuncts in all programs have attended the adjunct orientation to improve their knowledge and skills of best practices in teaching and learning.
 - ECE--Ongoing assessment of our instructional strategies and methods, as well as review of student achievement, is a foundation component of our work. The results of the 2012-2013 IDID revealed a 20% improvement in the success levels of students enrolled in clinical courses ECE 203-206 Practicum I and II.
 - EDU--Coordinator, Lori Orlando, worked with Department of Elementary & Secondary Education on changing benchmarks for teacher education and elimination of C-Base exam in lieu of new General Education Assessment exam for students.
 - PE-- Assessment of the Fitness Center curriculum; continued evaluation and revision of instructional methods and content to improve student learning of fitness principles related to overall health and well-being.
- Usage of Article XXXII Funding

Mark Applegate: Completed graduate course in linguistics at SIU-E.

Sue Martin: Utilized funds for purchasing textbooks in the Ed D Higher Education Leadership program at Maryville University.

Lori Orlando: Utilized funding for tuition and books for Doctorate of



Assistant Human Services
Professor, Angela Roffle

Higher Ed Leadership program at Maryville University, and attendance the Missouri Association of Colleges for Teacher Education (MACTE) conference in Columbia, MO.

Angela Roffle: Attended 2 conferences: Global Discourses in Women's and Gender Studies and Global Health and Well-Being: The Social Work Response.

Dahna Willis: ECE- Program Coordinator, maintained active membership in standard-bearing organizations, National Association for the Education of Young Children (NAEYC) and Associate Degree Early Childhood Educators (ACCESS), as well as participated in the statewide

Conference on the Young Years sponsored by the Missouri Department of Education.

- Events and Scholarly Activity
 - Mark Applegate:
 - Quality Matters Training was completed.
 - Sue Martin:
 - Quality Matters Training was completed.

- Lori Orlando:
 - Attended conference on student engagement with President Hess, Chancellor Dorsey, Dr. Dare, and Kelli Burns in San Antonio, TX in April.
 - Attended semiannual MACTE conferences to receive updated information from DESE regarding Teacher Ed programs across the state of Missouri.
 - Asked by Chancellor Dorsey to be on Retention and Recruitment Task Force for upcoming 2013-2014 academic year.
- Support Staff Development
 - Payroll Q & A with HR and Payroll Staff
 - Division Workshop on ePafs with Joy Hayward
 - District Administrative Assistants' Retreat
 - ALICE training and reported back to the other department secretaries about tips.

Social Sciences and Reading:

- Facilities
 - Smart Classrooms: Smart classrooms were installed throughout the department through an Academic Affairs initiative
- 

Faculty Professional Accomplishments
Bruce Munson received a certificate for outstanding service from the Student Governance Association of Forest Park. Bruce Munson was promoted to Assistant Professor.

Usage of Article XXXII Funding
Tracy Barron: Attended US Literacy Conference.

Assistant Psychology Professor, Bruce Munson

Deira Benton: Purchased books on instructional techniques and paid memberships to ASCD, National Association for Developmental Education (NADE), CRLA.

- Dorian Brown: Paid memberships to American Studies Association, Organization of American Historians, American Historical Association, Association for the Study of African American Life and History, Inc., and the Urban History Association.
- Don Cusumano: Attended MCCA, purchased professional journals, and attended the National Social Sciences Conference.

- Steven (Gene) Gardner: Traveled for a short-term faculty exchange in China.
- Bill Hartmann: Attended and presented at American Philosophical Association.

Deborah Henry: Purchased films for classroom, purchased books for classroom enrichment and planning, and paid memberships in the following: Southern Historical Association (SHA), Latin and Caribbean Section of SHA, and Organization of American Historians.

- Nicole Myers: Attended National Association for Developmental Education (NADE) conference.
- Andrea Nichols: Attended Midwest Sociological Society Conference, attended American Society of Criminology Conference, paid for membership in both of the above organizations.
- Jessica Sippy: Attended Midwest Sociological Society Conference.
- Adrienne Smith: Paid for memberships in Assembly on Literature for Adolescents (ALAN), American Association for Women in Community College, ASCD and completed an online course, Designing Courses for Significant Learning.
- Louis Williams: Attended Organization of American Historians meeting and paid memberships to Southern Historical Association and Organization of American Historians.
- Sabbatical
 - Kathy Petroff completed PhD work during her spring 2013 sabbatical
 - Steven (Gene) Gardner has been engaged in sabbatical work in China during summer 2012 and summer 2013
- Events and Scholarly Activity
 - Tracy Barron:
 - Attended Teaching and Technology Conference- This conference focused on using technology in the classroom. She learned how to incorporate Wikis, Blogs, Skype, cell phones, and other technology in lessons in the classroom.
 - Completed The Benefits of Diagnostic Testing and Guided Reading webinar. The webinar focused on the importance of in-depth diagnostic testing for students and the benefits of accurate placement.
 - Don Cusumano:
 - Councils / Committees
 - Chaired the Forest Park Campus Academic Council
 - Member of the College Academic Council

- Member of the Valuing and Global Education GenEd Subcommittee
 - Member of the Emerging Scholar Committee
 - Qualified to teach online Psychology courses.
- Gary Forde:
 - Co-chaired Black History Month.
- Gene Gardner:
 - Completed the first half of his Summer sabbaticals, the purpose of which is to develop a global certificate for Developmental Education students in Reading.
 - Continued to experiment with a remote-control classroom performance system (clickers) for the purpose of classroom assessment. This innovative approach allows the faculty member to receive instant assessment of his/her students. If the performance of the students' needs attention, the faculty member can give that attention immediately.
 - Continued to experiment with an online Reading program, called "My Reading Lab." In addition to enabling better reporting and assessment of Reading students across the department through data management, the use of online lessons enables students to access resources outside the classroom to increase available instructional hours and materials, a crucial ingredient for success in developmental programs. He helped adjunct faculty implement My Reading Lab in their classes.
- Bill Hartmann:
 - GenEd Coordinator for the Forest Park campus.
 - Implemented a Cohort program at Harrison Education Center.
 - Member of the following American Philosophy Association (APA) committees:
 - Philosophy in Two-Year Colleges
 - Academic Career Opportunities and Placement
 - Teaching of College Philosophy
- Deborah Henry:
 - In 2012 STLCC was one of 18 community colleges across the nation competitively selected to participate in a multi-disciplinary, two-year mentoring project designed to bridge cultures through the humanities. The grant is through the Community College Humanities Association (CCHA) and the National Endowment for the Humanities (NEH). She is serving on the STLCC district grant

team along with Yvonne Johnson, Dean of Humanities and Social Sciences at the Meramec campus and Steven Collins, Chair and Professor of History at the Meramec campus. The STLCC team traveled to Washington, D.C. September 2012 for a three-day conference to meet with CCHA and NEH grant administrators and team members from all 18 community colleges across the nation to further our work on this grant. The grant title is “Advancing the Humanities at Community Colleges: An NEH Bridging Cultures Project”. To fulfill grant requirements, the



Associate Professor, Deborah Henry, History

STLCC grant team has developed a new course (“Global Dimensions of Race, Gender, and Religion in America”). She will be teaching this course at the Forest Park campus fall semester 2013.

- Applied for and received a National Endowment for the Humanities (NEH) Landmarks of American History grant – “The War of 1812 in the Northwest”. She traveled to Toledo, Ohio (August 5-10, 2012) to participate in this grant along with approximately 24 academics from across the nation. The grant application was fulfilled in August 2012.
- Completed the Quality Matters Program course, “Independent Applying the QM Rubric”
- Worked with Neil Das and other members of the Forest Park International Education Committee to write and apply for an NEH grant titled “Muslim Journeys.” They were awarded the grant in January 2013.
- Participated in a Web seminar hosted by Bedford/St. Martin’s Press on Friday, March 8, 2013 titled “Black Diversity in the Post-Civil Rights Movement.” Deborah Gray White, Professor of History at Rutgers University moderated the Web seminar.
- Attended a two-day workshop at the Missouri History Museum titled “Racial Formation Since the Civil War.” Keynote speakers were Dr. Nell Irvin Painter, Professor Emeritus, Princeton

University and David Roediger, Professor of History and African American Studies, University of Illinois.

- Attended the screening and discussion of “The House I Live In” at the Missouri History Museum – a look at the 40 year “War on Drugs” in America, the prison industrial complex, and “who” are the incarcerated.
- Bruce Munson:
 - Served as panelist at a leadership conference sponsored by Phi Theta Kappa of Missouri.
- Andrea Nichols:
 - Journals / Publications:
 - Nichols, Andrea. 2013. Meaning-Making and Domestic Violence Victim Advocacy: An Examination of Feminist Identities, Ideologies, and Practices. *Feminist Criminology*.
 - Nichols, Andrea. 2013. Survivor-Defined Practices to Mitigate Revictimization of Battered Women in the Protective Order Process. *Journal of Interpersonal Violence* 28n7.
 - Professional presentations:
 - Nichols, Andrea. 2013. “No-Drop Prosecution in Domestic Violence Cases.” Midwest Sociological Society Annual Meeting, Chicago, IL.
 - Heil, Erin and Andrea Nichols. 2012. “A Comparative Analysis of Sex Trafficking Policy and Practice in a Bi-State Area.” American Society of Criminology Annual Meeting, Chicago, IL.
 - Nichols, Andrea and Heil, Erin. 2012. “The Hidden Nature of Sex Trafficking: Trafficking Techniques and Other Challenges in the Justice System.” American Society of Criminology Annual Meeting, Chicago, IL.
- Kathy Petroff:
 - Presentations:
 - AERC National Conference-University of Missouri-St. Louis; Presenting a roundtable discussion: What does trust “look like”: Viewing the Element of Trust from Multiple Perspectives in Educational Environments
 - Learning Conference- University of Central Oklahoma; Presenting a discussion: The Transformative Faculty-Student Relationship: Student Perspectives and Persistence

- American Association of Adult and Continuing Education- National Conference; Presenting a workshop: Examining the Element of Trust from Multiple Perspectives in Educational Environments
 - Midwest Research to Practice Conference- University of Central Oklahoma; Presenting a workshop: Considering Andragogical Learning in a Pedagogical Classroom
- Jessica Sippy:
 - Chaired Social Sciences Adjunct Faculty orientation; this involved developing a Social Sciences manual.
- Adrienne Smith:
 - Worked with our Office of Teaching and Learning (Donna Nelson) to plan, execute, and evaluate a professional development session for the Forest Park staff and Faculty to learn more about learning communities and to get all of their questions answered about it.
 - Arranged and held a meeting with the Academic Affairs and the Student Affairs sides of the house to plan a strategy for disseminated information to students about learning communities, created a flyer to advertise LC, visited RDG 020 classes to promote the LC program
 - Planned and held a meeting with Marlene Rhodes and the entire Counseling Department to further discuss, plan, and ensure the success of learning communities
- Lou Williams:
 - The African American Studies Program helped sponsor the campus's Black History Month activities titled "At the Crossroads of Freedom and Equality: The Emancipation Proclamation & the March on Washington."
 - The information gained from panel sessions "Writing African American History in the age of Obama," "Eric Foner's Reconstruction Turns Twenty-five," "Recasting the Civil Rights Era," and "Harriet Tubman" were shared with colleagues and the students.
 - Co-chaired the Black History Month Committee; their activities addressed Student Engagement.
- Thomas Zant:
 - Quality Matters Training was completed.
- Support Staff Development
 - Payroll Q & A with HR and Payroll Staff
 - Division Workshop on ePafs with Joy Hayward
 - District Administrative Assistants' Retreat

Academic Support Center

Executive Summary

The Academic Support Center (ASC) offers assistance to those students who need academic enrichment beyond the classroom experience. In the Fall 2012: Academic Support Center, Math Help Lab, ESL lab, Writing Center and Reading Center combined resources i.e., personnel budget and operating expense and created an environment that promotes consistency and provide a structured learning and working environment.

Detailed Overview of the Center

The Academic Support Center includes the following labs and services:

Professional and peer tutors available to assist students with math and science courses, supplemental instruction, academic coaching and student seminars.

The ASC consists of 17 student computers, one computer dedicated for students registered with Access Office, and free printer/copier service. In addition, expanded viewing is available via overhead projection. The following services are free of charge to all STLCC current enrolled students:

- General Tutoring Program
- Academic Coaching Program
- Supplemental Instruction
- Student Support Seminars
- Writing Center
- Reading Center
- Math Help Lab
- English as Second Language

Consistency

To ensure consistency among the labs the following actions were taken:

1. Installed Accutrack on a designated computer to track student visit
2. Installed headphones on all student computers in labs and in L041; total of 66 headphones
3. Installed Math, Keyboarding, Nursing, Accounting and Science software on student computers in L024 general tutoring area
4. Established posted printing limit
5. No Eating/Drinking Policy in labs
6. Signage and Hours of Operation
7. In Fall 2012 Academic Support Center signage were installed to help properly identify labs and hours of operation.

Accutrack software allows the Academic Support Center to track service usage to help ensure that the students' academic needs are met. The table 1 below illustrates the number of student visits to ASC for tutoring per subject, in Fall and Spring semesters.



(LtoR) Learning Specialist, Elizabeth Levenhagen, ASC Manager, Cynthia Jenkins, and TJ Edwards, Administrative Clerk

General Tutoring Program:

Subjects	Fall 2012 – number of student visits	Spring 2013 number of student visits
Anatomy & Physiology I	14	4
Anatomy & Physiology II	2	1
Applied Accounting	18	29
Applied Math	37	30
Biology	39	26
Business Math	7	15
Calculus	19	8
Chemistry	39	44
Chemistry Math	9	11
College Algebra	110	74
Dental Hygiene	4	14
Economics	4	5
Elementary Algebra	37	49
Financial Accounting	6	8
French	2	2
History	13	2
Intermediate Accounting	8	5
Intermediate Algebra	108	112
Managerial Accounting	1	1
Microbiology	4	3
Nursing	30	16
Nursing Math	1	
Physics	4	4
Pre-Calculus	5	
Psychology	15	9
Spanish	7	6
Statistics	8	15
Technical Math		13
Trigonometry	97	8

Table 1

2012/2013 Student visits to ASC

- During Fall 2012; 12,649 students visited ASC for tutoring and academic support
- During Spring 2013; 12,354 students visited ASC for tutoring and academic support

Teaching and Learning									
Grade Point Average of students enrolled per term									
			201210		201220		201230		201310
			Term GPA		Term GPA		Term GPA		Term GPA
used ASC	No		2.3		2.7		2.4		2.5
	Yes		2.5		2.7		2.4		2.4

Term	Number of Visit	Term	Number of Average Visits	Percentage of Students Using ASC			
				201210	201220	201230	201310
201210	9,948	201210	7	Number	Number	Number	Number
201220	2,026	201220	5	No	83%	88%	79%
201230	12,191	201230	7	Yes	17%	12%	21%
201310	11,998	201310	8				22%

Pct Using ASC by Gender								
	201210		201220		201230		201310	
	F	M	F	M	F	M	F	M
Yes	19%	14%	12%	12%	21%	19%	23%	20%

Average Visits by Gender				
		201210	201220	201230
F		6	5	7
M		7	5	7

Pct Using ASC by Dev Ed Course Taking												
			201210		201220		201230		201310			
			No	Yes	No	Yes	No	Yes	No	Yes	<-- Taking Dev Ed Course	
used ASC	No		84%	81%	90%	80%	81%	76%	80%	73%		
	Yes		16%	19%	10%	20%	19%	24%	20%	27%		

Pct Withdrawing from All Courses (within the term)										
		201210	201210	201220	201220	201230	201230	201310	201310	
		No	Yes	No	Yes	No	Yes	No	Yes	<-- Used ASC
	Withdrew No	91%	96%	91%	94%	92%	96%	92%	97%	
	Yes	9%	4%	9%	6%	8%	4%	8%	3%	

Pct Using ASC by FT/PT Status										
		201210		201220		201230		201310		
		F	P	F	P	F	P	F	P	
Used ASC	No	78%	84%	70%	88%	73%	81%	69%	81%	
	Yes	22%	16%	30%	12%	27%	19%	31%	19%	

College Reading and Learning Association Tutor Program Certification

- Academic Support Center submitted CRLA application on May 1, 2013 to certify tutoring program

Supplemental Instruction Program (SI) –

During 2012/2013 academic year, STLCC – FP campus offered supplemental instruction assistance utilizing the traditional format. In Fall 2012 semester, SI was offered using the traditional format where there is one (1) SI leader assigned to one (1) instructor and his/her students. Traditionally, Supplemental Instruction is attached to high D, W, F courses. Fall 2012 semester; 9 faculty members participated in Supplemental Instruction Program. Spring 2013; 10 faculty members participated in Supplemental Instruction Program.

Student Success Seminars

The Academic Support Center conducts student seminars designed to provide student additional assistance in their coursework. Students are required to register, in order to attend seminars. During 2012/13; 18 seminars were conducted, 112 students attended and 84 out 112 (75%) surveys were collected. Table 4 depicts the topics that were offered, the number of students that attended and some student answers on the question: What helped you during this seminar? During the Fall 2012 and Spring 2013 semesters, the Academic Support Center offered over 66 student support seminars.

Table 4

Topic	No. of attendees	No. of surveys administered	No. of surveys collected	Student comments - What helped you during this seminar?
Banner & Blackboard Basics <ul style="list-style-type: none"> Offered 3 times 	10	10	5	<ul style="list-style-type: none"> Going through and showing me how to do it online. I found just learning to send emails through blackboard are easy and most helpful.
Microsoft Word, PowerPoint, and E-mail overview <ul style="list-style-type: none"> Offered 1 time 	2	2	2	<ul style="list-style-type: none"> I liked the practice exercises. I knew a little bit about PowerPoint but now, I have the tools to use it.
Creating, Saving, & E-mailing Microsoft Word & PowerPoint through Sky Drive <ul style="list-style-type: none"> Offered 5 times 	55	55	37	<ul style="list-style-type: none"> Fascinating to discover that Skydrive is available and all of its' options. Time passed very quickly, it was enjoying and helpful. I found out how to use Word with a lot quicker access and a lot less steps.
Time Management & Study Skills <ul style="list-style-type: none"> Offered 6 times 	38	38	33	<ul style="list-style-type: none"> The interactive activities are awesome. They really helped me stay focused. The tip sheets are great. Being able to hear how others study and it gave me some new ideas on how to succeed.
Note Taking Skills <ul style="list-style-type: none"> Offered 1 time 	1	1	1	<ul style="list-style-type: none"> It was helpful. I can use all of the types of notes forms.
Research skills <ul style="list-style-type: none"> Offered 1 time 	3	3	3	<ul style="list-style-type: none"> Articles across many database and Google.
Test Anxiety & Stress Management <ul style="list-style-type: none"> Offered 1 time 	3	3	3	<ul style="list-style-type: none"> I could relate to all the material in one way or another.

Members from the following departments and organizations attended the above seminars:

1. African American Male Initiative
2. PHI Theta Kappa Honors Society
3. Smart Start 050 Instructors (did not participated in STR050 & ASC Pilot - Fall 2013)

Academic Coaching (AC) Program

The Academic Coaching is a service offered to our students that need academic encouragement and tips on how to be a successful student, during the semester. Table 5 reveals information on how students view this service. During 2012/13 school year there were 24 students who attended more than one session and 16 unduplicated students attended academic coaching.

Session Topic	No. of student who attended this session	No. of surveys administered	No. of surveys collected	What “Helped” you during this AC session? Student comments
Presentation Skills • 2 sessions	2	2	0	
Time Management • 3 sessions	3	3	1	<ul style="list-style-type: none"> • Easy to understand layout. I will recommend her to others.
Study Skills • 7 sessions	5	5	0	
Multiple Choice and True and False Test Taking Skills • 2 sessions	2	2	1	<ul style="list-style-type: none"> • How to do strategies to rule out two answers for multiple choice questions
Essay Test Taking Skills • 2 sessions	2	2	1	<ul style="list-style-type: none"> • I liked when she showed me how to take notes better so I can get a good understanding of the subject that the teacher teaches in the classroom
Test Anxiety & Stress Management • 5 sessions	5	5	1	<ul style="list-style-type: none"> • There was nothing that wasn’t helpful.
VARK Questionnaire & Implementing How You Learn • 1 time	1	1	0	

Table 5

Collaborations/Partnerships:

During the 2012/2013, the Academic Support Center has formed relationships with departments and student organizations at the Forest Park campus.

- The ASC and Smart Start 050 instructors offered a pilot program in Spring 2013 in which ASC staff facilitated computer components of program and in exchange faculty members tutored 1.0 hour per week in ASC.
- St. Louis Community College Workforce Innovation Networks (WINs) Portal offers a unique series of educational services and learning opportunities, all designed to jump-start adult studies into a career pathway leading to an academic credential. The Academic Support Center has come along side MoHealthWins in offering supplemental material, in the form of seminars, to assist students enrolled in Certified Nursing Assistance, Patient-Care and Medical Terminology programs with their coursework.

- Faculty Volunteer Tutoring Program – faculty tutors in the ASC - Spring 2013

Upon completing a brief orientation, faculty is encouraged and welcomed to volunteer and tutor in the Academic Support Center, whenever their schedule permits.

- Nursing Department

Nursing Program – work closely with nursing department and hired professional tutor to assist 1st semester and 2nd semester nursing students with their coursework.

- Dental Hygiene Program

Dental Hygiene Program – work closely with Dental Hygiene program coordinator and hired professional tutor to assist students with their Dental Hygiene coursework.

- Professional Development and Collaboration with Center for Teaching and Learning

Participated in Adjunct Instructor Professional Development as a facilitator – Spring 2012
Hosted Supplemental Instruction Workshop for SI leaders and faculty Spring 2012

- Community

Fall 2012, participated in Money Smart Week by collaborating with Clearpoint Credit Counseling Solutions and offered financial literacy workshops at Forest Park
Summer 2013 – Roosevelt High School/Boot Camp

Hiring/Personnel

Hired two (2) FT employees: Elizabeth Levenhagen; Educational Assistant and Troi-Jeanna Edwards; Administrative Clerk

- Hired student assistants as peer tutors in general tutoring area.

Professional Growth and Recognition

Academic Support Center direct reports and manager attended the following professional development workshops during 2012/2013 academic year:

Fall 2012

- College Reading and Learning Conference in Houston, TX to gain a better understanding of CRLA certification requirements and learn effective tutoring practices across the country.

Spring and Summer 2013

- Missouri, Kansas, Nebraska Conference in St. Louis, MO to learn more about programs, services, activities, academic assistance and tutorial services
- Resolving Conflict Resolutions
- Time approval workshop
- Emotional Intelligence
- Communicating within the Multi-Generational Workplace
- PELL/Direct Loan Refund Training
- Time Keeping Training
- True Colors Session
- STLCC Professional Development
- Resolving Workplace Conflict
- What is ShoreTel Communicator?
- Handling Stress in the Workplace
- High Impact Feedback and Listening
- The Administrator's Professional Retreat
- Vision and Core Value Discussion w/President Hess

Academic Support Center (ASC) – Additional learning space

In Spring 2013, ASC department located additional space for students and faculty. To help meet their individual and small group studying needs, faculty-student conference sessions as well as for faculty grading. Table 8 below depicts the number of times each room was used by faculty, staff and students.

Note: During Spring 2013 semester, students used ASC quiet space 15 times for assistance in completing their course material. Faculty and staff combined utilized ACR space 78 times, as well.

Spring 2013	Jan	Feb	March	April	May	June
Academic Coaching Room (ACR)	1	1	6 (S)	2	3	
Extended Learning Area (ELA)		8	12	14	7	1
L-033 * <i>Multipurpose Room</i>	6	8, (S)	8	8	3	
L-037 * <i>Multipurpose Room</i>		1 (S)	2	1	2	

Significant Accomplishments/Recognition

44th Annual Student Service Award

In 2012/2013, all student assistants, peer tutors, and supplemental instructor leaders were recognized for their service to Academic Support Center for their serve to students. See list of names, below:

Kasamba Chambwa	Floyd Barefield	Ollie Langhorst
Angela Harper	Anthony Marr	Elena Lambrevia
Nicholas Jordan	Jahemela Wilson	
Aekyung Lee	Dawn Carr	
Rickey Thomas	Victoria Wheeler	
Shardi Zargahmi	Andrew Greisbaum	

Emerging Scholar Award – Spring 2013

The following student assistants were recognized at this years' first Emerging Scholar Award

- Malick Ndiaye
- Folya Ganiyu
- ASC manager, professional tutors, and faculty members were recognized as Emerging Scholars mentors.

Academic Support Center End of Year Celebration 2012/2013

ASC manager and lab coordinators recognize peer and professional tutors, supplemental instruction leaders, student workers and staff members for their support to our students during the past year and for their academic and personal accomplishments and aspirations. Everyone received a certificate of appreciation.

Goals for 2013/2014:

- One-to-One appointment base tutoring. In this program the student signs up to participate, on a volunteer-basis, to attend weekly appointment base tutoring with an assigned tutor.
- Group tutoring this program will partner with interested faculty. Students will attend tutoring at a predetermine time on a weekly basis during the semester.
 - Academic Support Center Webpage: The webpage will provide a vehicle to inform students about center location, hours of operations, and program services available.
 - Peer Mentoring Program – offer our developmental students peer mentoring to help provide both academic and non-academic support during their first year of studies.
 - Online tutoring for on-ground and online students.

English As A Second Language Lab

Instructors in the English as a Second Language program provide tutoring assistance to non-native speakers of English as they work on assignments for their Academic English, grammar, pronunciation and listening/note taking classes. 1-credit classes in Academic English prep, writing skills, listening, and vocabulary is also offered on recommendation of the ESL staff.

SUMMER 2012 ESL Tutoring

Open hours 60.5 weekly x 8 weeks
Total hours logged 326.25
Total number of visits 354
Number of 1-credit visits 216 (61%)
Number of non-1-credit visits 138 (39%)
Students registered in 1-credit classes 13
Students completing 1-credit classes with C or higher 12

Table 1: ESL Summer 2012

Course	Students who received tutoring two time or more and passed (A,B,C)	Students who received tutoring two times or more and failed (D, PR, F, W)	Total students enrolled who passed (A,B,C)	Total students enrolled who failed (D, PR, F, W)
ENG 051	100 % (1 of 1)	0%	86%	14%
ENG 053	100% (1 of 1)	0%	90%	10%
ENG 061	75% (6 of 8)	25%	78%	22%
ENG 071	71% (5 of 7)	29%	66%	24%
ENG 070	33% (2 of 6)	67%	61%	39%

*ENG 050 and 060 are not offered in the summer.

FALL 2012 ESL Tutoring

Open hours 46 weekly
Total hours logged 420.75
Total number of visits 583
Number of 1-credit visits 249 (43%)
Number of non-1-credit visits 334 (57%)
Students registered in 1-credit classes 21
Students completing 1-credit classes with C or higher 10

Table 2: ESL Fall 2012

Course	Students who received tutoring two time or more and passed (A,B,C)	Students who received tutoring two times or more and failed (D, PR, F, W)	Total students enrolled who passed (A,B,C)	Total students enrolled who failed (D, PR, F, W)
ENG 051	33% (1 of 3)	67%	54%	46%
ENG 050	86% (6 of 7)	14%	77%	23%
ENG 053	100% (8 of 8)	0%	88%	12%
ENG 061	75% (3 of 4)	25%	90%	10%
ENG 060	91% (10 of 11)	9%	78%	22%
ENG 071	86% (6 of 7)	14%	85%	15%
ENG 070	100% (5 of 5)	0%	87%	13%

Of the 30 students who received tutoring 2 times or more for ENG 051,050, 061, 060, 071, or 070, 28 are enrolled for Spring 2013 semester.

SPRING 2013 ESL Tutoring

Open hours 47 weekly
 Total hours logged 541.25
 Total number of visits 765
 Number of 1-credit visits 383 (50%)
 Number of non-1-credit visits 382 (50%)
 Students registered in 1-credit classes 31
 Students completing 1-credit classes with C or higher 22

Table 3: ESL Spring 2013

Course	Students who received tutoring two time or more and passed (A,B,C)	Students who received tutoring two times or more and failed (D, PR, F, W)	Total students enrolled who passed (A,B,C)	Total students enrolled who failed (D, PR, F, W)
ENG 051	60% (3 of 5)	40%	69%	31%
ENG 050	100% (2 of 2)	0%	76%	24%
ENG 053	100% (2 of 2)	0%	90%	10%
ENG 061	80% (12 of 15)	20%	79%	21%
ENG 060	88% (7 of 8)	12%	68%	32%
ENG 070	83% (10 of 12)	17%	86%	14%
ENG 071	81% (13 of 16)	19%	74%	26%

Math Help Lab

Description: The Math HELP lab is a diverse learning community assisting students enrolled in developmental math classes. We offer small group and one-on-one instruction to strengthen basic math, algebra, and study skills. Tutorial software, videos, and helpful handouts are also available. All Math HELP tutors are part-time math faculty at St. Louis Community College or other professionals with degrees in math or a related field. Our staff promotes self-directed learning in a collaborative and supportive environment.

We are located in L021. Our hours during the fall and spring semesters are 8 am – 8 pm Monday through Thursday and 8 am – 2 pm on Friday. We have reduced operating hours and staffing during summer classes. No appointment is necessary.

Staffing: We offer a minimum of 2 tutors per hour for our 54 operating hours per week. During peak times, we have between 3 – 5 tutors. It is not unusual to have a 5 to 1 student to tutor ratio in the lab. 14 of our 20 tutors are currently teaching math at Forest Park. We currently have 4 student workers: a work-study student that works 20 hrs/wk and 3 student assistants who work for a total of 20 hrs/wk. One of our student assistants, Fola Ganiyu, was recently honored as an Emerging Scholar.

Tutoring/Classroom Linkage: All pre-algebra (Mth:020) students are subject to the possibility of mandatory tutoring hours. Before each of the 4 units in Mth:020, students are given a 10 question pretest. Any student who scores 40% or less on the pretest must complete mandatory tutoring hours in the Math HELP lab for that unit (approximately 1 hour per week of the unit). Based on surveys administered in Mth:020 classrooms during the Fall 12 semester, over 30% of our Pre-Algebra students made use of the Math HELP lab. We do not distinguish mandatory tutoring hours vs. student initiated tutoring hours while in the lab. However, we do have diagnostic tests that students can take when they are in the lab to see which topics students still need help on for a particular unit. See the attached assessment results, questions 5 and 9, to see student responses concerning frequency of mandatory tutoring and course outcomes.

The Math HELP lab also serves as the in-class computer lab portion of Basic Math Skills I, Mth:080. Many Mth:080 students also use the lab outside of class. It is common for Mth:080 students to continue to work on their computer classroom program, Modumath, directly before and/or after class. We currently do not distinguish between Mth:080 lab visits for class sessions vs. tutoring or computer work outside of class.

Student Surveys: During Fall 2012, all Mth:020 students were directed to complete a 9 question survey about their experience in the course for that unit (4 units total). The questions were identical after each unit. Surveys were administered in class by their instructor. Debbie

Char, math developmental ed coordinator, offered these general, preliminary conclusions: (see first attachment for complete survey results)

- Over 30% of our Prealgebra students made use of the Math HELP lab
- The vast majority of our Prealgebra students find the tutors in the Math HELP lab respectful and knowledgeable
- About 75% of the Prealgebra students who go to the Math HELP lab believe that they are more successful as a result

Data Reports: We rely on Accutrack to keep accurate records of lab usage and generate meaningful reports. Unfortunately, during the Fall 12 semester, Accutrack was configured in a way that made the report feature impossible to use. I believe that we can still generate good data from a different program, Access, but it involves time consuming entries of each CRN we want to track and manually adding up totals. I have not generated this report yet.

For spring 2013, the configuration of Accutrack was improved, but I still see some irregularities in the data. I filtered the report to only show activities (CRNS) of the math courses that use the Math HELP lab. The Accutrack report shows an impressive 9,557 visits for the Math HELP lab during the spring 2013 semester. However, after I inspected a report that detailed number of visits by CRN, it is obvious to see that this total of 9,557 visits includes other disciplines besides Math (see last attachment). I am hopeful that I can run these reports again and get the filter to work properly. Again, I can still generate meaningful data using Access or subtracting the non-Math visits from the Accutrack report. I have attached some of the reports from Accutrack.

I also want to mention that a significant number of usage data never gets recorded into Accutrack. Students sign in and out on a paper sheet when there are problems with the electronic scanner or the Accutrack program. Many of these entries on paper cannot be entered electronically because the information was not legible. Also, manually updating records from paper into Accutrack is a very time consuming process and is not always done. We have implemented procedures that will improve the accuracy of our reporting for Fall 13.

Reading Center

Professional tutors assist all students with their reading comprehension. Assistance is available for note-taking, comprehension, vocabulary, and special computer-based applications. There are 6 student computers, desk top printer, one instructor computer, and books and other resource material. The budget for the Reading Lab for the academic year is reported below. The budget is used to pay the hourly salaries of the Reading Lab staff.

- Fall 2012 - \$17,180.41 (actual expenditure)
- Spring 2013 - \$9,771.98 (actual expenditure)
- Summer 2013 - \$3,000 (budgeted amount)

The following staff worked in the Reading Lab for the academic year 2012-2013: Marlene Bake, Sallie Bradford, Mary Buckey, Sharon Golliday, Martha Harvey, Patti (Mary) Trares, Jarretha Whitaker. During the academic year, there were fourteen lab sections (RDG:013 and RDG:017). During the summer 2013, there were two RDG: 017 lab sections. The walk-in tutoring services provided in L-003 served the following number of students:

- Fall 2012 2,510* (number of times "scanned into" L-003)
- Spring 2013 1,780* (number of times "scanned into" L-003)

* The "scanned" students represent the number of visits to the lab; they include duplicated and non-duplicated students. The asterisks indicate these are estimates. (At times, the scanner was not functioning properly.)

During the Spring 2013 semester, the Reading Lab reduced its operation due to budget constraints. During the month of March, operating hours were reduced. Each of the staff members' hours were reduced from working an average of 12-15 hours per week to working an average of 6 hours per week. This reduction created a hardship, first for our learners who rely heavily on these services, as well as a hardship on the professional tutors who work in the Lab. At its first fall meeting, the Reading Department will discuss staffing for the upcoming academic year,.

The Reading Lab's primary goal is to expand its services to serve our learners and to ensure the success of our learners.

Writing Center

The St. Louis Community College-Forest Park Writing Lab's primary mission is to assist students with writing across the board. Tutors provide one on one tutoring sessions with students during every stage of the writing process. Tutoring sessions include: brainstorming, organization, grammar, punctuation and revision. Tutors do not edit student papers, but rather help students learn how to become their own editors. In addition to one on one tutoring sessions, tutors also provide various handouts to assist students with their writing.



Writing Center Tutor, Carol Leslie(3rd from Left) and Students

Writing Lab Staff

The Writing Lab staff included five tutors: Barb Edwards, Terry Mulligan, Carol Leslie, Tobias Knoll and Lavern West. Ellen Usher (the coordinator) also provided tutoring to students. Terry Mulligan and Barb Edwards did not return for the Spring 2013 semester. Maureen Bullock was hired for the Spring 2013 semester.

Student Workers

During the Fall 2012 semester, the Writing Lab was staffed with three student workers. During the Spring 2013 semester we had two student workers, and we had one student worker for the Summer 2013 semester.

Student Contact:

The peak times for most student activity for the Writing Lab was generally from 9-2 am Monday-Friday, with a slowdown period between 2-5. There is a slight increase in the use of the lab between 5-7 (before evening classes).

The Writing Lab assisted students with 2, 742 papers during the 2012-2013 school year. While the majority of students needed assistance with English related work, the following provides a breakdown of paper subjects.

English	827
Reading	185
Psychology	45
History	65
Other	1620

Student Surveys

The Writing Lab implemented a student survey questionnaire during the Spring 2013 semester. Eighteen surveys were completed. The following is a breakdown of the results:

The majority of the students use the Writing Lab for tutoring and computer assistance.

Writing Lab Experience

Found the Experience Very Helpful

10

Found the Experience Helpful

4

Found Their Experience Not Helpful At All

2

No Answer

2

How Often Did They Use the Writing Lab

First Time

2

Two to Three Times a Week

5

More Than Three Times a Week

9

No Answer

2

How Likely Were They to Return

Very Likely

12

Somewhat Likely

2

Not Likely to Return

2

No Answer

2

Writing Lab Observation

During the Spring 2013 semester, the Writing Lab staff, including the coordinator notice a change in many of the student needs. Many students need assistance with basic computer skills and Blackboard. Tutors often found themselves giving students general assistance on basic computer and word processing skills. Students needed to be instructed on the difference between editing services and Writing Lab tutoring services. Part of the goals of the Writing Lab includes better communication with faculty and students about the services available in the Writing Lab. In addition, we would like to offer a virtual drop/box where students can submit their papers for assistance, and provide more writing and grammar worksheets online.

AFRICAN-AMERICAN MALE INITIATIVE

Executive Summary

The persistent need for improved services to African-American males at STLCC is high in comparison to other demographic groups, in the areas of low persistence rates, academic difficulties, and other barriers. The African-American Male Initiative at St. Louis Community College was created as a response to the needs of African-American male students on the Florissant Valley and Forest Park campuses. The program began offering services to students in 2009 and is funded by two generous grants from the Predominately Black Initiatives awarded by the United States Department of Education.



AAMI Interim Director, Genesis Steele

The project's purpose is to implement a comprehensive program of student support services, academic interventions, peer and community mentoring, and professional development for faculty and staff, with goals aimed at the following measureable outcomes: persistence rates of project participants will increase to align with the rest of the STLCC student body, measured by fall-to-fall persistence; academic achievement of project participants will align with the rest of the STLCC student body, measured by grade point average; and faculty and staff participating in staff development activities, conferences and site visits will demonstrate increased awareness of and responsiveness to the needs of African-American male students at STLCC, measured by participation in professional development activities, staff and student feedback on evaluation instruments, and in interviews.

PROGRAM GOAL

To strengthen St. Louis Community College's institutional capacity to serve African-American males, and improve their educational outcomes.

PROGRAM PURPOSE

To implement a comprehensive program of student support services, academic interventions, peer and community mentoring, and professional development for faculty and staff that aims to increase enrollment, improve retention and enhance the educational outcomes for African-American males at St. Louis Community College.

PROGRAM OBJECTIVES

Essentially, the goals of the program are to:

- Increase the persistence rate of African-American male students at St. Louis Community College;
- Increase the academic achievement levels of African-American male students at St. Louis Community College;
- Enhance the in-depth understanding and focus among faculty members and

staff regarding the array of challenges faced by African-American males as they enter college.

Detailed Overview of the Department

Every day, multiple students flow, like water, in and out the offices of AAMI. Some are in search of academic support, some fellowship & intellectual conversation, while others are seeking mentoring and general guidance that will help provide direction and the assistance necessary to overcome both minor and major challenges. As the staff of AAMI gets to know each individual student and earn their trust, the rapport built with each man opens the door for us to learn more about their lives and just what it takes for them to persevere as a student at St. Louis Community College despite a plethora of obstacles. Challenges faced by our students range in complexity and may be both humbling and crippling to most students. Some of the issues, both reoccurring and new, in which our staff have addressed this year include, but are not limited, to the following:

- Mental & physical health ailments
- Drug use
- Abandonment
- Underemployment to no employment
- Domestic violence
- Fatherhood (i.e. being a father to not having a father)
- Death
- No coping skills
- Challenges of being a dislocated worker
- Challenges of making the transition to civilian life as a veteran or after incarceration
- Barriers faced of international students
- Dealing with homicide & violence
- Low to no motivation or direction
- Parenting issues (i.e. baby mama drama, limited childcare, issues due to child support)
- Inability to have basic needs met (i.e. no food, no clothing)
- Not understanding the culture of academia (faculty intimidation).
- The lack of sustainable health care to treat acute & chronic illnesses
- Imprisonment
- Placement in the foster care system
- Gang involvement or threats made by their associates
- Physical & mental abuse
- Homelessness/Lack of housing
- Poor academic foundation (low preparation for higher ed.)
- Poverty & lack of financial support
- Lack of reliable transportation to no transportation
- Issues of identity, masculinity, & sexuality
- Lack of resources to support being a student (i.e. no school supplies and/ or books, eye care, etc.)
- Identity theft
- Divorce & failed relationships
- Legal issues (i.e. felonies, traffic tickets, & warrants)
- No tangible support system
- Bullying/Harassment

However, despite the multitude of issues brought on by life, we watch as many of our students fight, maintain their resiliency, rise, and reach for success. Taking a cue from the lessons learned by our students, the Leadership Team at AAMI has grown stronger and more resilient during the 2012-2013 academic year. We have turned obstacles into opportunities which have allowed us to continue to provide quality services and assistance to African-American males attending STLCC, thereby aiding in the increased academic success and retention of our students.

In review the 2012-2013 academic year was, undoubtedly, a year in transition from a personnel standpoint. The program saw a new/interim Project Direct in October (Genesis Steele), followed by the appointment of former AAMI Event Coordinator/Tutor, (Keith J. Ware II) to a new position as Interim Campus Coordinator for the Florissant Valley campus in March. In May, AAMI added a new and talented Program Assistant (Myesha Shannon) which rounded out and completed our dynamic Leadership Team.

The AAMI team worked hard to support students by providing quality programming. To assess and maintain a pulse on the academic progress of students, AAMI staff reached out to faculty and staff each semester through the use of **Early Alert** notices at least once each semester. Additionally, over 40 **events/workshops** were provided to for participants each semester. Topics



AAMI Events Coordinator, Samuel Huddleston assists Student.

such as “Real Talk,” “Academic Success,” “Stress Management,” “Scholarship Search,” and “Keys to Choosing the Right Career” were provided increasing student awareness, engagement, and success. The AAMI Tutorial Team provided **tutoring** to over 20-40 students each semester primarily in the areas of developmental math, reading and English. Numerous students were actively engaged in **AAMI Peer Mentoring** and earned **Stipends** by the end of the Semester

With regards to student success, AAMI staff watched in excitement as AAMI student members achieved varying levels of success. In October, AAMI members Anthony Brown & Lester Courtney were selected to attend the President’s Roundtable Minority Male Institute in Phoenix, AZ. After reactivating the SAAB program in the Spring, AAMI took a delegate of students to the Annual SAAB **conference** in Indianapolis, IN. Multiple AAMI members achieved high levels of academic success and were inducted to and involved with Phi Theta Kappa on both campuses. AAMI members, like Ray Keeper, Robert Gramm, Justin Carpenter, & Aaron Clemons, sought out and earned scholarships while others such as, Antonio Parker were recognized locally & nationally for a high level of academic merit. Multiple students earned at least a 3.5 cumulative g.p.a. on both campuses in and at the close the year at least 29 AAMI members participated in commencement capping off a great year.

Other Additional Program Highlights Include:

- **220** students served by AAMI the Fall 2012 Semester, **165** students served during Spring Semester 2013
- **7** AAMI participants were inducted into Phi Theta Kappa during Fall 2012 semester (**FV:** *Kenneth Gibson, Paul Iroezi, D. Ray Keeper*, **FP:** *Musiata Akakekwa, Ben-Yahwe Yahsayahm, Richard Foy, Godfrey Owens*).
4 AAMI participants were inducted during Spring 2013 Semester (**FV:** *Gordon Russell II, Kaleb Higginbotham, Alexander Flomo*, **FP:** *Devon Cook*)
- **29** AAMI program participants graduated from STLCC during the Spring of 2013 (Commencement was highlighted by AAMI member Antonio Parker being selected at the student speaker.)
- **126** AAMI students/mentors maintained a 2.5 cumulative g.p.a. or higher during the Academic Year
- **16*** AAMI participants carried a 3.5 cumulative g.p.a. or higher during Fall 2012
- **10*** AAMI participants carried a 3.5 cumulative g.p.a. or higher during the Spring 2013
- ***66%** of AAMI's Fall FV cohort registered for Spring Semester, while **42%** of AAMI FV cohort registered for the same semester. Currently **48%** of AAMI's Spring FV cohort has registered for Fall Semester, while **37%** of AAMI's FP are registered.
- Both campuses jointly offered **136** events/workshops/seminars during the academic year (25 Fall/25 Spring were provided at the Forest Park Campus, 44 Fall/42 Spring were offered at Florissant Valley).
- FV Tutorial program served **43** Students during the academic year.
FP Tutorial program served over **52** students during the academic year.
- Student Honors/Awards include the following:
D. Ray Keeper (FV) earned the Sid Reedy Scholarship for 2012-13 Academic Year.

Antonio Parker (FV) named to the 2013 ALL-USA Community College Academic Team, All-Missouri Academic Team for outstanding performance and service to the college and community, & 2013 All-USA Cocoa Cola Foundation New Century Scholar.

Anthony Brown (FV) & **Lester Courtney** (FP) were selected to attend the Minority Male Leadership Conference, sponsored by the President's Roundtable in Phoenix, AZ.

Christopher Greenlee (FP) received the Emerging Scholars Award for Spring 2013.

Robert Gramm (FP) received a scholarship to attend UMSL.

Aaron Clemons (FV) Earned the Community College President's Transfer Scholarship to attend UMSL.

- Students earning Awards & Recognition at the AAMI End of the Year Banquet

	Florissant Valley	Forest Park
Most Improved	Taylor Mosley	Henry Evans Alfonzo Martin Frank Tucker III
Mr. AAMI	Ekemini Akpan Perry Washington	Damon Starks Mitchell Mayouba
Never Quit	Kenneth Gibson	Anthony Banks Lorenzie Humphreys Zeran McGee
Future Leader	Steve Lockett Ryan McMillian Lorenzo Streeter	Larry Bradley Lester Courtney Alfonzo Martin Michael Williams
Tutor Recognition Award	Kajinaki Bujaga	Michael Mayouba Reginald Williams Hugh Scott James Wright
Academic Excellence Award	Paul Iroezi D. Ray Keeper Gordon Russell Kaleb Higginbotham	Musiata Akafekwa Larry Bradley DeVon Cook Richard Foy Godfrey Owens
Student Assisting Students Award	Curtis Randolph Terry Bams	Damon Starks Michael Williams
Scholarship Recipient Recognition	Antonio Parker D. Ray Keeper Aaron Clemons Anthony Brown	Musiata Akafekwa Robert Gramm Michael Williams Teran Daniels
Outstanding Participants Awards	Virgil Evans Kajinaki Bujaga	Anthony Banks DeAndre Bell Johnny Boyd Damon Starks Martius Walker

ADDITIONAL NOTEWORTHY PROJECTS & ACTIVITIES

CONFERENCES & DEPARTMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES

- 2013 SAAB National Convention
- 2013 NSBE National Convention
- Leadership Style Workshops – Presented by SIU
- I-9 Training Provided by Staff

AAMI DEPARTMENT SPECIAL PROJECTS

- Florissant Valley Institutional Affairs Council (1 Staff)
- National Society of Black Engineers – Advisor (1 Staff)
- Florissant Valley Black Student Association – Advisor (1 Staff)
- Vice President of Academic Affairs Hiring Committee (1 Staff)
- Adjunct Faculty for SMART START (3 Staff)
- Diversity Council (1 Staff)
- Martin Luther King Jr. Celebration Committee (1 Staff)
- African-American Heritage Month Advisory Committee (1 Staff)
- Professional Development Advisory Committee (1 Staff)

EXTERNAL EVALUATOR NOTES



AAMI Mentors and Mentees

AAMI External Evaluator, Ms. Margaret Peggy Weeks, sat down with groups of students from both the Forest Park and Florissant Valley campuses during the month of April, a mix of both mentees and mentors. In all, 21 students were part of the focus groups – 11 from Forest Park and 10 from Florissant Valley.

There were a number of common themes that emerged during the conversations. The following summarizes the conversations at both Forest Park and Florissant Valley:

- There was a real sense of family associated with AAMI. Many of the students, mentors and mentees alike, said that they felt a family connection with the men in the group and with the staff as well. One of the mentees said that it was a good feeling to know that “you’re not alone.”
- Many of the mentees shared that the tutors were very important to them. It was obvious that the tutors, in some cases, played an even more critical role in the students’ learning than the faculty. One of the men shared that, because of his tutor, his writing and reading had improved – and said that the tutors “push you, and want to see you succeed.”

- The student mentees were clearly working on moving beyond “making excuses” and shared that they heard this message from people in the AAMI community. In one moving moment, two mentees who had never met before learned that they shared the same mentor. One of the young men caught himself when he began to make an excuse. He shared that his grades were not that good but that he was trying harder and working to better his academic performance. The other mentee, in hearing this, said “you have passed the excuse phase, and that’s great!”
- A number of the mentors shared that they learned skills through their involvement in their churches – and that these skills helped them be better mentors. Faith was a common theme – a number of the men shared that being involved in church activities was an important part of their lives, and that this carried over into their work with AAMI and with their academics.
- The students had a difficult time answering the question “What is one thing you think AAMI can do to improve?” [In all fairness, this could be because the men felt that they did not want to say anything negative for fear of hurting the program’s chances for continuation.] A number of the men suggested that the facilities were not great – the rooms were too small and cramped. A couple of men said that some of the events took place at times when they could not participate.
- A number of the mentors said that they experienced frustration with some of their mentees. They shared that they sometimes took it personally when the mentees did not participate or when they did not show up for meetings. One of the mentors said that sometimes he wished that he had more “control” over his mentees, but realized that that would not be good mentoring.
- The themes of “helping” and “giving back” were common among the mentors. A number of them realized that they were learning from their mentees and that “you can learn from people younger than you.” Being a “big brother” was important to a number of the older mentors. Many of the mentors said that being a good listener was important, and that their mentees often opened up and shared their problems with them. Even though they were supposed to focus on the academics with their mentees, the mentors realized that the academics will be compromised if the other aspects of their mentees’ lives are not dealt with.
- “It’s OK to ask for help” was a common theme. One student shared that sometimes men can be stubborn and that they don’t want to share or to ask for help.
- The students who had taken trips with AAMI (e.g., Heritage Tour, NSBE) said that this was a very important and positive part of the organization. They were grateful for the opportunity to travel and to hear from others across the country who have struggled. They

said that the trips gave them energy and helped keep them motivated. At least one of the students said that he was “rejuvenated” because of the trip.

- When asked “Why do you stay in college?” and “Why do you think others leave?” – one student summed it up this way: He said that “you’ve got to want it *more* than the teachers and tutors and other AAMI staff want it for you.” A few students said that they thought some of their peers “were not ready” for college, or that they overextend themselves. Some said that the social aspect of life had to be put on hold – and that some men just were not willing to give that up. Another comment was that “they want to do *something*, but they don’t know what.” Still others said that the life issues some of their peers were facing were overwhelming and that they were not ready to commit to the academics and to the “buckling down.”



AAMI Members

- One of the most profound moments of the conversations came when the evaluator asked one of the groups “What is the biggest barrier that you have had to face?” One of the young men, a mentee, said “the fear of what is next.” He then shared that he wanted to help change the perception of African American males. He said that society says that African American men wind up “dead or in jail” – and that he wanted to be a part of changing that.

Library & Instructional Resources

Executive Summary

The Library Services supports the instructional, research and intellectual pursuits of the college community. Our purpose is to support the mission of St. Louis Community College by selecting, acquiring and providing quality services and resources which support teaching and learning. We provide instructional and informational services for on campus and distant learners. We continue to create and/or enhance accessible learning environments (virtual and physical) to produce a welcoming and inviting atmosphere which is conducive to a variety of individual learning styles. Instructional Resources/Media Services supports and maintains instructional technology in and outside of the classroom. We circulate media materials and equipment, provide video recordings, audio-video duplication and assist in the building of smart classrooms.



**Library Manager, June Williams, and
Resource Room Assistant, Monica Stewart**

Accreditations: In collaboration with department chairs and coordinators, the library presented online/print resources and services to accreditation teams and prepared reports and/or statistics for the following:

- Nursing Program: National League for Nursing Accrediting Commission (NLNAC) BJC Nursing Cohort Focus Visit 2/19/13 - June Williams
- Nursing Program: National League of Nursing Accrediting Commission (NLNAC) 2012 - June Williams
- Clinical Laboratory Technology: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) October 4, 2012 - Neil Das & June Williams
- Health Information Management: American Health Information Management Association (AHIMA) July 9, 2012 - June Williams
- Baking and Pastry: American Culinary Federation, May 2012 - Celia Bouchard

Teaching and Learning

- Chelsea Cunningham, Genevieve Podleski and June Williams collaborated with Gary Forde and Bruce Munson, psychology faculty and the CTL to plan and implement the Embedded Librarian Program for the spring semester. The following courses were embedded: SOC 126 Study of Psychodynamic Substances / Gary Forde, PSY 214 Adolescent Psychology / Gary Forde and PSY 200 General Psychology / Bruce Munson.
- The Forest Park Library was awarded a small grant from the National Endowment for the Humanities entitled *Bridging Cultures Bookshelf: Muslim Journeys* written by Neil Das in collaboration with International Education Committee. The grant was comprised of a small

collection of books and DVDs (with performance rights) and on campus & off campus access to a database for one year.

- Librarians taught two hundred-five (205) Library Instruction courses including following disciplines:

Library Instruction Fiscal Year 2012-2013													
Discipline	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
COMM			1	5				3	4	3			16
CUL			1					1					2
DENT HYG										2			2
ENG				5	7		5	2	4	11			34
ESL			7	6				3	6	3			25
Faculty Orient							3						3
HMS			2				1		2				5
LIB 101		2	4	5	4	2	3	4	3	4	3		34
IDS		1						1					2
PRD					1				1				2
PSYCH						1				1			2
NURS			1										1
RAD		1											1
RDG		2		4	9					6			21
STR		1	10	20	1			11	7	2		3	55
SURG TECH				1									1
Totals/Month	0	7	26	46	22	3	12	25	27	32	3	3	206

- Reference librarians responded to over twenty-four hundred (2400) reference queries. Ninety-six percent (96%) of these were the traditional “face to face” interactions compared to phone, chat and email.
- Reference services and library instruction were provided at the Harrison Center.
- A special section of LIB101, Intro to Library/Online Research was taught by Patricia Forester for the Honors Program during the fall and spring semesters.
- The “Bone Room” was enhanced to facilitate and increase academic achievement with the hiring and placement of a new onsite student tutor, Melissa Otey. A new online resource, *Anatomy & Physiology TV* and new anatomy & physiology models were purchased and setup for student use.
- Ten (10) laptops were purchased for faculty/staff check-out.

Student Services

- Reorganized and relocated the periodical collection to increase visibility and use of the print periodicals.
- Created a welcoming and inviting collaborative group work/study space for students.
- Created a reading area for students.

- In collaboration with the Academic Support Center, provided tutoring space for two (2) Anatomy & Physiology peer tutors.
- Library and media materials which circulated on a regular basis included: reserve textbooks, DVDs, calculators, laptops, classroom presenters, clickers, digital recorders, digital cameras and tripods. The MOBIUS system provides users access to additional print materials which the library does not own.

New Databases and Online Resources

- Anatomy TV (Ovid) 3D models of human anatomy
- Bowker's Book Analysis System
- Ferguson's Career Guidance Center
- JSTOR Current Scholarship Program
- Media Education Foundation Collection Oxford Islamic Studies Online

Media Services

- In collaboration with Maintenance and TESS, Media Services completed the installation of sixteen (16) Smart Classrooms.
- Provided the new classroom media equipment list to the Academic Affairs Office after installation has been completed.
- Media equipment has been replaced for eighteen (18) classrooms.
- Media equipment and support was provided for a total of six hundred eighty-seven (687) requests



Students utilizing the Library Computers

which included: Computer on Wheels, classroom set-ups, easels, microphones, CD players, TV carts, laptops, screens, tripods, cassette recorders, camcorders, classroom presenters, Clickers, LCD projectors, Video Presentation Stands and podiums during August 2012 – April 2013.

- Faculty and staff requested seventy-four (74) video recordings for classroom and campus activities/events.
- Faculty and staff requested six hundred seventy-seven (677) video and audio duplications for classroom and campus activities/events.

Media staff conducted a major inventory project to ensure accuracy of media equipment records in the Medianet database.

- Media staff set-up and operated media equipment for the district-wide Professional Development Day event.
- Collaborated with district-wide media staff and HPIR to provide media equipment and classroom data for the new Event Management Software (EMS).

Hiring/Personnel

- Hired two (2) part-time Reference Librarians: Chelsea Cunningham and Genevieve Podleski.
Hired one (1) part-time temporary student tutor.

Professional Development

(Conferences, Workshops, Training sessions)

- Enhancing Women's Leadership in Higher Education: Finding the job or employee you want!
American Council on Education (ACE) Women's Network, September 21, 2012. Attendee: June Williams
- Blackboard Training - presenter: John Graham & Randy Malta, September 27, 2012.
Attendees: Chelsea Cunningham, Neil Das, Genevieve Podleski, June Williams
- "Embedded Librarian" demo & working session:
presenter-Becky Helbling, Reference Librarian, October 2 2012.
Attendees: Chelsea Cunningham, Neil Das, Patricia Forester, Genevieve Podleski and June Williams
- Professional Development Day, October 16, 2012.
Attendees: Nakita Anthony, Mark Bagby, Donna Bakke, Alyce Brownlee, Ann Coggins, Neil Das, Patricia Forester, Jean Thomas & Kevin White
- Climate & Culture. Attendee: Kevin White
- MCCA Conference, Kansas City, Mo, October 31-November 2, 2012. Attendees: Kevin White, June Williams
- Student Digitization Webinar (KIC BookEdge Color Scanner/Copier) - presenter: Joseph Gremillion, February 6, 2013. Attendee: June Williams
- LOEX Conference, Nashville TN, May 3-5, 2013. Attendee: Neil Das (Article XXXII)
- Bowker Collection Analysis training - presenter: Carol Bennett. Attendees: Chelsea Cunningham, Patricia Forester & June Williams
- Learning Communities Workshop - presenter: Adrienne Smith, May 6, 2013. Attendee: Donna Bakke
- Take Embedded Librarianship to the Next Level (webinar) - presenter Buffy Hamilton, ALA TechSource workshop (webinar), May 23, 2013. Attendees: Chelsea Cunningham, John Furlong (FV), Joe Rogers & June Williams,
- Adult Education Research Conference at the University of Missouri - St. Louis, May 31-June 2, 2013. Attendee: Patricia Forester
- How to Run Great Training Webinars for Librarians, ALA TechSource workshop (webinar), June 12, 2013. Attendees: Chelsea Cunningham & June Williams
- Time Approval - STLCC-HR, June 20, 2013. Attendee: Juanita Travis
- New Non-Faculty Onboarding Program - STLCC-HR, June 26, 2013. Attendee: June Williams



**Assistant Professor, Neil Das,
Library Services, assists a Student**

Presentations

- OVID (Anatomy TV) training - presenter: Kathi Grainger, October 2012
- Embedded Librarian Program presented to Division Deans/Representatives, April 23, 2013 - presenters: Chelsea Cunningham (Library Services), Gary Forde (Psychology Department), John Graham (CTL), Genevieve Podleski (Library Services) and June Williams (Library Services)
- Embedded Librarian Program workshop, April 30, 2013 - presenters: Chelsea Cunningham (Library Services), Gary Forde (Psychology Department), John Graham (CTL) & Genevieve Podleski (Library Services)
- International Arts Festival: Mad Man with a Blue Box: The Oddly Beautiful History of Doctor Who, April 19, 2013 - presenter: Donna Bakke
- Mail Merge (2 sessions) - Juanita Travis

Committees

Donna Bakke:

- Honors Committee
- International Education Committee - recording secretary
- Global Education Partnerships Subcommittee
- Study Abroad Financial Aid Guide subcommittee

Patricia Forester:

- FP Academic Council
- FP Honors Program
- FP Promotions
- Library District Reference Services

Kevin White:

- Master Class Series
- Business Advisory

June Williams:

- Archway Steering Committee
- Behavior Intervention Team (BIT)
- Campus Facilities
- Instructional Resources Management Team - recorder
- Master Class Series

William J. Harrison Education Center

Executive Summary

HEC is dedicated in the memory of Dr. William Harrison; an educator, historian, community and civil rights activist. Established in 1994, the original location consisted of 2 classrooms in the Julia Davis Library. The current location was constructed in 2010 at 3140 Cass Avenue, and provides services to residents of North St. Louis. The focus is on the following programs and services:

Allied Health & Sciences

- Environmental Sciences
- Workforce Development Training
 - GED classes and tutoring : 2 GED courses held at HEC supported by TANF Funds: 15 (Fall), 15 (Spring)= 30
 - 2 GED courses held at FP supported by TANF Funds: 18 (Fall), 15 (Spring) =33
 - Students were responsible for the cost of the book \$25
- Community Programming
- Computer courses
- Pilot General Education Learning Communities : In 2012-2013 HEC offered the General Education (GEN ED) program. Students who transfer to public colleges or universities in Missouri need 42 hours of General Education credit. General Education provides students the opportunity to explore a variety of disciplines and introduces them to the fundamentals college. The WJHEC utilizes the Cohort Learning Community Model to help students successfully complete program. Students take 3-4 intentionally linked courses each semester with the same group of peers, forming a support network. Research has shown that learning communities improve student retention offering more opportunities for curricular coherence, collaborative knowledge construction, active teaming, and increased interaction between students and faculty. Cohort results:



WJHEC staff and FP Administrators pose with Chancellor Myrtle Dorsey(Front Row, seated, left)

Fall 2012: 16 cohort students were enrolled in 3 or more classes. 56% of students failed, withdrew or got a PR in one or more classes. 3 Fall 2012 cohort students registered for Fall 2013.

Fall 2013: 10 cohort students were enrolled in 3 or more classes. To date, 6 students remaining from Fall 2013 cohort.

- Services Provided: Academic Advising, tutoring, additional Faculty support, Meet N Greets, Counseling.

Student support services offered include:

- Counseling, tutoring, career assistance, academic advising
- Wireless connectivity throughout building
- 2 computer labs
- 8 smart classrooms

Student Support Activities (TANF)

Created as a response to the changing needs of students as a result of welfare reform, the TANF Office began offering services to students receiving the Temporary Assistance for Needy Families (TANF) government cash grant in 1998. The goal of the TANF Office remains the same, helping students in need achieve their educational goals.

HEC & FP TANF Services

TANF Monthly visits: 25 (unduplicated)

NON TANF Monthly visits: 245 (duplicate)

Lunch and Learn Series: 8

- **Financial Education (3)**
- **Eat Smart Be Active (2)**
- **Math Anxiety**
- **Managing Relationships**
- **Dream Despite Obstacles**

Referrals: Counseling, tutoring, TRIO, community agencies (salvation army, food pantries, housing resource center, better family life.

2 Newsletters created and disseminated

- **Reading is fundamental**
- **Cooperative Learning**

First time in college students are required to attend a New Student Orientation (NSO) experience. Registration for NSO takes place during the New Student Registration Workshop. Students are able to locate classrooms, be introduced to a variety of resources and learn what you need to know to start off your collegiate experience on the right foot. Sessions feature:

- Success tips from faculty, staff, and current students
- Classroom expectations for the first week and beyond
- Help with navigating the campus and locating your classrooms
- How to utilize campus resources and services
- Getting connected through my.stlcc.edu student email, Banner Self-Service, and Blackboard
- Getting a student ID and parking pass

HEC hosted 3 New student orientations with a total of 41 in attendance, and conducted 29 new student registration workshops with 116 students in attendance.

GEAR UP – St. Louis Scholarships

GEAR Up staff spent the last year closing out the grant, serving as a resource to parents to support their students' transition from high school to higher education. STLCC, HEC Admissions and Financial Aid staff will continue promoting the scholarship to eligible students enrolling at STLCC as full or part-time first-year, continuing or transfer students.

Student Education :

Review and Strengthen experiences outside of the classroom.

Counseling services are available to help students be successful in college and achieve personal, educational and career goals. All services are free to STLCC HEC students . Students on academic probation (GPA below 2.0) or restricted probation are required to see a counselor. Dual Enrollment students are strongly encouraged to see a counselor 1 day a week.

Counseling

Individual student sessions held: **362 (duplicated)** Focus: assessment, crisis, emergencies, accessing campus and community resources

153 students received academic counseling

Student Workshops: **219 students attended (duplicated)** Anxiety, life/health management, conflict resolution, healthy relationships, coping skills sessions.

Collaborative events: Provided support to **11 cohort students**. Presented at the open mic event, assisted with tracking GEN ED students' progress, attended HEC spa day & the Veterans breakfast.

Other Support Services : BTOP

St. Louis Community College, in partnership with the Missouri Department of Higher Education , participate in the "Pathway's to Broadband Access and Technology Education" project. Through the Broadband Technology Opportunities Program (BTOP) grant, STLCC has two new computer access sites that are open and free to the public. They are the St. Louis Community College's public computer centers at William J. Harrison Education Center and the Center for

Workforce Innovation. These locations will function as one-stop technology centers for launching new opportunities, new careers and personal enrichment.

- HEC has held **10** different classes ranging from:
- Computer Basics 1 and Computer Basics 2
- Creating a Resume
- Accessing the Missouri Online Job Assistance
- Craig's List
- Email
- Social Media
- Our classes were attended **859** times
- (duplicated)
- Our open computer lab was used **86** times

St. Louis Community College HEC offers various types of events throughout the year which all center around student engagement, awareness, learning, fun and discovery.

- Student Activities
- Constitution Day
- Breast Cancer Awareness
- Poetry
- Veteran's Breakfast
- Welcome Day
- Winter Warm Up
- Heritage Celebration
- Meet the President
- Spa Day
- Salute to Women
- AIDS Day
- **20 student events held**
- **198 students attended activities during Fall 2012.**
- **433 students attended during Spring 2013.**
- **631 students total (duplicated)**
- **42 electronic (weekly) newsletters emailed to students , Staff and Faculty**

Highlights include:

- 31,000 sq. ft. off campus learning center
- Gold LEED certified “GREEN” facility- US Green Building Council

The Harrison Center received GOLD certification, the second-highest achievable as designated by the U.S. Green Building Council. Certification is based on the number of points the design attains in five categories: sustainable sites, water efficiency, energy and atmosphere, materials and resources, and indoor environmental quality. “Green” elements incorporated into the new Harrison Center included: controllability of lighting and thermal control systems, energy efficient heating and cooling systems, indoor chemical and pollutant source control, and use of recycled materials in the building’s construction.

The center serves the population of North St. Louis City and part of North St. Louis County. Statistics for the Jeff-Vander-Lou neighborhood are as follows (as of Fall 2011):

- Population (2010): 5,557
- Median Household Income (2011): Jeff Vander-Lou \$10,491. & Missouri: \$42,402
- Unemployment rate is nearly 23 percent.
- Occupations: Service, production, sales/office
- 3.4percent of the population has graduated from college. 2% have an Associate’s degree
- Approximately 30 percent of the population has not completed high school.
- Wards: parts of 3, 5,6,19
- Area: 1.25 sq mi
- Zip Codes: 63106, 63107, 63113

Sources: City of St. Louis Report Health Department & 2011 Census/Demographics & St. Louis Regional Chamber

Average HEC Student Profile: Who We Serve

Tamara

- Female
- Average Age: 21-25
- Single head of household
- Black/ African American
- Never married

- Mother of small children (2)
- Completed or enrolled in STL public high school
- First generation college student
- Students live in zip codes : 63106, 63115, 63113, 63136 and 63118
- Public transportation/assistance
- PELL recipient
- Last grade completed: 12
- Reading Level: 020
- Math Level: 020/080

Despite the obstacles faced by many students attending the HEC, we are proud of our success stories from students such as the following:

Carl Washington

Major: General Transfer Studies

It's not always easy for a homeless student to push past the stigma and focus on academics, but Carl Washington of St. Louis, Missouri is doing just that. Carl, a class of 2000 graduate of Roosevelt High School, enrolled in St. Louis Community College in spring 2013. He had been a fixture at the William J. Harrison Education Center for months prior as he took advantage of the BTOP program. The BTOP program offer free computer classes to community members and allow them to utilize laptop and desktop computers for job search and other personal needs.

“The Harrison Center is in the community where I live; I’ve always wanted to attend college, and I was motivated by the staff here to enroll,” says Washington of his decision to attend classes at St. Louis Community College. Washington is currently enrolled in one class at WJHEC, but looks forward to enrolling in more for the fall semester. Carl enjoys the environment, staff, faculty, events and resources available at WJHEC.

Since becoming a student, Washington says that he has resolved his transportation issue and is currently working on finding housing and employment. He has also taken advantage of the numerous student activities, tutoring and counseling services at the WJHEC.

Washington’s academic and career plans are to find employment in technology. He enjoys the arts, and all sports; especially basketball and football. He is also looking forward to becoming an Honor student and continuing his education at St. Louis Community College.

Venita Williams

Major: General Transfer Studies/ Nursing

Venita Williams of St. Louis, Missouri is a 2004 graduate of Cleveland NJROTC High School. After becoming a licensed cosmetologist and getting her “family situation” together, the single mother of two enrolled in St. Louis Community College in the fall of 2012.

“I saw an ad in the St. Louis American, and thought hey this is by my house”, said Williams of her decision to enroll in classes at the William J. Harrison Education Center (WJHEC). Since enrolling at WJHEC Williams has maintained a 4.0 GPA and is on the Dean’s List. She is a full-time student who is enrolled in 12 credit hours this semester. Williams is a part of the General Education Cohort program where students are able to take all 42 hours of their general education courses at WJHEC.

As a student Williams has taken advantage of tutoring, library, TANF and counseling services available at WJHEC. She most enjoys events sponsored by campus life such as poetry, Zumba, family Halloween party and workshops. “WJHEC provides a variety of educational experiences outside of the classroom. It’s more than just school.” Williams also describes WJHEC as “a good place to start your college education” and thinks very highly of the faculty and staff. “I would tell others that you’ll like the staff, they genuinely care about the students, and don’t be afraid to ask question. The people at WJHEC are like family to me.” “Knowing that they (faculty and staff) want me to do better motivates me to strive for the best. It helps me to realize that I can do it!”

When she’s not studying, Williams enjoys watching movies, spending time at the park with her children and shopping. Her future career and educational goals include transferring to a 4-year university and becoming a nurse practitioner.

Collaborations and Partnerships

The STLCC Foundation formed a partnership with Michael McMillan, City of St. Louis License Collector. Each year a HEC student will be selected to complete an internship at the City of St. Louis License Collectors office and receive a scholarship.

2012-2013 Michael McMillan Endowed Scholarship Awardee :

- Recipient, Tamarah Roberts- HEC student.
- Paid Internship at the City of St. Louis License Collectors Office.
- \$500 scholarship from the Donald Suggs Foundation.
- Lap top granted
- Recognition at the Salute to Excellence Banquet

Dual Enrollment

- MOU written
- **HEC provided dual enrollment services for 7 Vashon High School students**

- **5 students were enrolled in 1 class**
- **2 students were enrolled in 2 classes**

Students meet regularly with a counselor to address any relevant issues/ concerns. Counselor monitored their dual enrollment academic progress, and worked these students on post-graduation and career planning.

Final Grades for Spring Semester: **A (4), B(2), F (1), PR (2)** Students with a PR will have an opportunity to make up the final exam. **Average GPA = 3.5**

MOU was signed on January 11, 2023 by Derrick Mitchell, Vashon High School Principal

- Classes are \$93.00 per credit hour (\$279 per class)
- The price of books ranged from \$42-\$160.
- **A \$20,000 grant was written to offset the cost of future Dual Enrollment courses. Eagle Bank has made a verbal commitment to support dual enrollment, financial education and college prep workshops/courses.**

HEC engages unique local partnerships that focus on developing skills and improving opportunities for residents of North St. Louis.

Current collaborative community-based partnerships are established in youth programming, financial education, and basic academic skills enhancement.

Confluence Academy

- **5** Parent Workshops held
- **8** parents attended
- Courses:
- Basic Computer Skills
- Introduction to the Internet
- Email
- Microsoft Word
- Excel
- Power point
- Revenue Budget \$2,584.49

Corporate Sponsor (Pending)

- Eagle Bank
- Dual enrollment, financial education and college prep assistance
- Potential Revenue Budget \$20,000

St. Louis Pre Internship Program (SLIP)

- 8, 6 week classes for youth 14-17 years of age
- Pre Internship: **49** students completed and received a certification

- 98% completion rate
- Revenue Budget \$8,491.15

St. Louis Accelerated Excel Program:

- 46 students completed and received certification
- Courses:
 - Writing
 - Leadership
 - Word
 - Microsoft Excel
 - Power point
 - Outlook
- Revenue Budget \$ 2,780.16

Community Collaboration & Connection

St. Louis Empowerment Zone	Literature drops neighborhood safety initiatives
Urban Strategies Hope 6	Resident participation
St. Louis Housing Authority	Resident participation
St. Louis Public Library – all locations	
Education data base and books for Faculty	
City of St. Louis	
Comptroller's Office	Small business assistance
License Collectors Office	Michael McMillan Student Scholarship
St. Louis American	Scholarship
Fire Department	SLFD EMS Refresher course
Financial Community	
Bank On Save UP	Financial Credit Mobile Literacy
Money Smarts	Financial literacy for children
Justine Peterson	Credit education and small business assistance
Griffins Financial	
STLPS High Schools	Dual Enrollment

Vashon High School	
Confluence High School	
Beaumont High School	
University of Missouri Extension FNEP	Eat Smart Be active
Higher Education Consortium	FAFSA Frenzy event, Financial Aid Services
Tyrone Thompson Institute for Non Violence	Training and parent involvement

- National Association of Black Accountants FREE Tax Day : 50 community members received assistance
- Free Application for Federal Student Aid, FAFSA Frenzy 2013-2014 Event: 25 students and families were served.

Boys and Girls Club of Greater St. Louis Workshop series: 3 sessions held on College Admissions for Juniors and Seniors, 20 participants in each class. 4 sessions held targeting career, education and financial planning.



Ventriloquist entertains children at WJHEC Event

- Bank On Save Up Press Conference: and community event : Over 150 community leaders and residents attended
- Free Community Get Fit Zumba session held: 30

m
unity members and staff participated.

- During the holiday season, WJHEC hosted a can food drive. Staff, Faculty and Students donated 158 food items to Bethlehem Baptist Church.
- FP Toy Drive held, 5 students with children assisted.
- Vision for 2013 and Beyond

Grants

“Congressionally- Directed” US Department of Education Grant

- 14 students completed the Computerized Office Skills program.
- Completion rate 78%
- 100% of students received 6 college credits
- \$93% of budget was spent. \$47,438.81/\$52,307.37

- 3 students continued their education at STLCC, 2 transferred to a four year college or university.

Focus on Safety

Safety committee formed: committee meets quarterly

- Student patterns/trends: Additional counselor identified
- District policy communicated to staff
- Procedures: Emergency operations manuals created for faculty/classroom, entrance /visitor identification policy created
 - Smoking tickets enforced

Annual Fight or Flight Safety week held: This year, 66 students, staff and community partners attended a week of safety activities.

- Fire drill
- Tornado drill
- Conflict Resolution Workshop
- ALICE Active Shooter drill
- Crime and student behavior updates
- *Parking lot gates installed *

Safety Highlights:

- Visitors that have checked in with Campus Police: 2,527
- All HEC staff trained in CPR
- 3 staff are AED certified
- Emergency mass paging system implemented
- Severe Weather signs and Act Now Booklets posted
- 1 Safety Forum Held
- HEC safety team met quarterly (pre-planning)
- In 2012-2013 HEC focused its efforts on the creation of an emergency operations plan and process. The plan provides detailed guidelines in the event of an emergency, types/levels of emergencies, crime and severe weather issues.

Despite the impression by many that the area and or building are unsafe, the HEC is proud of the low level of incidents that occurred in the building:

- Property damage: 4
- Student misconduct: 2
- Assaults: 1
- Vehicle Accidents: 2

- Police Reports Written: 5
- Arrests: 0
- Accidental Injury: 0
- Other Support Services : Tutoring

Facility Usage



WJHEC Community Event

5,009 visitors and STLCC staff reserved and used space at HEC.

Regular Visitors:

- Alderwoman Marlene Davis
- STLCC CIAC/CAC
- STLCC Counseling (District)
- STLCC Healthcare Provider
- STLCC Human Resources
- STLCC Professional Development and Quality
- STLCC Foundation/ Board of Directors
- JVL Community Renewal and Development
- Tyrone Thompson Institute of Non Violence
- Un-Banked Task Force
- National Association of Black Accountants
- Southern Illinois University of Edwardsville

Facility improvements- Private tutoring space designed and installed; additional tables/chairs purchased