



# Academic Affairs Annual Report

2013-2014



St. Louis  
Community  
College

FOREST PARK



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## Message from the Vice President, Academic Affairs

The mission of the nearly 1,200 community colleges in the United States and abroad is to provide quality, affordable education to **everyone**. This universal mission presents all community colleges with both challenges and opportunities. We are challenged to teach students, many of whom are underprepared both academically and/or socially. Moreover, many of our students are first-generation college-attendees with no idea of what it takes to be successful in college, or in some cases, in life. They are, however, **our** students, and we have the **opportunity** to assist them in achieving their personal and professional goals. Because of our commitment to providing quality educational experiences to our students, our team of accomplished and dedicated faculty and academic support professionals conducts an annual comprehensive review of all academic programs and support services. The review enables us to assess our programmatic strengths and weaknesses and assists us in identifying ways to better serve our students and community.



In addition to a review of all academic programs and services, also contained in this report is a listing of our community partners who play a critical role in informing our curriculum and in providing real-world work experiences for our students. Also included are the 2014-2015 campus goals that are aligned with the St. Louis Community College strategic directions. Lastly, while we could not capture every person and special event, also included is a photo collage of a few faculty, staff and students who help to make STLCC-Forest Park a great place to work and learn.

On behalf of the Academic Affairs office, thank you for taking time to learn more about the academic programs and services offered at STLCC-Forest Park. We are proud of our campus and endeavor to fulfill the STLCC mission to expand minds and change lives every day.

Sincerely,  
Tracy D. Hall, Ed.D.

## **Allied Health, Natural Sciences and Physical Education Division Executive Summary**

This was a busy academic year for the Allied Health, Natural Sciences and Physical Education Division. Six out of the 12 programs had accreditation projects (interim reports, self-studies and site visits) that were completed during the year. In addition to this the Physical Education department became part of the Allied Health and Natural Sciences Division Jan. 1, 2014. With the main focus of the Physical Education department being health and wellness, the move appears to offer greater opportunities for collaboration within the division and possibly across the district.



**Vincent Featherson, Dean**

There 12 Allied Health career programs on the Forest Park campus. The goal of each program is to provide a well-rounded educational experience for each student and prepare them for a career to meet the community needs. Below is a listing of the programs that are currently offered on the Forest Park campus.

- Clinical Laboratory Technology
- Dental Assisting
- Dental Hygiene
- Diagnostic Medical Sonography
- Emergency Medical Services
  - Emergency Medical Technology
  - Paramedic Technology
- Funeral Directing
- Funeral Service Education
- Nursing (District program)
- Radiologic Technology
- Respiratory Therapy
- Surgical Technology

The Science department continues to be an integral partner with the Allied Health programs and provides courses that serve as gatekeepers for entrance into those programs. The sciences courses are also required for program completion that leads to a certificate or an Associates of Applied Science degree.

### **Division Highlights/Accomplishments**

- After losing its accreditation in April 2013, Funeral Service Education was granted candidacy status. The program is now able to admit students for the fall 2014 semester. Candidacy status is the first step toward regaining full accreditation.
- The Dental Assisting program received full accreditation (“approval without reporting requirements.”).
- The Dental Hygiene program received continued accreditation with reporting requirements. The program will have to be in full compliance with stated recommendations from the Commission on Dental Accreditation (CODA) no later than February 2016.
- The Science department through the efforts of William Huber, professor, Biology, received approval to offer online Anatomy and Physiology courses.

- Joe Wilson, associate professor, Chemistry, was honored as Forest Park's campus Innovator of the Year for his work on developing a districtwide chemical hygiene plan. He was also honored as the Allied Health, Natural Sciences and Physical Education Division Teacher of the Year.
- Sue Martin, professor and chair, Physical Education, received an Ed.D. from Maryville University.
- Eight faculty members received promotion.
  - Teresa Alvarez (Biology)
  - Mark Applegate (Physical Education)
  - Stacey Boedeker (Surgical Technology)
  - Jonathan Morris (Physics)
  - Deborah Bush-Munson (Dental Assisting)
  - Kathleen Rizzo (Nursing)
  - James Shockley (Nursing)
  - Joe Wilson (Chemistry)
- The Emergency Medical Services (Emergency Medical Technology and Paramedic Technology) centralized its program at the William J. Harrison Educational Center.

### **Campus/Community/College Collaborations**

- Six students from the first Barnes Jewish Corporation Nursing cohort successfully graduated from the Nursing program May 18, 2014.
- Work has been completed on the *ADN-Pathways* program that will allow currently enrolled students in ADN programs to take BSN courses during UMSL's College of Nursing 12-week summer semester.
- Through the efforts of Sue Martin, Ed.D., approval was granted for an articulation agreement Southern Illinois University-Edwardsville in Exercise Science.
- Many of the Allied Health programs participated in service learning projects. These community-based projects impressed on students the importance of giving back to the community.

### **Welcome**

The division welcomed five full-time faculty during the academic year.

- David Coughran – Funeral Service Education
- Michelle LaPorte – Biology
- Rositta Schuster – Dental Assisting
- Angela Skurat – Nursing
- Melany Thien – Dental Hygiene

### **Farewell**

Jim Brennan, professor and program director, Respiratory Therapy; and Georgia Urban, professor, Nursing; will begin a new chapter in their lives in retirement. I would like to take this opportunity to thank them for their years of dedicated service to the students of St. Louis Community College Forest Park and wish them well in their retirement.

The Allied Health, Natural Sciences and Physical Education Division continues to evolve and look for opportunities for collaboration to benefit students. Creating clear pathways will provide students with the direction they need to move forward on their educational path. More work is yet to be done.

## Allied Health Programs

### Clinical Laboratory Technology

The Clinical Laboratory Program is a 72-credit hour career program that prepares students for entry level-positions as clinical laboratory technicians in a variety of medical and clinical laboratory settings. Students can attend the program full-time or part-time.

#### Program Highlights/Significant Accomplishments

- Board examination – 100% pass for the 2013 graduates
- May 2014 graduates – 13 students

#### Resources Needed

##### Space needs

- A plan was submitted for renovation of the 20+ year old laboratory facilities in 2012. To date no work has been done.

##### Budget needs

- The operational budget has been at the same level for five years. An increase is necessary to maintain the quality of the program. The program has been able meet the needs of the students through generous donation of supplies and microorganisms for student instruction. The Veterans Administration Hospital has been extremely supportive of the program.

#### Staff

- Full-time faculty – 1
- Adjunct faculty – 2
- Lab assistant – 1

#### Student Demographic Data (Clinical Laboratory Technology)

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	1	0	<b>1</b>	2	0	<b>2</b>
Black/African American	7	4	<b>11</b>	5	3	<b>8</b>
Hispanic/Latino	1	1	<b>2</b>	2	1	<b>3</b>
Multiracial	1	0	<b>1</b>	1		<b>1</b>
White	13	6	<b>19</b>	12	4	<b>16</b>
<b>Total</b>	<b>23</b>	<b>11</b>	<b>34</b>	<b>22</b>	<b>8</b>	<b>30</b>
Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
21-25	6	1	<b>7</b>	3	0	<b>3</b>
26-30	2	5	<b>7</b>	4	1	<b>5</b>
31-35	4	1	<b>5</b>	5	4	<b>9</b>
36-40	7	1	<b>8</b>	5	1	<b>6</b>
41-45	1	1	<b>2</b>	2	0	<b>2</b>
46-50	1	2	<b>3</b>	1	2	<b>3</b>
51-55	1	0	<b>1</b>	1	0	<b>1</b>
56-60	1	0	<b>1</b>	1	0	<b>1</b>
<b>Total</b>	<b>23</b>	<b>11</b>	<b>34</b>	<b>22</b>	<b>8</b>	<b>30</b>

## Dental Assisting

The Dental Assisting program is a 40-credit hour career program that prepares students for employment as dental assistants in standard dental practices, physician offices, outpatient centers and clinics.

### Department highlights/significant accomplishments

- Commission on Dental Accreditation granted the Dental Assisting program the accreditation status of “approval without reporting requirements.”

### Staff

- Full-time faculty – 2
- Adjunct faculty – 1-3
- Educational assistant – 1

### Student Demographic Data (Dental Assisting)

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Total	Spring 2014: Female	Spring 2014: Total
Black/African American	2	<b>2</b>	1	<b>1</b>
Hispanic/Latino	1	<b>1</b>	1	<b>1</b>
White	9	<b>9</b>	7	<b>7</b>
Total	12	<b>12</b>	9	<b>9</b>
Gender and Age Cohort	Fall 2013: Female	Fall 2013: Total	Spring 2014: Female	Spring 2014: Total
Under 21	2	<b>2</b>	4	<b>4</b>
21-25	7	<b>7</b>	3	<b>3</b>
26-30	1	<b>1</b>	1	<b>1</b>
31-35	2	<b>2</b>	1	<b>1</b>
Total	12	<b>12</b>	9	<b>9</b>

### Community demographic data

- Graduates – 12

### Assessment

Program/Services Assessment/Evaluation:

- Evaluations and proficiencies are completed by instructors and extern-site managers for students.
- The national board assesses general competency of dental assisting. Upon completing the dental assisting program, students must pass the Dental Assisting National Board (DANB) to become certified dental assistants (CDA) and Expanded Functions Dental Assistants.

Anticipated changes/improvements related to assessment:

- Expanded Functions course revisions will be implement by June 2014 to assess Expanded Functions capabilities.



## Resources Needed to Accomplish 2014-2015 Strategic Goals

### Space needs

- Pre-Clinical/Laboratory space separate from didactic

### Budget needs

- Capital for new software (i.e., dentrix) and installation

## Dental Hygiene

The Dental Hygiene program is a 74-credit hour career program that prepares students for employment as dental hygienists in the dental offices, military, health maintenance organizations, community health agencies, private industry and abroad with the Peace Corps or the World Health Organization.

### Department highlights/significant accomplishments

- October CODA site visit - accreditation received
- Curriculum review and revision underway

### Staff

- Full-time faculty – 4
- Adjunct faculty – 16

### Student Demographic Data (Dental Hygiene):

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	1	0	<b>1</b>	1	0	<b>1</b>
Hispanic/Latino	1	0	<b>1</b>	1	0	<b>1</b>
White	59	1	<b>60</b>	60	1	<b>61</b>
Total	61	1	<b>62</b>	62	1	<b>63</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Total	61	1	<b>62</b>	62	1	<b>63</b>
Under 21	3	0	<b>3</b>	0	0	<b>0</b>
21-25	35	0	<b>35</b>	36	0	<b>36</b>
26-30	7	0	<b>7</b>	8	0	<b>8</b>
31-35	8	1	<b>8</b>	8	1	<b>9</b>
36-40	4	0	<b>4</b>	5	0	<b>5</b>
41-45	4	0	<b>4</b>	3	0	<b>3</b>
46-50	0	0		1	0	<b>1</b>
51-55	1	0	<b>1</b>	1	0	<b>1</b>

### Community demographic data

- Approximately 1,200 patients served
- Graduates – 30

### Programs and Services Provided

Academic Services/Programming Provided Academic Support Center:

- Dedicated dental hygiene tutor

Community Services:

- GKAS - Give Kids a Smile volunteer effort to provide children dental care
- MOMOM – Missouri Mission of Mercy volunteer effort to provide public (children and adults) dental care

**Assessment**

Program/Services Assessment/Evaluation

- Pending National Board Dental Hygiene Exam and CRDTS Clinical Board results

Anticipated changes/improvements related to assessment:

- Unknown until results are received and analyzed

**Resources Needed to Accomplish 2014-2015 Strategic Goals**

**Staffing needs**

- Re-establishment of a 5<sup>th</sup> full-time faculty member

**Budget needs**

- Capital purchases of equipment such as Panorex machine

**Diagnostic Medical Sonography**

The Diagnostic Medical Sonography program is a 42-credit hour career program that prepares students for employment in hospitals, physicians’ offices, imaging clinics and freestanding surgery centers.

The class of 2013 consisted of 21 full-time students. Seventeen students graduated in December 2013 – 81 percent retention rate. An additional student completed all requirements in May 2014, producing a final graduation rate of 86 percent.

All but one of the 2013 graduates that have taken their ARDMS examinations gained certification. 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 2014 started last fall with 21 students – one male, two African and one Asian. The program maintained 100 percent retention from the fall into spring semester. Three students have withdrawn from the program and one student has Incomplete Grades as of the end of spring semester, producing a current retention rate of 80 percent.

Admissions forwarded applications in March for the class starting fall, 2014. The program will admit a total of 21 full-time students – 10 in the Medical Sonography curriculum option, six in the Cardiac Sonography curriculum option and five 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 140. The program will also have a number of part-time students (practicing sonographers) that will start in the fall.

The program utilizes a maximum of 12 adjunct faculty during the fall 2014 semester. However, the program was approved for an additional full-time faculty position for the Cardiac and Vascular curriculum options with an anticipated starting date of fall 2014. This will reduce the current number of adjunct faculty required for the fall semester.

The program submitted the self-study for CAAHEP reaccreditation in February. We do not have dates for the site visit at this time. The program purchased an ultrasound unit for peripheral arterial examinations that arrived in time to provide an enhanced student learning experience as part of the Vascular Scanning Techniques II course this semester.

**Student Demographic Data (Diagnostic Medical Sonography)**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	4	1	<b>5</b>	1	0	<b>1</b>
Black, Non-Hispanic	0	1	<b>1</b>	0	0	<b>0</b>
Black/African American	4	0	<b>4</b>	2	0	<b>2</b>
Hispanic/Latino	1	0	<b>1</b>	1	0	<b>1</b>
Unknown	1	0	<b>1</b>		0	
White	37	3	<b>40</b>	22	1	<b>23</b>
White, Non-Hispanic	2	0	<b>2</b>	1	0	<b>1</b>
<b>Total</b>	<b>49</b>	<b>5</b>	<b>54</b>	<b>27</b>	<b>1</b>	<b>28</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
21-25	14	0	<b>14</b>	7	0	<b>7</b>
26-30	13	0	<b>13</b>	10	0	<b>10</b>
31-35	4	1	<b>5</b>	2	0	<b>2</b>
36-40	5	0	<b>5</b>	2	0	<b>2</b>
41-45	4	2	<b>6</b>	2	0	<b>2</b>
46-50	5	0	<b>5</b>	1	0	<b>1</b>
51-55	2	2	<b>4</b>	2	1	<b>3</b>
56-60	1	0	<b>1</b>	1	0	<b>1</b>
Over 60	1	0	<b>1</b>	0	0	<b>0</b>
<b>Total</b>	<b>49</b>	<b>5</b>	<b>54</b>	<b>27</b>	<b>1</b>	<b>28</b>

**Emergency Medical Services**

**(Emergency Medical Technology and Paramedic Technology)**

The Emergency Medical Technology (EMT) program is a 16-credit hour program that prepares students to perform basic life support and some advanced emergency procedures. Opportunities for employment exist as dispatchers, instructors sales and marketing.

The Paramedic Technology program is a 69-credit hour career program that prepares students for employment with ambulance services, fire departments, hospitals, emergency communication centers, industrial medical and safety departments.

### **Department Executive Summary**

The EMS programs at St. Louis Community College have maintained the tradition of change. In 2014, all EMT and Paramedic classes were moved to the William J. Harrison Education Center, putting everything together under one roof. Moving the programs has worked relatively smoothly. I am available to the faculty should problems arise, or to answer questions for the students. EMT students are able to see the Paramedic students in class and talk with them about their program. With all the classes in one building, our need for multiple sets of equipment is decreased and should lead to some savings through the future years. All of the necessary supplies and equipment has been moved to the William J. Harrison Education Center. Replacement supplies are still kept at Forest Park. Equipment has been removed from the Florissant Valley and Wildwood campuses. There is still a small amount to be moved from South County Education and University Center. Files are still in the process of being removed from Forest Park.

Our Paramedic program has new faculty this year. Replacing John Romeo, Kathy Buss and Stephanie Buck are Jan Riedisser, Gary Wilmoth and Greg Light. Unfortunately in March, Greg was involved in a fatal collision. Brian Barteau then assumed the Clinical Coordinator position. All are experienced Paramedic/Fire Fighters and have taught for us previously.

### **Most Significant Accomplishments**

In October 2013, CoAEMSP, the accrediting agency for the Paramedic program conducted a site visit. The report mentioned five areas: 1) lack of continuing education for faculty; 2) needed documentation of preceptor training; 3) clinical oversight; 4) skill goals needed to be broken down; and 5) evidence of tests being validated.

All areas have been addressed and reported back to CoAEMSP. An expected decision on accreditation is not expected until the summer. They did note the following strengths in the program: 1) medical director's involvement; 2) faculty's involvement and 3) strength of clinical and field sites.

In February of 2014 the State of Missouri Bureau of Emergency Medical Services conducted a site visit for the EMT and Paramedic programs. Our accreditation with the state has been renewed through 2018.

Beginning in the spring 2014 semester the EMT program switched textbooks. Although the previous textbooks were acceptable, the publisher's online resources were lacking and difficult for the faculty to use. We moved to a different publisher offering a package with textbook, online resources, computerized testing and an exit exam for the students to prepare for the national written examination. Module (or unit) exams are now done in a computer lab, eliminating the costs of printing and reducing the opportunity for cheating. Previous handouts given to the EMT students are now published by the copy center and sold through the bookstore reducing program printing costs.

We received complimentary emails for our Paramedic students for: 1) assisting with flu shots for the Lemay Fire Protection District; 2) exceptional performance at a clinical site (Missouri Baptist Medical Center) by two students – Julia Lee and Sam Pyne.

The strategic direction for the upcoming year includes: 1) continue working on the course profiles for changes to the Paramedic program; 2) improve EMT class retention rates; 3) improve EMT class first time pass rates on the National board exam and 4) move Paramedic records required for accreditation from published manuals to an online data system.

**Core Data Indicators**

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
2012-13	255	39	23
2013-14	227	31	16
Drop from last year	11%	21%	30%*

\*There were two paramedic classes in 2013, and only one in 2014.

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

	Black	White	Other Ethnicity	Female	Male
EMT	16%	73%	10%	27%	73%
Paramedic	7%	93%		29%	71%

**Staff**

The program coordinator is the only full time staff member. All faculty are adjunct faculty. Last year there were 82 adjunct faculty. Currently the number is hovering around 34.

**Graduates**

Academic year 2014 does not include spring semester.

	EMT Certificate of Specialization	Paramedic Associate of Applied Science
2013	1	12
2014	3	3

**Programs and Services Provided**

The role of Emergency Medical Services programs is to offer a quality and up-to-date education in EMS, preparing the student to readily find employment in their field and seamlessly integrate into the work force. We offer both EMT and Paramedic classes including an extensive clinical and field internship to help the students excel at their skills.

**Assessment**

Evaluations are conducted each semester on primary faculty and lab assistants. The average rating of primary faculty (on a 5-point scale, evaluated on 10 items) is 4.61. The average rating for lab assistants is 4.64. Previous faculty receiving low evaluations were not utilized.

## **Resource Needs**

### **Staff needs**

- Instructors have reported problems with getting lab assistants to help with class.

### **Space needs**

- Problems with space have been worked out and things appear to be working well.
- **Budget:** Money for simulation manikins would be an asset to both the EMT and Paramedic programs. An ambulance would also be an asset to instruction.

## **Funeral Service Education**

The Funeral Service Education Department consist a 27-credit hour career program in Funeral Directing and a 65-credit hour career program in Funeral Service.

The Funeral Directing program prepares students for licensure as a funeral director and entry level employment in most funeral home establishment. The program is offered in the evening and online.

The Funeral Service program prepare student for employment as funeral directors and/or embalmers.

### **Department highlights/significant accomplishments**

First of all, David A. Coughran, M.A.A., was hired on a one-year full-time contract to replace Steven B. Koosmann upon his retirement. In addition to being a May 1994 graduate of the Associate in Applied Science in Funeral Service Education program at the Forest Park campus (and classmate of Stephen W. Smith), Coughran was employed as the program director for Funeral Service Education at Delgado Community College in New Orleans, La., (from August 2007 to August 2014). Therefore, he brought with him a wealth of knowledge, skills, and abilities for teaching, as well as extensive experience with the American Board of Funeral Service Education (ABFSE) Accreditation Standards and the entire accreditation process required by the ABFSE Committee on Accreditation (COA).

Funeral Service Education continues to offer the Certificate of Specialization in Funeral Directing (CS/FD) and the Associate in Applied Science in Funeral Service Education (AAS/FSE ) programs. In spite of the loss of accreditation for the AAS/FSE program in April 2013, the program obtained candidacy status from the American Board of Funeral Service Education Committee on Accreditation at the ABFSE Annual Meeting Thursday, April 10, 2014, in Minneapolis, Minn.

This, of course, was the most significant accomplishment, because it means that a new class of students for the AAS/FSE program will be admitted for the fall 2014 semester. Furthermore, the AAS/FSE program curriculum has been completely revised to ensure adequate didactic and clinical instruction and preparation for students to pass both the Funeral Service Arts and the Funeral Service Sciences sections of the National Board Examination (NBE), which is a critical requirement for licensure as a funeral director and embalmer in most states (including Missouri and Illinois).

### **Campus/Community/College Collaboration**

In conjunction with the loss of accreditation, a Tech Scan was conducted on Wednesday, Sept. 4, 2013, and consisted of six individuals licensed and/or otherwise associated with the funeral service profession. At the conclusion of the day, it was overwhelmingly confirmed that reaccreditation of the AAS/FSE program was critical for the college, the local community, and the funeral service profession in both Missouri and Illinois.

In addition, the Forest Park campus hosted a meeting of the St. Louis Gateway Funeral Directors and Embalmers Association Friday, Jan. 17, 2014, which allowed the local membership of predominantly African-American funeral establishments the opportunity to share their support for reaccreditation of the AAS/FSE program.

**2014-2015 Strategic Direction**

Based on the granting of candidacy status by the ABFSE COA, the primary focus for the 2014-2015 academic year will remain on continuing the process for full reaccreditation of the AAS/FSE program. In addition to another self-study report and team visit, members of the faculty will again appear before the ABFSE COA in April 2015 to obtain Initial Accreditation (which is the next step in the process toward full reaccreditation). In addition, the implementation of the revised AAS/FSE program curriculum during the fall 2014 semester will be evaluated to ensure it is aligned with student learning objectives outlined in each course profile.

**Core Data Indicators**

**Certificate of Specialization in Funeral Directing Student Graduation Rates**

Gender and Year	Female	Male	Head Count
Summer 2013 – Spring 2014*	6	2	8
Summer 2012 – Spring 2013	8	14	22
Summer 2011 – Spring 2012	17	8	25
Summer 2010 – Spring 2011	12	13	25

\*Actual number of spring 2014 graduates not included in this report.

**Associate in Applied Science Funeral Service Education Student Graduation Rates**

Gender and Year	Female	Male	Head Count
Summer 2013 – Spring 2014*	5	0	5
Summer 2012 – Spring 2013	8	9	17
Summer 2011 – Spring 2012	11	7	18
Summer 2010 – Spring 2011	9	6	15

\* Actual number of spring 2014 graduates not included in this report.

**Certificate of Specialization in Funeral Directing Student Demographics**

Gender and Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Black/African American	15	9	24	15	5	20
Black/Non-Hispanic	0	0	0	0	1	1
Hispanic/Latino	1	1	2	0	0	0
Multiracial	2	0	2	1	0	1
White	12	3	15	13	2	15
Head Count	30	13	43	29	8	37

### Associate in Applied Science Funeral Service Education Student Demographics

Gender and Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Black/African American	8	1	9	5	1	6
Black/Non-Hispanic	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
White	6	8	14	7	9	16
Head Count	14	9	23	12	10	22

### Programs and Services Provided

- Academic Services/Programming Provided  
As is the tradition with the college and the department, all students enrolled in the CS/FD and AAS/FSE programs were provided with every opportunity to be successful in all of their applicable didactic and clinical courses. In addition to regularly posted office hours, both Coughran and Smith were available for student supportive services and/or consultation at any time.
- Students Services/Programming Provided  
This is directly related to the statement in the previous section.
- Community Services/Programming Provided  
As stated above, the department hosted the January 2014 meeting of the St. Louis Gateway Funeral Directors and Embalmers Association.
- Grant Activity (not applicable)

### Assessment

- Programs/Services Assessment/Evaluation  
In conjunction with the reaccreditation process, the AAS/FSE program will be assessed and evaluated on a continual basis. This will also be critical to determine the effectiveness of the revised AAS/FSE program curriculum. In addition to student performance, a variety of assessment methodologies will be used (e.g., classroom evaluation, student evaluation, etc.).
- Likewise, the Funeral Directing program will be assessed and evaluated in the same manner.
- Anticipated Changes/Improvements Related to Assessment  
All of the assessment and evaluation methodologies mentioned above will be utilized to ensure that student learning outcomes (as stated in the course syllabi) are being met.

### Resources Needed to Accomplish 2014-2015 Strategic Goals

#### Staffing needs

- Coughran needs to be employed for a full-time regular teaching contract, which will ensure the continuity of instruction as well as completing the additional steps required by the Accreditation Standards of the American Board of Funeral Service Education Committee on Accreditation for full accreditation of the AAS/FSE program at the Forest Park campus.



### **Space needs**

- The current facilities afforded in the Funeral Service Education classroom (E-410) are adequate at this time.

### **Budget needs**

- In order to continue with the reaccreditation process, payment of the following fees will be required for the 2014-2015 academic year:
  - Annual accreditation fee for candidacy status: \$10,000
  - Initial accreditation fee: \$5,000
  - Site visitation expense deposit: \$4,500

## **Nursing**

The Nursing program is a 69-credit hour career program prepares students for employment as nurses in a variety of acute and long-term care settings. This would include hospitals, ambulatory centers, nursing homes, physicians' offices and outpatient care centers.

### **Department Executive Summary**

Overview/description of the department/area

- Department highlights/significant accomplishments –
  - Completed the first BJC cohort graduation of six students in May 2014 continue to be accredited by NLNAC
  - Christa Poole – recipient of the Tobie Chapman Scholarship Award
  - Two former graduates received the Daisy Award as RNs at their place of employment – Mark Heison and Whitney Wilson
  - Ongoing mentoring of MSN candidates with one continuing as an adjunct after graduating with her MSN
- Campus/Community/College Collaborations
  - Collaborate with multiple clinical sites for training and provision of patient care through the Nursing departments.
  - Ongoing collaboration with BJC for employee education and advancement to GN status
  - Carolyn Godfrey continues to regularly teach at the Missouri Hospital Association Clinical Faculty Academy presented each semester.
  - Continue to collaborate with UMSL RN-to-BSN program
  - Last term of Cheryl Swallow MLN President

**Core Date Indicators:** See chart at the end of Nursing report.

### **Programs and Services Provided**

- Academic Services/Programming Provided
  - Students graduate from the program with an ADN in nursing and are board eligible

### **Assessment**

- Program/Services Assessment/Evaluation
  - Continual assessment through SEP activities for NLNAC accreditation
  - Review of quarterly and annual NCLEX (board passage) results for students

- Anticipated changes/improvements related to assessment
  - Tracking of performance on grades, HESI testing and NCLEX success
  - Beginning curriculum changes with incoming fall 2014 students.
  - Continual review and search for appropriate sites, clinical groups and MSN prepared adjunct faculty availability
  - Strong consideration in implementing preadmission testing as a means to help students identify their strengths and weakness prior to entering the program.
  - Planning of and offering remediation courses during the summer by retention coaches and faculty. Currently, a former graduate (now an RN) offers specialized subject matter tutoring during the summer session.

**Resources Needed to Accomplish 2014-2015 Strategic Goals**

**Staffing needs**

- Search and filling of a district clinical coordinator position
- Filling of a requested full-time faculty position for first semester which would equalize the faculty distribution amongst the program and give more attention to grooming of incoming students.
- Continual replacement and recruitment of qualified MSN prepared faculty

**Space Needs**

- Additional office space if available for the faculty and district clinical coordinator.
- Replacement of office furniture for faculty. Many do not even have a true desk.

**Budget needs**

- Continual maintenance of computer, software and equipment specifically in the nursing lab and simulation room, with addition of IV pumps for Simulation Room.
- Incentive package for retention of MSN faculty.

**Student Demographics**

<b>Gender and Race/Ethnicity</b>	<b>Fall 2013: Female</b>	<b>Fall 2013: Male</b>	<b>Fall 2013: Total</b>	<b>Spring 2014: Female</b>	<b>Spring 2014: Male</b>	<b>Spring 2014: Total</b>
Asian	8	4	12	7	2	9
Black, Non-Hispanic	1	0	1	1	0	1
Black/African American	59	10	69	64	11	75
Hispanic/Latino	7	0	7	5	0	5
Multiracial	5	0	5	2	0	2
Native Hawaiian/ other Pacific Island	1	1	2	1	1	2
Other	1	0	1	1	0	1
Unknown	2	0	2	2	0	2
White	69	13	82	58	7	65
<b>Total</b>	<b>153</b>	<b>28</b>	<b>181</b>	<b>141</b>	<b>21</b>	<b>162</b>

Student Age cohorts	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21				1	0	1
21 – 25	22	2	24	16	0	16
26-30	33	7	40	37	3	40
31-35	36	6	42	28	6	34
36-40	20	2	24	27	1	28
41-45	20	2	22	14	3	17
46-50	8	5	13	5	5	10
51-55	10	2	12	7	1	8
56-60	4	0	4	8	0	8

Number of Staff	Fall 2013	Spring 2014
Secretarial support	One 32-week secretary Andie Ellerman	One full-time 52-week secretary shared with P.E. – replacement for position vacated with Andie Ellerman’s resignation
Full-time faculty	13 (11 female/2 male)	14 (11 female/2 male)
Adjunct faculty (Includes 1 part-time sim coordinator)	20 (2)	17 (2)
Retention coach	1 full time	1 full time
MISC.	1 full-time faculty retiring at the end of the year	
	1 newly hired faculty member – Angie Skurat -for replacement of position vacated by Tobie Chapman	

Number of graduates	Fall 2013	Spring 2014	Total
	36	44	80

## Physical Education Department

### Department Executive Summary

The Physical Education program moved to the Allied Health and Natural Science Division in January 2014 to become AHNSPE.

- Department highlights/significant accomplishments
  - An AAS Exercise Science program was proposed and approved by campus leadership during fall 2013. After review, a recommendation was made by the Vice Chancellor of Academic Affairs to develop an AA degree with specialization in Exercise Science. Articulation agreements with four-year institutions offering Exercise Science was advised to ensure acceptance of students’ transfer credit hours.
  - Susan Martin was promoted to professor July 1, 2013

- Susan Martin attended the American Heart Association Instructor course and obtained certification November 2013
- Mark Applegate attended the American Heart Association Instructor course and obtained certification December 2013
- Mark Applegate attended workshop to obtain certification in rock climbing through the American Mountain Guide Association Dec. 7-8, 2013
- Susan Martin retained status as a Certified Athletic Trainer with the National Athletic Trainers' Association (NATA) with completion of Board of Certification (BOC) requirements retained certification as an NATA certified athletic trainer December 2013
- Susan Martin received her Doctor of Education in Higher Education Leadership from Maryville University Dec. 7, 2013
- Collaboration with the Business office to use a procurement card to expedite payment to American Red Cross for students seeking First Aid and CPR/AED certification
- Course profile revision of PE:129 First Aid was approved by DCC
- Campus/Community/College Collaborations
  - Sue Martin presented relaxation techniques for stress reduction to TRiO students as part of their programs' study sessions during fall and spring
  - Mark Applegate has had conversations with SIU-E regarding Exercise Science program
  - An articulation with Southern Illinois University-Edwardsville was approved for a 2+2 agreement in Exercise Science
- 2014-2015 Strategic Direction
  - Redesign Students' Experiences
    - Academic Pathways
      - Collaborate with district P.E. faculty to revise course profiles to better reflect outcomes for improved student learning and contribution to college mission.
      - Collaborate with district P.E. faculty to develop AA transfer degree in Exercise Science.
      - Foster student success for veterans with course substitution of one credit of PE:109 Basic Fitness for military training (pending approval of proposal submitted).
      - Provide EMT/Paramedics course substitution of one credit hour of First Aid with proof of current license and previous work experience (pending approval of proposal submitted).
      - Permit students to earn two credits of P.E. to meet graduation requirement with completion of PE:129 First Aid (currently an activity course must be taken in addition to First Aid to meet the requirement; pending proposal approval).
    - Expand the number of hybrid and online offerings, specifically Stress Management and Wellness/Fitness Concepts.
  - Operationalize one college
    - Engage entire college in adopting definition of one college
      - Communicate with P.E. department chairs to create consistency and equity of course offerings and scheduled minutes.
    - Improve "customer" and student services

- Collaborate with Continuing Education to design a plan for funding monitors and lifeguards for open recreation times in Fitness Center and swimming pool for employees and students.
  - Strengthen identity and community awareness of STLCC
    - Strengthen partnerships
      - Increase collaboration with other disciplines to enhance course programming
      - Develop 2+2 articulation agreements with four-year institutions for in Sports Management and Exercise Science
    - Branding/marketing of college
      - Replace old athletic plaques in west lobby of P.E. building with posters illustrating photos and course listings of physical education courses and STLCC athletic teams.
      - Develop information for inclusion on website for P.E. that reflects college and campus purpose. This would be beneficial for students to know about each campus' facility and services available such as open recreation.

**Core Data Indicators:**

Number of students served:

- Fall 2013 – 713 students
  - Spring 2014 – 627 students
- Decline from fall to spring may be attributed to fewer online courses offered than other campuses and decision to create a block schedule with course offerings of 8 a.m., 10 a.m., 1 p.m., 3 p.m. and 6 p.m. (except swimming class which is offered at 7 p.m.).
- Seats taken: 1862

**Student Demographic Data**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
American Indian/Alaskan	2	1	<b>3</b>	0	3	<b>3</b>
Asian	21	11	<b>32</b>	14	9	<b>23</b>
Black, Non-Hispanic	1	0	<b>1</b>	1	3	<b>4</b>
Black/African American	239	192	<b>431</b>	226	122	<b>349</b>
Does Not Want To Specify				0	1	<b>1</b>
Hispanic/Latino	15	9	<b>24</b>	15	5	<b>20</b>
Multiracial	14	5	<b>19</b>	16	7	<b>23</b>
Native Hawaiian/Other Pacific Island	1	1	<b>2</b>	0	1	<b>1</b>
Other	1	0	<b>1</b>	4	3	<b>7</b>
Unknown	6	5	<b>11</b>	114	81	<b>195</b>
White	99	90	<b>189</b>	1	0	<b>1</b>
<b>Total</b>	<b>399</b>	<b>314</b>	<b>713</b>	<b>391</b>	<b>235</b>	<b>627</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	97	74	<b>171</b>	81	39	<b>121</b>
21-25	124	82	<b>206</b>	142	73	<b>215</b>
26-30	70	47	<b>117</b>	58	29	<b>87</b>
31-35	31	33	<b>64</b>	34	28	<b>62</b>
36-40	22	21	<b>43</b>	22	23	<b>45</b>
41-45	15	11	<b>26</b>	20	9	<b>29</b>
46-50	12	12	<b>24</b>	8	7	<b>15</b>
51-55	11	20	<b>31</b>	11	10	<b>21</b>
56-60	9	9	<b>18</b>	10	12	<b>22</b>
Not Reported	1	0	<b>1</b>	0	0	<b>0</b>
Over 60	7	5	<b>12</b>	5	5	<b>10</b>
<b>Total</b>	<b>399</b>	<b>314</b>	<b>713</b>	<b>391</b>	<b>235</b>	<b>627</b>

#### Number of staff

- Full-time faculty: 2
- Adjuncts: 13
- Classified secretary: 1
- Gym Supervisor, P.E./Athletics Center: 1
- Part-time Gym Supervisors: 3

#### Number of visitors served

The number of patrons who visit the facility for instruction and/or outside events is not recorded. The facility serves the community with instruction in college credit and Continuing Education non-credit courses. The P.E. facility is utilized by STLCC District Athletics including men's and women's basketball, softball and baseball. Additionally, external constituents renting the main gym, swimming pool and softball field for events throughout the year include Catholic Youth Council (CYC) volleyball, Team St. Louis volleyball, St. Louis University High swimming and water polo, Nerinx High swimming, Rosati-Kain High swimming, and Harris-Stowe University softball as well as the MEGSL Excellence in Math contest hosted by the Forest Park Math department in November.

#### Programs and Services Provided

- Academic Services/Programming Provided  
Physical Education offers students and adult learners as well as those with disabilities, the opportunity to learn new skills, gain information about lifetime fitness and wellness or study skills and techniques for professional development. A wide range of college credit courses are available for students seeking a degree or for self-interest and enhancement of fitness and wellness. Courses are offered in 8-week or 16-week sessions.

American Red Cross certification in First Aid and CPR/AED may be obtained by students wanting to develop professional skills. One credit hour activity-based classes include Fitness Center I & II, Dance Aerobics I & II with Emphasis in Zumba, Basic Fitness I & II, Swimming I &

II, Tai Chi I & II, Yoga I & II, Pilates, Karate I & II, Personal Defense, Judo, Walking, Water Aerobics, Community CPR, Weight Training I & II, and Beginning Rock Climbing. First Aid is two credit hours; and Stress Management and Wellness/Fitness Concepts are three credit hours offered in lecture, online and hybrid format.

### **Assessment**

- Program/Services Assessment/Evaluation  
A research study was conducted as part of Sue Martin's doctoral program which focused on improved teaching and student satisfaction of Fitness Center I after implementation of a streamlined curriculum with universal syllabus, grading, and testing.
- Anticipated changes/improvements related to assessment  
Recording attendance with Attendance Tracker and Accutrack are on-going. Implementing a single instructor as Bb administrator for accurate and consistent instructional delivery of course content and quizzes for all Fitness Center courses has been discussed (model is used at Meramec). Creation of a course manual to improve student learning of health and fitness principles, and proper use of equipment is being developed.

### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

#### **Staffing Needs**

- As adjuncts leave the program, a search will be conducted to hire new instructors through networking with other campuses and businesses in the area. Job postings may be listed on the website as needed.

#### **Space Needs**

- Not addressed at this time.

#### **Budget Needs**

- Additional budget of \$2,000 is requested for part-time temporary staff to fund lifeguards and part-time gym supervisors. In order to meet the requirements for aquatic instruction and recreational open swim sessions, a lifeguard must be on duty in the pool. Part-time gym supervisors are necessary for set up of equipment during rental events in addition to assisting P.E. classes in the evening and on weekends. Funding would provide for training sessions and additional hours of coverage to ensure a safe, secure environment and a consistent level of customer service for students and visitors throughout the academic year. Currently, part-time gym supervisors are paid by the Business office with funds from rentals of the facility and Continuing Education for coverage of non-credit classes.

## **Radiologic Technology**

The Radiologic Technology Program is a 75-76-credit hour career program prepares students for employment as radiologic technologists in a variety of acute and long-term care settings. This would include hospitals, ambulatory centers, nursing homes, physicians' offices and outpatient care centers.

### **Overview/description of the department/area**

The Radiologic Technology Program graduates clinically competent students with critical thinking, problem solving, and entry-level employment skills required of a radiologic technologist.

### Department highlights/significant accomplishments

- Pass rate of 100% of the ARRT Registry Exam, 2<sup>nd</sup> consecutive year
- 1<sup>st</sup> place MoSRT scientific exhibit award to Dean Brake
- 3<sup>rd</sup> place finish in MoSRT Student Bowl
- Took possession of mobile X-ray unit donated by Electromek Diagnostic Systems
- Students organized a Radiologic Technology reunion fundraiser and reached out to program alumni and clinical site staff to encourage their participation
- Students raised over \$380 and a collection of toys, games and books for Ranken Jordan Pediatric Hospital. A number of students also donated their time, volunteering for a day at the hospital.

### Campus/Community/College Collaborations

- Collaborated with Career & Employment Services to assist students with their educational goals and employment
- Collaborated with Academic Support Center to provide program specific tutoring
- Collaborated with Campus Life to coordinate trip for students to annual MoSRT Conference

### 2014-2015 Strategic direction

In 2014-2015, we will continue to maximize strategies that enable all students to succeed by continuing to require BIO:207 as a prerequisite for XRT:101. A job shadowing requirement prior to program application was implemented in May 2014 in order to improve program retention. In the fall 2013, a program specific tutor was made available to students to enhance.

### Programs and Services Provided

- Grant activity  
A request was submitted in February to be considered for the Vocational Enhancement Grant Project for the purpose of equipment purchases. The program did not receive this grant.

### Core Data Indicators

#### Student Demographics (XRT):

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	3	2	<b>5</b>	3	2	<b>5</b>
Black/African American	8	4	<b>12</b>	8	3	<b>11</b>
Multiracial	0	1	<b>1</b>	0	1	<b>1</b>
Native Hawaiian/Other Pacific Island	0	1	<b>1</b>	0	1	<b>1</b>
White	28	11	<b>39</b>	26	11	<b>37</b>
Total	<b>39</b>	<b>19</b>	<b>58</b>	<b>37</b>	<b>18</b>	<b>55</b>



Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
21-25	16	7	<b>23</b>	12	6	<b>18</b>
26-30	7	4	<b>11</b>	8	4	<b>12</b>
31-35	10	5	<b>15</b>	6	1	<b>7</b>
36-40	2	1	<b>3</b>	6	5	<b>11</b>
41-45	2	1	<b>3</b>	3	1	<b>4</b>
46-50	1	1	<b>2</b>	1	1	<b>2</b>
51-55	1	0	<b>1</b>	1	0	<b>1</b>
Total	<b>39</b>	<b>19</b>	<b>58</b>	<b>37</b>	<b>18</b>	<b>55</b>

#### Number of staff

- Full-time faculty - 4
- Part-time faculty - 2

#### Number of graduates

- 31 graduates in 2013

#### Assessment

- Program/Services Assessment/Evaluation  
In accordance with Joint Review Committee on Education in Radiologic Technology accreditation standards, program goals with associated measurable outcomes are assessed annually to identify areas of strengths and challenges.
- Anticipated changes/improvements related to assessment  
The program is currently making major revisions to our assessment plan as a result of needed areas of improvement identified by the JRCERT in early 2014. I attended a JRCERT Outcomes and Assessment training workshop in May that provided the necessary tools to formulate an effective assessment plan. This revised plan will be in effect August 2014.

#### Resources Needed to Accomplish 2014-2015 Strategic Goals

##### Staffing needs

- In order to meet JRCERT accreditation standards and to continue to provide necessary on site clinical instruction, it is imperative that our current staffing remains in place.

##### Space needs

- None at this time

##### Budget needs

- At this time the program operates one energized radiologic exam lab (A-411) and one non-energized radiologic exam lab (B-434). The imaging equipment in lab A-411 was purchased in 2006 and has required costly repairs on an ongoing basis since its installation, and the overall functioning of this equipment is inconsistent. The frequent need for repairs and inconsistent functioning limits the use of this equipment by our students and increases attention from faculty to attempt to restore the equipment to proper working order. The equipment in the B-434 lab, although not energized, is beneficial for students for practicing manipulating the equipment and positioning for radiographic exams. The unit was purchased in the late 1980's.
- Two stationary radiographic units are needed, including exam table and wall unit, with features that are consistent with equipment being used in radiology departments at clinical sites. The total estimated cost of this equipment is approximately \$170,000.

## Respiratory Therapy

The Respiratory Therapy program is a 78-79 credit hour career program that prepares students for employment as respiratory therapists in a variety of acute and long-term care settings. This would include hospitals, ambulatory centers, nursing homes, physicians' offices and outpatient care centers.

The Respiratory Therapy Program is an AAS degree-granting, Advanced-Level Respiratory Therapy training program. The program is fully accredited by the Committee on Accreditation for Respiratory Care (CoARC).

The program enrolled a full cohort of 25 students last August. Nineteen second-year students began the fall 2013 semester. The program was at 88 percent capacity.

- The program was able to purchase a state-of-the-art adult volume ventilator for the laboratory via Perkins Funding.
- The program was commended by CoARC for meeting or exceeding all yearly accreditation thresholds.
- The program maintained nine clinical affiliates, and has had discussions with Mercy Children's Hospital to establish a clinical affiliation beginning August 2014.
- Professor Fackelman completed his probationary period.
- The program currently has one student from the BJC Life-Long Learning Center Program.

The program will review ALL published materials for accuracy and consistency.

The program accepts 25 students into a class/cohort each August. Approximately 40-50 applications are submitted each year. Those not entering, due to space are asked to re-activate their application for the following August, and are granted first admission.

### Student Demographics (Radiological Technology)

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	0	3	<b>3</b>	0	3	<b>3</b>
Black/African American	11	3	<b>14</b>	7	3	<b>10</b>
Hispanic/Latino	2	0	<b>2</b>	2	0	<b>2</b>
Multiracial	1	0	<b>1</b>	1	0	<b>1</b>
Native Hawaiian/Other Pacific Island	1	0	<b>1</b>	1	0	<b>1</b>
White	19	6	<b>25</b>	18	6	<b>24</b>
<b>Total</b>	<b>34</b>	<b>12</b>	<b>46</b>	<b>29</b>	<b>12</b>	<b>41</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	1	1	<b>2</b>	0	0	<b>0</b>
21-25	8	2	<b>10</b>	7	12	<b>9</b>
26-30	8	2	<b>10</b>	8	2	<b>11</b>
31-35	7	3	<b>10</b>	6	3	<b>9</b>
36-40	5	3	<b>8</b>	2	3	<b>5</b>
41-45	1	1	<b>2</b>	3	3	<b>4</b>
46-50	3	0	<b>3</b>	2	1	<b>2</b>
51-55	1	0	<b>1</b>	1	0	<b>1</b>
Total	34	12	<b>46</b>	29	12	<b>41</b>

#### **Number of staff**

- Full-time faculty - 2 serving as Program Director and Director of Clinical Education. These positions are required by the Accrediting Agency.
- Part-time faculty - 12-14  
The program also employs a Medical Director and 12-14 adjunct faculty primarily as clinical instructors at the various affiliates.

#### **Number of graduates**

- 19 graduates in 2013
- 18 graduates in May 2014

#### **Assessment**

The program participates in assessment in every class, laboratory, and clinical experience, via student and instructor evaluations. Each year, CoARC requires the program to track/assess:

- The number of applications and enrollment
- Attrition & retention
- Pass Rates on both levels of the National Board Examinations
- Placement of Graduates
- Graduate surveys
- Employer surveys

Some of this data is also required for the annual CTE T.S.A. Assessment Matrix.

#### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

##### **Staffing Needs**

- The program's instructional staffing is adequate.

##### **Space Needs**

- The program currently has 10 clinical affiliates. Another affiliate will be added when the Mercy contract is finalized.

##### **Budget Needs**

- The operating budget is adequate.

## Science Department

Forest Park Science department offers core science courses for allied health pre-professionals and science majors.

- Significant accomplishments for 2013-2014 is to offer Biology 111, 151, 207 and 208 completely online for the first time and the Forest Park science department is the first in the district to offer 207 and 208 online. Biology 111 is also offered as a hybrid course for the first time this semester.
- We have a new Biology 111 faculty member who is teaching the new hybrid and online courses as well as teaching Biology 111 at the William J. Harrison Education Center.
- The Science department will continue to work with the Florissant Valley, Meramec and Wildwood science faculty to streamline and develop districtwide courses. Michelle LaPorte (Biology 111) and Angela NewMyer (Microbiology and Biology 151) have been instrumental in working with the other campuses to develop district wide hybrid courses of Biology 111, Microbiology and Biology 151.
- For the 2013-2014 academic year the Science department had nine full-time faculty, two lab assistants, one administrative assistant, one part-time student assistant, one work-study student and 20 part-time instructors.

### Student Demographics (Sciences)

#### BIOLOGY COURSES

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
American Indian/Alaskan Native	2	0	<b>2</b>	1	1	<b>2</b>
Asian	31	10	<b>41</b>	30	11	<b>41</b>
Black, Non-Hispanic	1	0	<b>1</b>	3	0	<b>3</b>
Black/African American	372	87	<b>459</b>	338	90	<b>428</b>
Hispanic/Latino	23	6	<b>29</b>	18	5	<b>23</b>
Multiracial	16	4	<b>20</b>	25	7	<b>32</b>
Native Hawaiian/Other Pacific Island	1	0	<b>1</b>	3	0	<b>3</b>
Unknown	9	2	<b>11</b>	7	4	<b>11</b>
White	277	102	<b>379</b>	228	102	<b>330</b>
White, Non-Hispanic	1	0	<b>1</b>	0	0	<b>0</b>
<b>Total</b>	<b>733</b>	<b>211</b>	<b>944</b>	<b>653</b>	<b>220</b>	<b>873</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	100	23	<b>123</b>	76	25	<b>101</b>
21-25	191	58	<b>249</b>	209	73	<b>282</b>
26-30	151	47	<b>198</b>	147	45	<b>192</b>
31-35	103	28	<b>131</b>	97	28	<b>125</b>
36-40	73	15	<b>88</b>	46	20	<b>66</b>
41-45	48	13	<b>61</b>	41	12	<b>53</b>
46-50	31	11	<b>42</b>	16	6	<b>22</b>
51-55	26	9	<b>35</b>	13	7	<b>20</b>
56-60	8	7	<b>15</b>	6	4	<b>10</b>
Over 60	2	0	<b>2</b>	2	0	<b>2</b>
Total	<b>733</b>	<b>211</b>	<b>944</b>	<b>653</b>	<b>220</b>	<b>873</b>

### CHEMISTRY COURSES

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	12	5	<b>17</b>	1	0	<b>1</b>
Black, Non-Hispanic	1	0	<b>1</b>	15	6	<b>21</b>
Black/African American	82	29	<b>111</b>	0	1	<b>1</b>
Hispanic/Latino	7	1	<b>8</b>	69	26	<b>95</b>
Multiracial	6	2	<b>8</b>	8	1	<b>9</b>
Native Hawaiian/Other Pacific Island	0	1	<b>1</b>	8	3	<b>11</b>
Unknown	3	0	<b>3</b>	0	1	<b>1</b>
White	48	40	<b>88</b>	2	1	<b>3</b>
White, Non-Hispanic	1	0	<b>1</b>	56	29	<b>85</b>
Total	<b>160</b>	<b>78</b>	<b>238</b>	<b>159</b>	<b>68</b>	<b>227</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	23	14	<b>37</b>	15	5	<b>20</b>
21-25	41	20	<b>61</b>	44	21	<b>65</b>
26-30	37	14	<b>51</b>	39	13	<b>52</b>
31-35	27	21	<b>48</b>	29	15	<b>44</b>
36-40	12	6	<b>18</b>	18	6	<b>24</b>
41-45	7	1	<b>8</b>	3	2	<b>5</b>
46-50	7	1	<b>8</b>	5	0	<b>5</b>
51-55	3	1	<b>4</b>	2	3	<b>5</b>
56-60	3	0	<b>3</b>	4	2	<b>6</b>
Over 60	0	0	<b>238</b>	0	1	<b>1</b>
Total	<b>160</b>	<b>78</b>	<b>238</b>	<b>159</b>	<b>68</b>	<b>227</b>

**GEOLOGY COURSES**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	0	1	<b>1</b>	0	0	<b>0</b>
Black/African American	14	11	<b>25</b>	11	15	<b>26</b>
Hispanic/Latino	0	1	<b>1</b>	0	0	<b>0</b>
Multiracial	1	1	<b>2</b>	1	1	<b>2</b>
Unknown	0	0	<b>0</b>	0	1	<b>1</b>
White	12	7	<b>19</b>	7	7	<b>14</b>
<b>Total</b>	<b>27</b>	<b>21</b>	<b>48</b>	<b>19</b>	<b>24</b>	<b>43</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	6	2	<b>8</b>	3	0	<b>3</b>
21-25	8	8	<b>16</b>	6	9	<b>15</b>
26-30	5	2	<b>7</b>	3	4	<b>7</b>
31-35	3	3	<b>6</b>	0	2	<b>2</b>
36-40	0	3	<b>3</b>	3	3	<b>6</b>
41-45	0	1	<b>1</b>	2	1	<b>3</b>
46-50	1	1	<b>2</b>	0	1	<b>1</b>
51-55	3	0	<b>3</b>	0	1	<b>1</b>
56-60	0	1	<b>1</b>	2	2	<b>4</b>
Over 60	1	0	<b>1</b>	0	1	<b>1</b>
<b>Total</b>	<b>27</b>	<b>21</b>	<b>48</b>	<b>19</b>	<b>24</b>	<b>43</b>

**GEOGRAPHY (offered only during spring semester)**

Gender and Race/Ethnicity	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Black/African American	4	9	<b>13</b>
Multiracial	1	0	<b>1</b>
White	5	5	<b>10</b>
<b>Total</b>	<b>10</b>	<b>14</b>	<b>24</b>

Gender and Age Cohort	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	3	0	<b>3</b>
21-25	4	4	<b>8</b>
26-30	2	2	<b>4</b>
31-35	0	1	<b>1</b>
36-40	0	2	<b>2</b>
41-45	0	1	<b>1</b>
46-50	0	1	<b>1</b>
51-55	1	1	<b>2</b>
56-60	0	2	<b>2</b>
<b>Total</b>	<b>10</b>	<b>14</b>	<b>24</b>

**PHYSICS**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	2	2	<b>4</b>	4	4	<b>8</b>
Black/African American	3	8	<b>11</b>	5	6	<b>11</b>
Hispanic/Latino	0	2	<b>2</b>	1	1	<b>2</b>
Multiracial	0	0	<b>0</b>	0	1	<b>1</b>
White	13	17	<b>30</b>	9	20	<b>29</b>
<b>Total</b>	<b>18</b>	<b>29</b>	<b>47</b>	<b>19</b>	<b>32</b>	<b>51</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	1	5	<b>6</b>	1	3	<b>4</b>
21-25	8	6	<b>14</b>	12	11	<b>23</b>
26-30	4	8	<b>12</b>	1	7	<b>8</b>
31-35	4	5	<b>9</b>	3	6	<b>9</b>
36-40	0	1	<b>1</b>	1	1	<b>2</b>
46-50	1	1	<b>2</b>	1	1	<b>0</b>
51-55	0	1	<b>1</b>	0	2	<b>2</b>
56-60	0	1	<b>1</b>	0	1	<b>1</b>
Over 60	0	1	<b>1</b>	0	0	<b>0</b>
<b>Total</b>	<b>18</b>	<b>29</b>	<b>47</b>	<b>19</b>	<b>32</b>	<b>51</b>

**PHYSICAL SCIENCE**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	2	0	<b>2</b>	0	2	<b>2</b>
Black/African American	8	15	<b>23</b>	11	25	<b>36</b>
Hispanic/Latino	0	1	<b>1</b>	1	0	<b>1</b>
Multiracial	0	1	<b>1</b>	1	0	<b>1</b>
Unknown	0	1	<b>1</b>	0	0	<b>0</b>
White	11	12	<b>23</b>	15	10	<b>25</b>
<b>Total</b>	<b>21</b>	<b>30</b>	<b>51</b>	<b>28</b>	<b>37</b>	<b>65</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Under 21	6	5	<b>11</b>	7	5	<b>12</b>
21-25	7	8	<b>15</b>	8	13	<b>21</b>
26-30	5	5	<b>10</b>	3	5	<b>8</b>
31-35	2	3	<b>5</b>	5	5	<b>10</b>
36-40	0	3	<b>3</b>	2	2	<b>4</b>
41-45	0	3	<b>3</b>	1	4	<b>5</b>
46-50	0	2	<b>2</b>	0	0	<b>0</b>
51-55	0	1	<b>1</b>	2	0	<b>2</b>
56-60	0	0	<b>0</b>	2	0	<b>2</b>
Over 60	1	0	<b>1</b>	0	1	<b>1</b>
Total	21	30	<b>51</b>	28	37	<b>65</b>

## Resources Needed to Accomplish 2014-2015 Strategic Goals

### Staffing Needs

- Currently the Science department is in need of staffing the William J. Harrison Education Center with a part-time professional tutor/lab coordinator. This person will work with the Biology 111 instructor at the William J. Harrison Education Center to tutor her students and will work with Rachel Brandon-Straub to maintain the biology lab and lab experiments.

### Space Needs

- The Science department needs a few of its current spaces remodeled. The microbiology and physics spaces are in dire need of renovation.

### Budget Needs

- Science is a costly endeavor and for science labs to run effectively and efficiently there needs to be new equipment purchased. The following is a short list of the most needed equipment:
  - Refrigerator – \$4987.07
  - Incubator – \$6804.99
  - Megacycler – \$2378.00
  - Buret stand with rods – \$2489.80
  - Water bath – \$1215.23

This list does not include the anatomical models for the anatomy and physiology labs. There have only been about four models purchased for the A&P labs since 2007.

## Surgical Technology

The Surgical Technology Program is a 42-credit hour career program that prepares students for employment as surgical technologists (also called operating room technicians) in hospitals and outpatient surgery centers.

### Overview:

- National Accreditation Change: Effective Aug. 1, 2013, the Accreditation Review Committee on Surgical Technology/Surgical Assisting (ARC-STSA) has published that the projected requirement of an associate's degree as the minimum award to graduates at program completion will become effective on Aug. 1, 2020. Currently, the program awards a Certificate of Proficiency.



- National accreditation change took effect August 2013 - 6th Edition Core Curriculum change requirement. Our program has submitted the required documentation and is in full compliance with the current standards.
- New technology - robotics is an advanced surgical technology that is utilized at an increasing rate across surgical specialties. Many graduates complete our program and then are hired by hospitals to serve on robotics teams. Specialized training is provided by the hospital, although basics of robotics are taught in the program.
- Clinical education placement has been limited due to proprietary programs that take up some of the clinical spots in area hospitals. Our program has had to drop enrollment capacity from 24 to 22 students due to lack of space availability. One of the local programs is closing in May 2014, so we are hoping to get back to normal capacity on a regular basis.

**Department highlights/significant accomplishments**

- The 2014 certification exam had an 89 percent pass rate. The national pass rate average was 72 percent.
- Class of 2013 – 14 out of 18 graduates are employed.

**Campus/Community/College Collaborations**

Mid America Transplant Services (MTS) – Internship

- MTS is providing an internship to current students. Approximately four former graduates work for MTS.

**Number of staff:**

- Full-time faculty - 2
- Part-time faculty - 3

**Number of graduates:**

- 2013 graduates - 18 graduates

**Core Data Indicators**

**Student Demographics (Surgical Technology)**

Gender and Race/Ethnicity	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
Asian	1	1	2	1	1	2
Black/African American	4	3	7	2	3	5
Hispanic/Latino	2	0	2	2	0	2
Native Hawaiian/Other Pacific Island	1	0	1	1	0	1
White	10	2	12	8	2	10
<b>Total</b>	<b>18</b>	<b>6</b>	<b>24</b>	<b>14</b>	<b>6</b>	<b>20</b>

Gender and Age Cohort	Fall 2013: Female	Fall 2013: Male	Fall 2013: Total	Spring 2014: Female	Spring 2014: Male	Spring 2014: Total
21-25	4	1	5	4	0	4
26-30	1	1	2	0	1	1
31-35	2	1	3	2	2	4
36-40	3	1	4	3	1	4
41-45	3	1	4	1	1	2
46-50	3	0	3	2	0	2
51-55	1	0	1	2	0	2
56-60	1	1	2	0	1	1
Total	18	6	24	14	6	20

### Assessment

- Program outcomes are assessed on an annual basis and must meet benchmarks of accreditation standards. Learning outcomes are evaluated as a result of program assessment each year.

### Resources Needed

A program revision to an Associate in Applied Science degree in Surgical Technology will require the following:

#### Space Needs

- May possibly need another classroom space for lecture due to the fact that our current classroom is blended with lab space, thus we cannot run lecture and lab at the same time. This would depend on the schedule of courses for the first and second year.

#### Personnel

- The program currently has two full-time faculty and the adjunct instructors. A minimum of three additional adjuncts is projected when Associate in Applied Science degree is implemented.

#### Budgetary resources

- In addition to the additional instructional budget for adjuncts, the program operating budget may need to increase 300-500 for additional lab supplies.

#### Timeline

- Program advisory board is unanimously in favor of the change to associate degree.

## Business, Math and Technology Division Executive Summary

The Division of Business, Math and Technology includes six departments providing 12 degree programs and 11 certificate programs.

- Automotive Department:
  - Automotive
    - Associate of Applied Science
    - Certificate of Proficiency
    - Certificate of Specialization
  - Diesel
    - Associate of Applied Science
    - Certificate of Proficiency
    - Certificate of Specialization
- Business Department:
  - Accounting
    - Associate of Applied Science
    - Certificate of Proficiency
  - Business Administration
    - Associate of Arts
- Hospitality Department:
  - Baking and Pastry Arts
    - Associate of Applied Science
  - Culinary
    - Associate of Applied Science
  - Hotel and Restaurant Management
    - Associate of Applied Science
- Information Systems Department:
  - Health Information Technology
    - Associate of Applied Science
  - Medical Billing and Coding
    - Certificate of Proficiency
  - Web Developer
    - Certificate of Specialization
  - Network Engineering
    - Associate of Applied Science
    - Certificate of Proficiency
  - Oracle Developer
    - Certificate of Proficiency
- Mathematics Department: concentration in Math
- Municipal Services:
  - Building Inspection and Code Enforcement Technology
    - Associate of Applied Science
    - Certificate of Proficiency
    - Certificate of Proficiency with Housing Option,
  - Criminal Justice



Elizabeth Wilcoxson, Ph.D.,  
Interim Dean

- Associate of Applied Science
- Certificate of Proficiency
- Fire Protection Technology
  - Associate of Applied Science
  - Certificate of Proficiency

Although most of the significant highlights are described in the department reports, a couple of things stand out. Two new department chairs, James Munden and Angelic Cole, assumed their responsibilities during the 2013-2014 academic year. Department chairs collegewide participated in a very successful training program during the spring semester.

- Several programs, Hospitality and Information Systems, underwent major program revisions this year. Academic maps were created for all programs, and what was learned in the process will lead to additional curriculum change in the future.
- A new, modularized math curriculum was rolled out for developmental students and seems to be working well. Other campuses will follow our lead in the fall.
- Discussion is underway concerning the creation of a single program which would encompass both Fire Protection Technology and Emergency Medical Services with a Tech Scan held in May to assess the feasibility of such a plan.
- Many division members have attended and some have presented at national and local conferences including the dean who presented at the Chair Academy Conference here in St. Louis.
- The division has been involved in several collaborations. The Mathematics department and the Information Systems department have worked closely with their counterparts on the other campuses on curriculum and course offerings. The same departments have been actively involved in meeting with high school counterparts regarding dual enrollment, with the first group of students enrolled in IS courses this spring.
- The Information Systems department has collaborated with BJC and the MoHealthWINs grant to provide courses for their programs.

The Strategic Directions for 2014-2015 will include the following activities:

- Implementation of the academic maps in all program areas, including initiating curriculum changes as needed to support the plan outlined in the maps
- Further refining the modular math curriculum and exploring other delivery models for developmental math; working more closely with discipline counterparts on other campuses in Business and Criminal Justice
- Strengthening partnerships with local high schools for dual credit and with four year institutions to finalize several 2+2 agreements which are in the discussion states

## 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.

### Number of staff

- Automotive program:
  - Full-time faculty-3
  - Part-time faculty-3
- Diesel program:
  - Full-time faculty-1
  - Part-time faculty-1 being added for the fall semester
- Full-time lab technicians-2
- Part-time lab technician-1 for evening classes

### Department Highlights

- Have continued use of the graduation self-audit to assist our students in meeting graduation requirements. We are also heavily involved in the registration process.
- We hired a full-time faculty member, Joe Jackson, who joined us in January for the beginning of the spring semester.
- Bob Weil who had been with the department since the fall of 1979 retired with the hiring of Joe Jackson.
- Department Chair Rick Anthes completed semester-long chair training program.
- Josh Walker, faculty member, finished his new faculty training program.
- Two faculty members attended the Illinois Automotive College Instructors Association conference in the Chicago area and received update training.
- Faculty attended the ASA Vision conference and participated in the educator think tank and received update training.
- All department members have participated in NATEF program certification self-study.
- Faculty have judged Skills USA Auto Skills competitions.
- Two faculty members have judged and coordinated Ford/AAA Auto Skills Competition.
- Two faculty members have joined the Special School District Automotive Department Advisory Committee.
- Two students received scholarships from Grainger Tool for fall 2014 and two will receive tool kits for their 2013/2014 scholarships.
- Have completed academic pathways project and will be implementing for fall.

### 2014-2015 Strategic Direction

- *Assess, evaluate, revise and align student outcomes*
  - We are in the process of revising our outcomes and profiles as part of our program certification.
- *Enhance strategic alliances and cultivate partnerships to assist students in the completion of their educational goals.*
  - We have been working with several employers and establishing programs to help place and support students such as the Dobbs Training Program. We are also trying to work with Enterprise Fleet Operations.

- *STLCC will reinvent institutional roles. Develop and apply continuous quality improvement throughout the college.*
  - We are establishing an end-of-program assessment to make sure we are meeting the needs of the students and employers.
- *Strengthen the identity and community awareness of STLCC to attract public and private investments. Develop Alumni connections.*
  - Through our new advisory committee members we are bringing in more alumni to build more community spirit and more long time success stories. We will be using them to help as guest speakers etc.

## **Program Executive Summary**

**Core Data Indicators: See chart**

### **Curriculum**

- Curriculum changes
  - We have a number of course profiles which need updating. We will begin in fall when all faculty are back.
- Anticipated curriculum issues/discussions/requirements
  - We need to change the Math and Science requirements to match Diesel.
  - Many Diesel course profiles have very little information we will update this fall.
- Program of study (if applicable)
  - We will de-activate the Ford ASSET program.
- Program accreditations (if applicable)
  - We are close to submitting our NATEF application, but were held up by last minute changes. Working on them now.

### **Assessment**

- Program outcomes and related assessment
  - We have developed an end-of-program assessment test and may add to it as we go.
- If no program outcomes, general assessment activities
  - We need to come up with streamlined outcomes. Our current outcomes for each course are highly specialized and have way more details than the current curriculum process requires.

## **Resources Needed to Accomplish 2014-2015 Strategic Goals**

### **Staffing Needs**

- Although we are up to our previous staff headcount, we are adding a part-timer to the Diesel Program and if we are to fulfill the program pathways we will need to eventually add a full-time faculty member and possibly lab assistance as well.

### **Space Needs**

- We are trying to convert the Ford ASSET classroom into an Electrical and Electronics room.
- One of current issues is secure storage. We will be purging this but summer space is at a premium.

### **Budget Needs**

- Since budgets have been so thin we are concerned about the future as our enrollments remain strong. With all prices increasing and budgets flat it is a struggle.

- In field work, the money to reimburse our parts does not come back to our department. Therefore, the more customer vehicles we work on, the worse it gets even though we mark up the parts. We could not bill anyone and we would do the same on paper.
- With no capital purchases and an aging facility and aging equipment we are concerned about how to maintain. Our lighting is medium to poor, we have in-ground lifts that will require replacements.
- Maintenance is trying to get us to pay for building needs with our instructional budgets. We have safety requirements such as eye-wash stations and safety showers required which were never installed. This winter it was 38 degrees in the shop and it was not considered a high priority for instruction.

## CORE DATA INDICATORS

### Automotive Technology

<b>1. Unduplicated Headcount</b>	SUMMER 2013	FALL 2013	SPRING 2014	<b>5. Gender</b>	SUMMER 2013	FALL 2013	SPRING 2014
Headcount	34	118	110	Female	4	15	12
				Male	30	103	98
<b>2. Ethnic</b>	SUMMER 2013	FALL 2013	SPRING 2014				
Asian	1	2	1	<b>6. Enrollment Status</b>	SUMMER 2013	FALL 2013	SPRING 2014
Black/African American	15	60	57	Full-Time	18	53	40
American Indian/Alaskan Native				Part-Time	16	65	70
Hispanic/Latino	2	3	3				
Multiracial	1	8	7	<b>7. Age</b>	SUMMER 2013	FALL 2013	SPRING 2014
Unknown		1		Under 21	6	28	11
White	15	44	41	21-25	7	33	36
				26-30	5	17	17
				31-35	6	13	11
<b>3. Entry Status</b>	SUMMER 2013	FALL 2013	SPRING 2014	36-40	1	9	11
Continuing Student	29	74	84	41-45	2	5	3
New Student		29	11	46-50	3	3	7
Re-Entry Student	2	8	11	51-60	4	10	13
Transfer Student	3	7	4	Over 60			1
<b>4. Educational Goal</b>	SUMMER 2013	FALL 2013	SPRING 2014				
AA	4		2				

AAS	24	103	97
AS			
Certificate of Proficiency	2	9	7
Certificate of Specialization	3	6	4
Prepare for a new job			
Transfer courses	1		

**College Activity Related To Program: Automotive Technology**

	SUMMER 2013	FALL 2013	SPRING 2014
Total Number of Courses	4	7	7
Total Number of Sections	54	14	14
Total Enrollment in All Sections	54	171	178
Total # Credit Hours from All Sections	162	530	544
Number of Full Faculty	2	2	3
Number of Part-Time Faculty		4	3

Graduation numbers and job placement rates for 2013-2014 are not yet available.

**CORE DATA INDICATORS**

**Diesel Technology**

<b>1. Unduplicated Headcount</b>	SUMMER 2013	FALL 2013	SPRING 2014	<b>5. Gender</b>	SUMMER 2013	FALL 2013	SPRING 2014
Headcount	8	38	28	Female	1	2	2
				Male	7	36	26
<b>2. Ethnic</b>	SUMMER 2013	FALL 2013	SPRING 2014				
Black/African American	5	19	13	<b>6. Enrollment Status</b>	SUMMER 2013	FALL 2013	SPRING 2014
Hispanic/Latino	1	1	2	Full-Time	8	19	10
White	2	18	13	Part-Time		10	18
<b>3. Entry Status</b>	SUMMER 2013	FALL 2013	SPRING 2014	<b>7. Age</b>	SUMMER 2013	FALL 2013	SPRING 2014
Continuing Student	8	21	22	Under 21		8	4
New Student		10	1	21-25	1	6	4
Re-Entry Student		4	2	26-30	1	7	3
Transfer Student		2	3	31-35	4	6	4
Dual Enrollment		1		36-40	1	5	3
				41-45		1	2
<b>4. Educational Goal</b>	SUMMER 2013	FALL 2013	SPRING 2014	46-50	1	4	4
AA		1		51-60		1	2
AAS	8	34	28				



AS			
Certificate of Proficiency		1	2
Certificate of Specialization		1	2

**College Activity Related To Program: Diesel Technology**

	SUMMER 2013	FALL 2013	SPRING 2014
Total Number of Courses	<b>2</b>	<b>5</b>	<b>3</b>
Total Number of Sections	<b>3</b>	<b>5</b>	<b>4</b>
Total Enrollment in All Sections	<b>8</b>	<b>69</b>	<b>53</b>
Total # Credit Hours from All Sections	<b>24</b>	207	159
Number of Full Faculty	<b>1</b>	<b>1</b>	<b>1</b>

Graduation numbers and job placement rates for 2013-2014 are not yet available.

**Business Department**

The Business department is comprised of five full-time and six adjunct faculty that teach in two major areas of study: Accounting and Business Administration. Students can complete our programs by earning degrees in the following areas in Associate in Arts, Associate in Applied Science, Certificate of Proficiency and Certificate of Specialization.

The Business department has aligned our department goals with St Louis Community College’s Strategic Priorities.

- **Redesign Students’ Educational Experiences** by providing courses in various delivery methods such as hybrid, online, miscellaneous length and traditional lecture classes. Through districtwide collaboration, the department established academic pathways for students.
- **Operationalize one college** by providing exceptional customer service to our students through mentorship as students are creating and implementing their educational goals. 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.
- **Strengthen identify and community awareness of STLCC** by investing in the branding and marketing of the college through the use of internal systems such as The Forest Park Business Club and their collaboration with The St. Louis Business Journal to reach the business community with the Master Class Series and testimonial ads.

**Curriculum Update**

- The Forest Park Curriculum Committee supported the revision of ECO:140 Introduction to Economics. Therefore, we are offering ECO:140 in the spring 2015 semester. After finalizing the academic pathways in Accounting and Business Administration, we will be offering four new courses: ACC:203 Cost Accounting; ACC:208 Intermediate Accounting; BUS:101 Small Business Management; and MKT:101 Advertising Theory. This will provide our students access to the full program, thus providing better customer service to ours students.

## Assessment Update

Our assessment plan includes analyzing the effectiveness of our course offerings with respect to length of term and course delivery. We are hoping that the student success rate patterns in these areas will help us plan future course offerings to meet the diverse needs of our student population and also to ensure student success in the classroom.

Regarding our online course offerings, we historically know that students typically learn better in a traditional face-to-face setting than in an online setting. Based on our preliminary findings from the last three academic school years, we know that students tend to struggle more in the online setting compared to the traditional lecture setting. However, due to recent trends in demand, online classes have become very popular. We have begun to increase the number of online class offerings to help meet this demand and maintain student enrollment within the Business department.

After studying and analyzing the data, we hope to make changes to ensure that our success rates are consistent for all of our Business classes (both for online and traditional classes and miscellaneous length classes). As a department, we will have continued discussions to implement strategies and procedures for students to be qualified to enroll in online and miscellaneous length classes. We will also continue to evaluate our faculty to maintain integrity and high quality of instruction in the classroom.

### Department highlights/significant faculty, staff, student accomplishments as follows:

- **David Juriga** attended MAAE (Missouri Association of Accounting Educators Conference) in November 2013. He also attended the Accounting Advisory Meeting in November. In addition, Juriga earned another certification, CGMA – Chartered Global Management Accountant, which is issued by the AICPA. This is a new initiative that is being promoted by the AICPA as a global designation of excellence for professionals in the field of Accounting. He is a member of the Missouri Society of CPAs, in addition to being a member of the AICPA (American Institute of CPAs). Both of these memberships were renewed in the fall 2013 semester. Juriga continues to work on CPEs to maintain his CPA license and has earned over 30 CPEs since last fall.
- **Aaron Reeves** served as a panelist for “Best Practices in Teaching Online & Hybrid Courses” at the Teachers of Accounting at Two-Year Colleges National Conference in New Orleans, La., on May 17, 2014.
- **Jeffrey Jones** oversees the Edward Jones Internship Program. Two students participated in the program and received six hours of college credit. Both interns were offered flextime employment. Flextime employment consists of up to 29 hours per week with a set schedule for 90 days. At the end of the 90 days, the schedule will reset depending on the workload at Jones.
- **Nicholas Peppes** has attended Conversations with the Chairman, a discussion with educational professionals with Ben Bernanke at the St. Louis Federal Reserve Bank of St. Louis as well as the following events at the St. Louis Federal Reserve Bank of St. Louis: The Annual Professor’s Conference; The Economic Forecast Lecture; Educator Advisory Meetings. Peppes also attended the Annual Economics Teaching Conference which is sponsored by the National Economics Teaching Association (NETA) and Cengage Learning.
- **Angelic Cole** was named the new Business department chair Nov. 8, 2013, by the Forest Park Academic Affairs office. One of Cole’s first initiatives as chair was the creation of “The Business Monthly” for the BMT newsletter. Our teams of business professors have provided and will provide the division information on our Business Administration, International Business, Accounting, Economics and Entrepreneur programs, while highlighting our students’ accomplishments through internships, the Forest Park Business Club, Master Class Series and other activities. In addition, our business professors will be putting on their other hats to serve

as business professionals and impart expert advice that can help our colleagues in our division as well as on the rest of the Forest Park campus.

- An Accounting Computer lab will be established in fall 2014 for our business students to use for computer application of accounting courses. The lab which was supported with Perkins funds will be temporarily housed in F-219 which will have 15 computers and one printer.
- The Forest Park Business Club has raised monies for 12 students to travel to Atlanta, Ga., from June 12-15, 2014. The club members will visit area businesses such as Coca-Cola and CNN. The students will also be touring Clark University, Spellman and Morehouse College.
- Angelic Cole spoke about at the 2013 Innovation of the Year Master Class Series at the AAWCC (American Association of Women in Community Colleges) on Oct. 22, 2013. Another Master Class program was held Nov. 13, 2013, featuring business leaders Carmen Jacob, president, NextGen, an information technology business; and Michael Kennedy, president, KAI Design and Build. Master Class Series was highlighted in The St Louis American newspaper.
- As a result of Master Class' phenomenal success, it's time that we expand on our idea by flipping the concept. We are scaling up Master Class Series to go '*On the Road*'. Instead of bringing business leaders to our campus, we are going to have our team of students, staff and faculty go to the workplace to interview our business leaders. The programs will still be videotaped, and therefore, be accessible districtwide as an on-demand video in our library. Preparations are being made now and will be finalized for implementation in the fall 2014 semester.

**CORE DATA INDICATORS Student Data Related To Program Majors in: Accounting**

<b>1. Unduplicated Headcount</b>	FALL 2013	SPRING 2014	TOTAL	<b>5. Gender</b>	FALL 2013	SPRING 2014	TOTAL
Headcount	78	68	146	Female	43	34	77
				Male	35	34	69
<b>2. Ethnic</b>	FALL 2013	SPRING 2014	TOTAL				
Asian	10	6	16	<b>6. Enrollment Status</b>	SUMMER 2013	FALL 2013	SPRING 2014
Black/African American	35	27	62	Full-Time	8	19	10
American Indian/Alaskan Native		1	1	Part-Time		10	18
Hispanic/Latino	1	3	4				
Multiracial	5	3	8	<b>7. Age</b>	FALL 2013	SPRING 2014	TOTAL
Unknown	1	1	2	Under 21	14	4	18
White	26	27	53	21-25	19	15	34
				26-30	16	8	24
<b>3. Entry Status</b>	FALL 2013	SPRING 2014	TOTAL	31-35	9	15	24
Continuing Student	45	44	89	36-40	4	8	12
New Student	16	4	20	41-45	7	6	13
Re-Entry Student	8	13	21	46-50	3	3	6
Transfer Student	9	7	16	51-60	3	4	7
				Over 60	1	5	6
<b>4. Educational Goal</b>	FALL 2013	SPRING 2014	TOTAL				
AA	3	1	4				
AAS	69	61	130				
AS							
Certificate of Proficiency	5	4	9				
Certificate of Specialization							
Prepare for a new job	1	1	2				
Improve existing job skills		1	1				

**Business Department**

<b>1. Total Number of Courses</b>	FALL 2013	SPRING 2014	TOTAL
	15	16	31
Total: 31			
<b>2. Total Number of Sections</b>	FALL 2013	SPRING 2014	TOTAL
	42	40	80
Total Sections Offered: 80			
<b>3. Total Enrollment in All Sections</b>	FALL 2013	SPRING 2014	TOTAL
	904	805	1709
Total Enrollment: 1709			
<b>4. Total # Credit Hours from All Sections</b>	FALL 2013	SPRING 2014	TOTAL
	124	129	253
Total Credit Hours: 253			

<b>5. Number of Full and Part-Time Faculty- Business Department</b>	FALL 2013	SPRING 2014	TOTAL
	5	5	
FT	5	5	
PT	6	4	
Total: 11			

**Program Outcome Measures for:  
Business Department**

<b>1. Total Number of Graduates</b>	Accounting	Business Administration	
	FALL	FALL	TOTAL
Number of Graduates	2	11	13
<b>2. Employment Rate</b>			
	FY	FY	FY
Percentage of Graduates Employed in Related Field 180 Days After Graduation			

**CORE DATA INDICATORS Student Data Related To Program Majors in: Business Administration**

<b>1. Unduplicated Headcount</b>	FALL 2013	SPRING 2014	TOTAL	<b>5. Gender</b>	FALL 2013	SPRING 2014	TOTAL
Headcount	400	348	748	Female	189	173	362
				Male	209	173	382
<b>2. Ethnic</b>	FALL 2013	SPRING 2014	TOTAL				
Asian	10	12	22	<b>6. Enrollment Status</b>	SUMMER 2013	FALL 2013	SPRING 2014
Black/African American	280	241	521	Full-Time	122	99	221
American Indian/Alaskan Native	2		2	Part-Time	278	249	527
Hispanic/Latino	7	6	13				
Multiracial	6	3	9	<b>7. Age</b>	FALL 2013	SPRING 2014	TOTAL
Unknown	4	4	8	Under 21	106	114	220
White	90	82	172	21-25	106	114	220
Other	1		1	26-30	67	56	123
				31-35	33	46	79
<b>3. Entry Status</b>	FALL 2013	SPRING 2014	TOTAL	36-40	38	35	73
Continuing Student	225	248	473	41-45	17	22	39
New Student	78	23	101	46-50	20	17	37
Re-Entry Student	54	49	103	51-60	27	21	48
Transfer Student	41	27	68				
Dual Enrollment	2	1	3				
<b>4. Educational Goal</b>	FALL 2013	SPRING 2014	TOTAL				
AA	357	315	672				
AAS	25	20	45				
Certificate of Proficiency	7	9	16				
Certificate of Specialization	5	1	6				
Improve existing job skills	2	1	3				
Prepare for a new job	1		1				
Transfer Courses	3	2	5				

## Hospitality Studies

The Hospitality Studies program is a department comprised of three linked career areas: Hotel and Restaurant Management (Food and Beverage Management, Hotel and Restaurant Management, Event Planning, 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. In the spring 2014 semester, the department met with Southeast Missouri State University, to begin the process of developing a complete articulation with their bachelor's degree in Hospitality Management. 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 participate 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.

The main focus of the Hospitality Studies department for the 2013-2014 year has been continuing to work towards completion of the program revisions. This revision, initiated in spring 2012, includes major restructuring of the core academic areas and the creation of several stackable certificated programs. The majority of full-time faculty worked over summer and fall 2013 to enter the new program(s) through the college's internal curriculum approval system. The mapping of the new program, new course profiles, class schedules and learning outcomes were completed during this phase. This was successfully completed and the revisions were approved by the state in early April 2014. Work will continue through summer and fall 2014 in order to devise pathways, support systems and partnerships for the new courses. This will include new textbook selection and the implementation of the new curriculum. Implementation of the 2014-2015 strategic plan should not require additional funding or space.

In addition to the curriculum revisions, the department participated in several events and activities:

- ACF regional conference
- Culinary support for the 2013 World Series
- The Chair Academy
- STLCC Foundation Afternoon Tea
- Girls Scouts Eat Dessert First
- Chefs Mardi Gras Fundraiser
- ProStart Teacher Training

- Iron Chef High School
- PFG Food Show
- Taste of the Rotunda in Jefferson City
- Falling in Love in Four Courses
- Wall of Fame/Graduate reception
- Do the Right Thing Breakfast
- Soulard House Tour

**CORE DATA INDICATORS**

**Student Data Related To Program Majors in HOSPITALITY STUDIES: HRM, CUL, BAP**

All data included is for Summer 2013 – Spring 2014

<b>1. Unduplicated Headcount</b>	HRM	BAP	CUL	<b>5. Gender* no fall data available</b>	HRM	BAP	CUL
	405	89	269	Female	9	3	10
				Male	2	1	10
<b>2. Ethnic</b>	HRM	BAP	CUL	Not Reported			
Asian	17	2	12				
Black/African American	137	44	169	<b>6. Enrollment Status</b>	HRM	BAP	CUL
Does Not Want to Specify	1		1	Full-Time	170	53	147
Hispanic/Latino	14	4	9	Part-Time	235	58	180
Multiracial	9	2	7				
Unknown	2		4	<b>7. Age</b>	HRM	BAP	CUL
White	221	58	125	Under 21	91	40	80
White, Non-Hispanic	1	1		21-25	135	32	96
				26-30	42	9	25
				31-35	40	6	31
<b>3. Entry Status</b>	HRM	BAP	CUL	36-40	20	6	21
Continuing Student	298	79	207	41-45	23	5	15
New Student	31	18	67	46-50	16	6	15
Re-Entry Student	47	4	35	51-60	31	6	37
Transfer Student	29	10	18	Over 60	7	1	7
<b>4. Educational Goal</b>	HRM	BAP	CUL				
AA							
AAS	291	107	326				
AS							
Certificate of Proficiency	2						
Certificate of Specialization	11						
Prepare for a new job	8	4	1				
<b>Summer 2013 – spring 2014 graduate numbers ( Includes students in new Travel and Tourism program**)</b>	17**	32	55				



**CORE DATA INDICATORS  
COLLEGE ACTIVITY FORM**

**College Activity Related To Program:  
HOSPITALITY STUDIES: HRM, BAP,CUL**

<b>1. Total Number of Courses</b>	HRM	BAP	CUL
	16	12	10
Total # 38			
<b>2. Total Number of Sections</b>	HRM	BAP	CUL
	29	19	28
Total Sections Offered 76			
<b>3. Total Enrollment in All Sections</b>	HRM	BAP	CUL
Total Enrollment 634			
<b>4. Total # Credit Hours from All Sections</b>	HRM	BAP	CUL
Total Credit Hours 4,456			
<b>5. Number of Full and Part-Time Faculty</b>			
	FT	PT	
	7	38	
Total 45			

The Hospitality program serves approximately 4,000 visitors a year when all of the events are added together.

From summer 2013-May 2014, there were 104 unduplicated graduates from the three Hospitality programs.

## Information Systems

Number of disciplines and faculty within the department:

### Six Main Disciplines/Programs:

1. Health Information Technology AAS Degree
2. Medical Billing and Coding Certificate of Proficiency
3. Software Developer AAS Degree
4. Web Developer Certificate of Specialization
5. Network Engineering AAS Degree
6. Network Engineering Certificate of Proficiency

### Three Related Disciplines/Programs:

1. Computer Science AS Degree
2. Oracle Developer Certificate of Proficiency
3. IT Help Desk/End User Support Certificate of Specialization

### Faculty within the Department:

- Seven full-time faculty
- Twenty-four Adjunct Faculty fall 2013
- Twenty-Eight Adjunct Faculty spring 2014
- Fourteen Adjunct Faculty summer 2014

Department highlights/significant faculty, staff, student accomplishments

#### **Speaker Series and Events:**

- Intellectual Property Cyber Crime Seminar; Hiring RHIT; HIT Annual Town Hall Meeting; Coding Review and How To Workshop

#### **Curriculum**

- Districtwide **CURR Groups** identified and worked throughout the year – IS:116-219/151 & Apps; Networking Engineer/IT Help; Web Developer; Database; and Programming
- Program proposal steps were started for the new Health Information Management (HIM) AAS Degree Program – based on the CAHIIM accreditation recommendations. Two-year programs are HIM and four-year program lead to the HIT B.S. degree. We are aligning our program to match the industry standard guidelines
- Program proposal steps were started for the new Clinical Coding CP Program based on the recent accreditation process. We are aligning our program to match the industry standard guidelines
- The Cisco Networking Academy is its 15<sup>th</sup> year; Professor Abdelouahab Amor was recognized for excellence in teaching.
- Expansion proposal for the Academy Support Center of our Cisco Networking Academy is under review
- Program proposal steps started for the new Cyber Security AAS Degree and CP Programs;
- Revisions to the Software Developer and Web Developer Programs have been approved through the Curriculum process and begins in fall 2014
- Adjunct Initiative – continued through the year to help support Adjunct Faculty with syllabus preparation, classroom management, and policies/procedures;

- Developed Dual Credit and articulations agreements with High Schools – Cisco I and II, IS;151, IS:129/131, IS139, and HIT:101;
- Began conversations with area 4-year institutions for 2+2 program; and
- Began conversations to update articulation agreements with 4-year institutions
- Continued to sponsor the annual SKILLS USA competition for local High Schools

#### **Department Watch**

- We began to identify majors for all our programs and reach out to them through classroom visits; emails sent for upcoming events and information; and trying to get the pathway map information on course offerings through our districtwide master schedule. Fall 2014 will be the first time we will see how the student are managing since our movement for better communications. We also hope to reach out to the students in older/deactivated programs to finish their programs.

#### **Retention Initiative**

- We utilized tutoring services for UNIX/LINUX and Java Programming. Retention is slowing move upwards.
- Perkins Funding – retention coach for HIT – created a Bb resource site for all majors; office hours and activities to help HIT students develop strategies for success; assisted the program coordinator with events for coding and general topics for HIT majors to be successful in the workplace upon graduation.

#### **CEA-IT Activities**

*The department has continued to support external contracts and grant initiatives through CEA-IT.*

- SSM – “Ologies” - Foundations for Coding – 7 cohorts
- BJC – Medical Billing and Coding Program – 2 cohorts completed; 1 cohort continuing
- MoHealthWINS – IT Technician – 1 cohort completed; IT Help Desk/End User Support CS – 2 cohorts completed; and 1 cohort continuing

#### **IS Department and IS Technical Support**

- Completion of C-315 and C-311 electrical work
- Instructional equipment rearranged to allow C-315 and C-311 to handle a wider range of courses. Nearing completion in C-315; C-311 will be ready by fall 2014
- 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 36,000 student entries per semester
- Technical support for E-310 which is considered a classroom that is scheduled by all departments/programs

### **IS Department Goal #1:**

To evaluate all processes handled by the department and identify ways to continue to develop collaboration district-wide through the CURR Groups for consistency of content/delivery/assessments based on SLOs in order to increase the quality of the learning experience and retention in our programs.

- **Adjunct Training:** Developing a lesson plan based on Course SLOs; Supplemental materials created by the Instructor; and Using the LMS that accompany the Textbook(s)  
**Department Watch – Retention Initiative (combined) as we move forward:** Incorporate *First-Four-Weeks* by all Full-time and Adjunct Faculty; Increase advising through classroom visits; and Track students through the programs more closely – midterm grades – advising targeted students  
**Curriculum/Programs:** Continue CURR Group work district-wide; Expedite all curriculum development/revisions through the various approval steps; Move the Cisco Networking Academy forward – ASC expansion, ITC course offerings; Celebration for the 15<sup>th</sup> year of Cisco Networking Academy – Fall 2014; Continue the Speakers Series for our Programs; and Continue to work with CTE on Dual Credit, articulation, and grant agreements with local high schools

**IS Department Goal #2:** In conjunction with Public Information and Marketing, develop a strategy plan to improve communications about our programs through internal and external channels – print materials, advertising and website content development.

- **Promotional/Advertising Strategy:** Computer Literacy (IS:116 leading to the IC<sup>3</sup> certification); IT/IS Programs – especially the Cisco Networking Academy leading to the CCENT and CCNA certifications; IT Essentials training leading to A<sup>+</sup> certifications; Cyber Security program once it has gone through the approval process to promote the program both for net<sup>+</sup>, Security<sup>+</sup>, CISSP certifications; and As part of CEA-IT - Investigate the possibilities to bring other cyber security training to our campus for regularly offered courses to our students as well as local businesses.

### **Program/Discipline Executive Summary**

#### **Core Date Indicators:**

**IS Group** = Information Systems; Information Systems: Office Information Coordinator; Information Systems: Programmer/Analyst; Information Systems: Software Developer; Microcomputer Applications; Computer Science; Oracle Developer; and Web Developer.

**IT Group** = Network Engineering; IT Help Desk/End User Support; Information Systems: Computer Network Support; Information Systems: Microcomputer Support Specialist; and Information Technology: Network Administration.

<b>Core Data Indicators</b>					
<b>Health Information Technology   Information Systems   Information Technology</b>					
<b>Category</b>	<b>Fall 2013</b>		<b>Spring 2014</b>		<b>Total</b>
1. Credit Hour Production	5,193		5,100		10,293
2. Number of Courses/Sections					
HIT Prefix	14 / 27		16 / 33		30 / 60
IS Prefix	27 / 57		30 / 60		57 / 117
IT Prefix	12 / 13		9 / 21		21 / 34
3. Number FT and Adjunct Faculty	7 and 24		7 and 28		
4. Number of Majors					
HIT and MBC	226		230		
IS Group	102		108		
IT Group	157		152		
5. Graduation/Completion Rates	Summer 2013 – Spring 2014				
HIT and MBC	9 and 5				
IS Group	3				programs ending
IT Group	12				
6. Number of Students Served	1,014		978		1,992
7. Student Demographics	<b>F(532)</b>	<b>M(482)</b>	<b>F(520)</b>	<b>M(458)</b>	
<b>&gt;&gt; Race/Ethnicity</b>					
Am Indian/Alaskan Native	1	4	2	2	
Asian	22	26	26	19	
Black, Non-Hispanic	3	3	2	---	
Black/African American	228	163	226	153	
Does Not Want to Specify	---	---	0	1	
Hispanic/Latino	12	18	13	10	
Multiracial	8	11	12	17	
Native Hawaiian/Oth Pac Isl	---	2	1	2	
Unknown	3	3	9	10	
White	255	249	229	243	
White, Non-Hispanic	---	3	0	1	
<b>&gt;&gt; Age Cohort</b>	<b>F(532)</b>	<b>M(482)</b>	<b>F(520)</b>	<b>M(458)</b>	
Under 21	42	44	45	32	
21-30	159	175	166	165	
31-40	118	112	112	119	
41-50	109	83	93	70	
51-60	86	60	82	61	
Over 60	18	8	22	11	
8. Job Placement Rates					

9. Career Pathway for Majors/Concentrators					
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**Curriculum**

Curriculum changes:

- Software Developer AAS Degree – approval process completed begins summer 2014
- Web Developer CS – approval process completed begins summer 2014  
Oracle Developer CoP – Reviewed (districtwide) fall 2013  
**Results:** Drop CoP . . . research to develop Applied Database AAS – summer 2014
- Finishing up majors in older programs:
  - Computer Network Support; Information Systems: Microcomputer Support Specialist; Information Technology: Network Administration; and Information Systems: Programmer/Analyst

Anticipated curriculum issues/**discussions**/requirements:

Districtwide development of Master Schedule and continuation of districtwide CURriculum Groups - summer 2014

- Program of study (if applicable):
  - Network Engineering AAS/Certificate of Proficiency – core Cisco Curriculum Changes – summer 2014
  - Cyber Security AAS/Certificate of Proficiency – New Program Development

Program accreditations (if applicable): fall 2013

- Health Information Technology Accreditation one- year follow-up report
- Medical Billing and Coding Certificate of Proficiency – five- year renewal process completed
- Health Information Management AAS/CoP and Clinical Coding Certificate of Proficiency - summer 2014

**Assessment**

Program outcomes and related assessment:

- Microcomputer Applications Assessment 2013-2014
- **FP Lead:** Districtwide IS:151 outcome assessment for Integration per instructions from Joyce Johnson – History of Assessment – fall 2013

**Resources Needed to Accomplish 2014-2015 Strategic Goals**

- **Staffing needs** – Hiring full-time faculty for IT vacancy and IS vacancy – fall 2014
- **Space needs** – currently supporting MoHealthWINS - By December 2013 – we should have our offices/classrooms/lab areas back spring 2015
- **Budget needs** - continued support at the level currently provided for the many initiatives in HIT/IS/IT to move forward.

## Mathematics

The Mathematics department consists of 13 full-time faculty and 36 adjunct faculty members. The department has had several accomplishments for the 2013-2014 academic year:

- Seth Daugherty was named Forest Park's 'Teacher of the Year'.
- The Adult Learning Academy celebrated its one-year anniversary Feb. 11, 2014. In that year, over 200 students have started their MTH:020 course, contextualized for Healthcare professionals, and 64 percent have successfully completed the course in an average of 6.3 weeks.
- The Math Problem of the Week program continued, with support from faculty, students, and Campus Life.
- The Math department has created popular self-paced versions of both Math 004 and Math 040. Math 040 is meeting in our newly renovated computer lab.
- Newly contextualized versions of Developmental Math courses have begun for students in pre-nursing and culinary fields.
- An honors section of College Algebra has been offered for the first time and taught by Seth Daugherty.
- The Overcoming Math Anxiety workshops created by Mike Lueke have expanded, and are now being facilitated by several faculty members.
- An alternative to College Algebra course, MTH:161, was created and offered for the first time. While it did not have enough students to run this semester, it is ready to go for fall.
- Several faculty members trained to be able to teach online courses, and some online sections are being run this semester.
- Sharon Pemberton ran a highly successful Math Contest last November, and is already gearing up for next year!
- Three new committees have been formed: Special Projects, Technology and Curriculum. We also updated policies to be more consistent across the department.
- Debbie Char, H. Michael Lueke and James Munden presented at the MOMATYC conference in April 2014.
- Seth Daugherty presented last fall at the AMATYC conference.
- Nita Graham was promoted to Associate Professor and James Munden was promoted to Assistant Professor.

### Strategic Direction

The Mathematics department strives to engage, nurture and promote the academic growth of all students enrolling in mathematics courses by focusing on student's individual strengths and weaknesses and by helping them attain their educational and career goals.

Specifically, the Mathematics department is committed to the following learning outcomes for all students:

1. Students will attain college appropriate study skills and classroom behavior.
2. Students will develop higher reasoning and problem solving skills applicable to a wide range of career environments.
3. Students will describe how mathematics contributes to and shapes our civilization and culture and recognize its connections to other disciplines.
4. Students will model situations with real-world data and analyze the models to make estimations, predictions and informed decisions.
5. Students will formulate and use generalizations based upon pattern recognition.

6. Students will use technology as an aid to understanding and as a tool in the solution of problems.
7. Students will recognize and use the connections within mathematics.

**CORE DATA INDICATORS**

**Student Data Related To Program Majors in: Mathematics Department**

<b>1. Unduplicated Headcount</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>5. Gender</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2013</b>
Headcount	710	2632	2219	Female	349	1499	1293
<b>2. Ethnic</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Male</b>			
Asian	25	70	81	Not Reported	2		
Black/African American	300	1366	1651	<b>6. Enrollment Status</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Does Not Want to Specify	1	1	1	Full-Time	232	958	687
Hispanic/Latino	24	60	64	Part-Time	464	1671	1519
Multiracial	24	68	84	<b>7. Age</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Unknown	14	31	35	UNDER 21	225	897	527
White	298	583	686	21-25	202	641	648
White, Non-Hispanic	1	2	3	26-30	99	365	324
Other	6	23	19	31-35	75	253	249
<b>3. Entry Status</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>				
Continuing Student	326	1362	1605	36-40	34	140	136
New Student	47	743	212	41-45	19	102	104
Re-Entry Student	115	285	245	46-50	14	80	88
Transfer Student	186	230	138	51-60	24	138	114
Dual Enrollment	22		6	Over 60	4	12	16
				Not Reported			
<b>4. Educational Goal</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2013</b>				
AA	392	1703	1439				
AAS	77	627	534				
AS	42	77	65				
Certificate of Proficiency	2	32	22				
Certificate of Specialization	5	16	9				
Prepare for a new job	6	7	7				
Undeclared	23	11	9				
Improve existing job skills	7	11	4				
Transfer courses	119	51	41				
Other	23	94	76				

**College Activity Related To Program: Mathematics department**

<b>1. Total Number of Courses</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>



	12	15	16
Total # 43			
<b>2. Total Number of Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	32	127	102
Total Sections Offered: 261			
<b>3. Total Enrollment in All Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	710	2632	2219
Total Enrollment: 5561			
<b>4. Total # Credit Hours from All Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	2563	8507	7523
Total Credit Hours: 18593			
<b>5. Number of Full and Part-Time Faculty</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
FT	9	13	13
PT	15	34	25
Total	24	47	38

## Municipal Services

### Building Inspection and Code Enforcement

The building inspection program will be going through a program revision in the near future. Discussion is in progress with consideration of merging or moving a portion of the program with the Construction Management Program on the Florissant Valley campus. This could also involve sharing course offerings on both campuses.

The BIC program has remained constant in student enrollment, but has been historically lacking in graduation rates involving the Associate of Applied Science and Certificate of Proficiency. The program is one of the few, if not the only accredited program in the Midwest. The student population consists mostly of employed building inspectors with the City of St. Louis and St. Louis County governments. Their pay can be directly related to credit course work achieved at the community college. Advisory board meetings have reinforced the desire of the employers to have well rounded employees that meet their needs.

The BIC program offers an AAS and a Certificate of Proficiency. The faculty consist of engineers currently employed by local municipalities. Three of the instructors have been with the college for over 15 years. Recently, two of our students were promoted to Building Inspector Supervisor with the City of St. Louis.

**2014/2015 Strategic Direction**

Ensure that equal opportunity is afforded to all students or potential students when applying for the program, and that religious beliefs and practices are not held in disregard.

Ensure that each student is given proper guidance and counseling enabling them to make appropriate decisions related to their academic career.

1. Provide electronically or in writing those rules established by the college that all students are expected to abide by, and determine that each student fully understands these rules and guidelines.
2. Continuously upgrade all course work and stay abreast of changes involving your instruction methods and techniques.
3. Make available reasonable office hours and instruction outside of the class for those students needing additional assistance. This should include guidance and counseling that you are capable of providing, or direction to those persons that can provide additional help.
4. Establish relationships with possible employers that will keep the student aware of what is happening in this field, and what the employer will expect of a potential employee.
5. Administer regular assessments and surveys concerning your course work to insure that the student is receiving the instruction necessary to be successful in their field.
6. Emphasize the role the student will play in their community and in society after receiving their education from the St. Louis Community College.

The Building Inspection Program has experienced a slight drop in enrollment in the most recent semester. We are in the process of reviewing the program as stated in the previous summary. Some of the challenges related to the program are as follows. Most students have problems with the math portion of the program. This is mainly due to the age of the average student and their time away from the educational system. The former three-year rotating class scheduling has always been somewhat of an obstacle when it comes to meeting the requirements for the Certificate or the AAS. The majority of students are full-time employees, many with families and other obligations. This makes it difficult for the student to exceed six credit hours in a semester. We will address this issue in the near future with the implementing of pathways and online course work. The program recently submitted a program review that revealed a need for change in meeting the graduation requirements set by the State of Missouri. With the planned changes it is expected to increase enrollment and graduation rates in the near future.

**Student Data Related To Program Majors in Building Inspection**

<b>1. Unduplicated Headcount</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>5. Gender</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Headcount			Female	4	6
<b>2. Ethnic</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	Male	21	28
Asian	1		<b>6. Enrollment Status</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Black/African American	14	16	Full-Time	9	10
American Indian/ Alaskan Native			Part-Time	16	24
Hispanic/Latino			<b>7. Age</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Multiracial		1	Under 21	0	0
Unknown	1	1	21-25	1	0
White	9	16	26-30	2	1
Other			31-35	2	4
<b>3. Entry Status</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	36-40	2	0
Continuing Student			41-45	3	5
New Student	3	5	46-50	4	5
Re-Entry Student	2	4	51-60	10	9
<b>4. Educational Goal</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	Over 60	1	4
AAS	15	23			
Certificate of Proficiency	10	10			

**College Activity Related To Program: Building Inspection**

<b>1. Total Number of Courses</b>	Fall 2013	Spring 2014
	1	3
Total #4		
<b>2. Total Number of Sections</b>	Fall 2013	Spring 2014
	1	3
Total Sections Offered		
<b>3. Total Enrollment in All Sections</b>	Fall 2013	Spring 2014
	11	46
Total Enrollment: 57		
<b>4. Total # Credit Hours from All Sections</b>		
	Fall 2013	Spring 2014
	33	138
Total Credit Hours: 171		
<b>5. Number of Full and Part-Time Faculty</b>	Fall 2013	Spring 2014
	0	0
FT	0	0
PT	1	3
Total	1	3

**Program Outcome Measures for: Building Inspection**

<b>1. Total Number of Graduates</b>	FY 2013-2014
Number of Graduates	8
<b>2. Employment Rate</b>	
<i>Current figures not available</i>	
Percentage of Graduates Employed in Related Field 180 Days After Graduation	

**Criminal Justice**

The Criminal Justice department has continued implementing the recommendations of the college in areas that would enhance the student’s ability to achieve a Certificate of Proficiency or the Associate of Applied Science degree. Academic pathways have been created as well as fast tracking for students that come to the college with years of experience or technical certifications directly related to the college course work. We hope this approach will expedite the goals that the students want to achieve. Course profiles have been reviewed and agreed upon by all three campuses. Dialogue continues with the nationally recognized police academies in the St. Louis Region. It is our hope to be able to grant credit to those individuals that graduate from either academy.

The Criminal Justice program provides for two options for the student, the Law Enforcement option and the Corrections option. Each of these gives the student the ability to achieve a Certificate of Proficiency or an Associate of Applied Science

The faculty is made up of lawyers, police officers, judges, social workers, federal investigators. The demographics of the faculty is as follows:

- One full time Assistant Professor
- Five adjunct instructors
- There are three minority and four Caucasian members consisting of four males and two females.

The department has been engaged with the local police departments and maintains a very positive relationship. The practicum portion of the Corrections option has expanded their agreement with several agencies that provide the practicum experience for our students. We continue to work with the other campuses in developing our class schedules to allow the student the ability to achieve their goal in a reasonable time span.

The strategic direction of the program is designed to align itself with the college's strategic goals. They are as follows:

1. Ensure that equal opportunity is afforded to all students or potential students when applying for the program, and 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 those rules established by the college that all students are expected to abide by, and determine that each student fully understands these rules and guidelines.
4. Continuously upgrade all course work and stay abreast of changes involving your instruction methods and techniques.
5. Make available reasonable office hours and instruction outside of the class for those students needing additional assistance. This should include guidance and counseling that you are capable of providing or direction to those persons that can provide additional help.
6. Establish relationships with possible employers that will keep the student aware of what is happening in this field, and what the employer will expect of a potential employee.
7. Administer regular assessments and surveys concerning your course work to ensure that the student is receiving the instruction necessary to be successful in their field of study.
8. Emphasize the role the student will play in their community and in society after receiving their education from the St. Louis Community College.

The Criminal Justice program has maintained enrollment near previous years, but has decreased to some degree. The number of classes and sections has been decreased in order to meet the college suggestion of a minimum of 15 students per class. The slight decrease could be attributed to some degree on the change in granting of financial aid. The 15 student minimum has been successful to some degree, but classes are still cancelled at a late date which can result in the student schedules being affected in a negative aspect. It is very possible that this will gradually improve over time as the new policy is implemented. Cooperation between campuses is resulting in a wider selection of course work for the student, but for those that transportation is an issue it is difficult have access to the campuses and can result in slowing their progress toward a degree.

**Student Data Related To Program Majors in: Criminal Justice**

<b>1. Unduplicated Headcount</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>5. Gender</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Headcount		170	146	Female	25	107	93
<b>2. Ethnic</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Male</b>	19	63	53
Asian	3	2	2	<b>6. Enrollment Status</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Black/African American	24	115	91	Full-Time	34	54	143
American Indian/ Alaskan Native	0	1	1	Part-Time	28	116	103
Hispanic/Latino	1	2	5	<b>7. Age</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Multiracial	2	9	8	Under 21	6	48	30
Unknown	1	2	2	21-25	14		47
White	13	39	37	26-30	5	20	23
<b>3. Entry Status</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	31-35	10	15	14
Continuing Student	40	106	105	36-40	1	6	8
New Student	3	29	8	41-45	3	11	6
Re-Entry Student	14	21	20	46-50	3	6	8
Transfer Student	5	14	13	51-60	1	12	9
<b>4. Educational Goal</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	Over 60	1	2	1
AA	1						
AAS	54	159	137				
Certificate of Proficiency	5	8	5				
Prepare for a new job		1					
Transfer Courses	2	1	1				

**College Activity Related To Program: Criminal Justice**

<b>1. Total Number of Courses</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	3	8	9
Total #: 20			
<b>2. Total Number of Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	3	10	11
Total Sections Offered: 24			
<b>3. Total Enrollment in All Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	57	227	224
Total Enrollment: 508			
<b>4. Total # Credit Hours from All Sections</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	171	681	672
Total Credit Hours: 1524			
<b>5. Number of Full and Part-Time Faculty</b>			
	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
FT	1	1	1
PT	2	5	4
Total	3	6	5

**Program Outcome Measures for Criminal Justice**

<b>1. Total Number of Graduates</b>	FY 2013-2014
Number of Graduates	41
<b>2. Employment Rate</b> <i>Current numbers not available</i> Percentage of Graduates Employed in Related Field 180 Days After Graduation	

## **Fire Protection**

The Fire Protection Technology program was initially designed to offer currently employed career firefighters with additional education within their field. In many instances an AAS degree is mandatory for promotional testing in many fire departments.

The changing job description in recent years to first responders has influenced the fire service to respond to the vast majority of medical responses along with the assigned ambulance. This change has initiated a study that may result in the merging of the Fire Protection program with the EMT program.

This will result in deactivating both of those programs and creating a new program including the core course work from both of the programs. The program has been relied on in the community to provide fire departments with additional training for their personnel in their field. Several departments are now requiring an employee to have a minimum of an AAS degree to qualify for promotional examinations.

The majority of supervising fire officers have either graduated or had extensive contact with the St. Louis Community College Fire Protection program. Recent enrollment numbers have been very low due to a change of venue for the program. This has been temporarily rectified until the major changes mentioned above are accomplished.

The Fire protection program offers an Associate of Applied Science (AAS degree and Certificate of Proficiency. The faculty consist of seven part time adjunct faculty.

Several Fire Chiefs in the St. Louis Metro area are graduates of the program including the Chief of the City of St. Louis.

### **2014/2015 Strategic Direction**

1. Ensure that equal opportunity is afforded to all students or potential students when applying for the program, and 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 those rules established by the college that all students are expected to abide by, and determine that each student fully understands these rules and guidelines.
4. Continuously upgrade all course work and stay abreast of changes involving to your instruction methods and techniques.
5. Make available reasonable office hours and instruction outside of the class for those students needing additional assistance. This should include guidance and counseling that you are capable of providing, or direction to those persons that can provide additional help.
6. Establish relationships with possible employers that will keep the student aware of what is happening in this field, and what the employer will expect of a potential employee.
7. Administer regular assessments and surveys concerning your course work to insure that the student is receiving the instruction necessary to be successful in their field.
8. Emphasize the role the student will play in their community and in society after receiving their education from the St. Louis Community College.

The Fire Protection program has initiated a study to determine the feasibility of merging Fire Protection with the EMT program. Both programs offer certifications that a required by the State of Missouri for all full-time employees of a fire protection districts. A tech scan was conducted May 15, 2014. Six chief officers from various fire department and districts attended. The results of the scan will be evaluated in the near future. At that time it will be determined if a DACUM is needed to move forward with the proposed changes.



The program enrollment dropped significantly in the last two semesters. Changes have been made to rectify this situation. Graduation rates have increased last semester as well as the Certificate of Proficiency. These rates have always struggled due to the rotating three-year suggested schedule where course work would not be offered again for six semesters. The establishment of the new pathways will hopefully help in this area of concern.

**CORE DATA INDICATORS**

**Student Data Related To Program Majors in Fire Protection**

<b>1. Unduplicated Headcount</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>5. Gender</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Headcount	FALL—2013	SPRING—2014	Female	2	1
	30	24	Male	28	21
			Not Reported		2
<b>2. Ethnic</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>6. Enrollment Status</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Asian					
Black/African American	3	3	Full-Time	3	1
American Indian/Alaskan Native		1	Part-Time	27	23
Hispanic/Latino			<b>7. Age</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
Multiracial	1		Under 21	4	2
Unknown			21-25	5	8
White			26-30	5	3
White, Non-Hispanic	26	20	31-35	7	3
<b>3. Entry Status</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	36-40	3	3
	FALL—2013	SPRING—2014	41-45	2	1
Continuing Student	17	11	46-50	3	3
New Student	1	3	51-60	1	1
Re-Entry Student	6	5			
Transfer Student	6	5			
<b>4. Educational Goal</b>	<b>Fall 2013</b>	<b>Spring 2014</b>			
AA					
AAS	22	19			
Certificate of Proficiency	5	2			
Certificate of Specialization	1	2			
Prepare for a new job	2				

**College Activity Related To Program: Fire Protection**

<b>1. Total Number of Courses</b>	<b>Fall</b>	<b>Spring</b>

	<b>2013</b>	<b>2014</b>
	4	2
Total #:6		
<b>2. Total Number of Sections</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	4	2
Total Sections Offered: 6		
<b>3. Total Enrollment in All Sections</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	77	22
Total Enrollment: 99		
<b>4. Total # Credit Hors from All Sections</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
	261	88
Total Credit Hours		
<b>5. Number of Full and Part-Time Faculty</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
FT		
PT	6	2

**Program Outcome Measures for: Fire Protection**

<b>1. Total Number of Graduates</b>	FY 2013-2014
Number of Graduates	10
<b>2. Employment Rate</b>	
<i>Current figures not available</i> Percentage of Graduates Employed in Related Field 180 Days After Graduation	

## Humanities & Social Sciences Division Executive Summary

The Humanities & Social Sciences division houses the majority of General Education disciplines on the Forest Park campus. These disciplines contribute significantly to the educational programs of students pursuing the Associate of Arts degree as well as to the foundational classes for those students pursuing Associate of Applied Science degrees. During the fall 2013 and spring 2014 semesters, the Division generated over 50,000 credit hours. The following disciplines reside in the division:

Anthropology	Interdisciplinary Studies
Communications	Mass Communications
Early Care & Education	Music
Education	Philosophy
English	Photography
English as a Second Language	Political Science
Fine Arts	Psychology
Foreign Language	Reading
History	Sociology
Human Services	Theater
Humanities	



Ame Mead-Roach, Ed.D., Dean

In addition to the disciplines above, we also house the following programs:

- Associate of Applied Science- Early Care & Education
- Associate of Applied Science- Human Services
- Associate of Applied Science- Human Services: Disability Studies Option
- Associate of Applied Science- Mass Communications
- Associate of Arts in Teaching
- Associate of Fine Arts

This year was another year of great change in the division. We underwent a reorganization of departments. Our new departmental structure was accompanied by the selection of several new chairs as well. The division now includes the following departments:

- Communications- Chaired by Sandra Osburn
- Fine and Performing Arts- Chaired by Jamie Kreher.
- Human Services- Chaired by Angela Roffle (housed exclusively at the William J. Harrison Educational Center)
- Humanities- Chaired by Jeremy Dennis
- Social & Behavioral Sciences- Chaired by Don Cusumano

In the coming academic year, the division will be engaged in supporting the strategic priorities of the college by: developing or contributing to the development of academic maps, increasing participation in assessment of student learning outcomes, exploring expansion opportunities of discipline offerings with district colleagues, expanding Global/Intercultural instructional support for faculty, increasing online

offerings and collaborations with district colleagues, participating in discussions concerning redesigning specific course offerings or sequence of offerings, and contributing to the development of a consistent work environment through information sharing, communication, and professional development.

## Communications

The Communications department is made up of three disciplines:

- Communication
- Mass Communication
- Interdisciplinary Studies

We have three full-time faculty members designated under the Communication and Mass Communication disciplines. The interdisciplinary courses are taught by fulltime faculty from other areas of the campus.

### Department highlights:

- Forest Park full-time faculty worked closely with our counterparts at the other campuses this year to review all of our courses as part of the General Education review process. As a result of our work, we have seven COM courses, eight MCM courses and seven IDS courses approved for the 2014-2015 academic year.
- Carla Moody, Mary Hurley and Sandra Osburn co-edited an Oral Communication textbook that is currently being used by all COM:101 students at Forest Park. Proceeds from the sales have been channeled to the STLCC Foundation. The funds have been allocated for Forest Park Communication students seeking enrichment and for guest speakers.
- As with prior years, we hosted COM Week in conjunction with the Intercultural Arts Fest. The events we hosted this year included Debbie Allen—FP alumnus, author and motivational speaker, Jim Two Crow—Native American Storyteller, and an Intercultural Journeys panel made up of faculty members who have travelled or lived abroad.
- We are at the final stages of installing the TV Studio in L-009/L-011.

Faculty, staff and student accomplishments:

- Mary Hurley, Carla Moody and Sandra Osburn co-edited the following text: *Oral Communication: A customized version of "Communication: Principles of Tradition and Change" by Wallace et. al. M. Hurley, S. Osburn and C. Moody [ISBN: 1-4652-2568-4]*
- Our part-time secretary attended the following professional development workshops: A Workshop for the Indispensable Assistant, Service Excellence Training, and How to Handle Difficult People.
- The Scene students won the 23 awards at the Missouri College Media Association Conference in Kirksville, Mo. They received second place for Best Newspaper Overall and also second in the sweepstakes.
- Mary Hurley and Sandra Osburn served as paper/panel reviewers for the 2014 Central States Communication Association Conference.
- At the 2014 Central States Communication Association Conference, Mary Hurley served as chair for the session on Persuasions and Influence: Critical Readings of Media Texts.
- Sandra Osburn served as the Master of Ceremonies at the 2014 Student Awards Banquet.
- At the 2014 Service Awards, Carla Moody was recognized for 20 years of service and Mary Hurley was recognized for 10 years of service.

- Sandra Osburn co-presented a Classroom Management Strategies Workshop with Layla Goushey.

### **Campus/Community/College Collaborations**

- We continue to maintain our partnership with the other three campuses. Our work this year has resulted in most of our courses being approved for the new academic year. We have also worked together to create the academic map for the AAS in Mass Comm. program and review the Communication pathway in the AA programs.
- At the community level, we continue to have students complete their internships with Clear Channel, KSDK and STL-TV.
- Washington University's University College program has worked closely with us to make the transfer process a lot easier. In May 2014, we had Forest Park alum graduate from Washington University's Journalism program.

### **2014-2015 Strategic Direction**

1. In alignment with Strategic Priority I, we will continue to work with the Director of Curriculum & Assessment, in creating the appropriate academic pathways for the Communication and Mass Communication programs.
2. In alignment with Strategic Priority III, as a district-wide program, we will connect with our partner universities to create a stronger program that will transfer seamlessly to these schools.

### **Core Data Indicators**

	COM	MCM	IDS
Credit hour production	5322	1167	2756
Number of courses/sections	11 (Summer 2013) 39 (Fall 2013) 37 (Spring 2014)	3 (Summer 2013) 14 (Fall 2013) 17 (Spring 2014)	4 (Summer 2013) 16 (Fall 2013) 17 (Spring 2014)
Number of FT and adjunct faculty	2.5 (full time) 13 (adjunct)	0.5 (full time) 9 (adjunct)	There are no full-time or adjunct faculty allocated for IDS courses.
Number of majors	83 (Districtwide) 16 (Forest Park)	16 (Districtwide)	N/A
Graduation/completion rates	13 (Fall 2013)	2 (Fall 2013)	N/A
Number of students served	1738	396	815
Job placement rates	Data is not available.	Data is not available.	N/A

### **Curriculum**

Curriculum changes

#### Communication

Seven COM courses were approved under the new General Education guidelines. Three of those courses were also approved to meet the Global/Intercultural requirement. Additionally, COM:104 has been added as a Humanities and Fine Arts elective.

#### Mass Communication

The Mass Communication faculty across the district submitted a four-semester program pathway to the CTE program director. We also had eight of our courses approved under the new General Education guidelines.

#### Interdisciplinary Studies

The interdisciplinary studies courses have gone through drastic changes. Summer 2014 will be the last semester for us to offer IDS:201 Capstone courses. Effective fall 2014, each IDS course will have a designated number. At the Forest park campus, seven courses were submitted and approved under the new General Education guidelines. Two of those courses were also approved to meet the Global/Intercultural requirement.

As part of the new General Education requirements, we will be offering GEN 200 Capstone courses beginning fall 2014. These are one credit hour courses designed for the graduating students.

#### **Anticipated curriculum issues/discussions/requirements**

- The GEN 200 course is at the infancy stage. There are five faculty members assigned to teach the course in fall 2014. We have formed a learning group to review the creation and teaching of the course.
- Under the new General Education Guidelines, as a district, we will need to have a better picture of how the college is expecting us to address the assessment of student learning outcomes.

#### **Assessment**

- Program outcomes and related assessment
- If no program outcomes, general assessment activities
- This year, we have asked several COM:101 faculty members at Forest Park to assign a similar group assignment in their classes. The faculty members will be reviewing the outcome of that process in summer 2014.

#### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

##### **Staffing needs**

The Communications department is still the only academic department at the Forest Park campus with a part-time secretary. We would like to have the position to be a fulltime.

##### **Space needs**

There are currently no space needs.

##### **Budget needs**

The department would require additional budgetary allowances to staff the secretary position as a full-time position. This increased funding would allow for better support of faculty and students who interact with the Communications department.

## **Fine and Performing Arts**

We have five disciplines in our department as of January 2014: Fine Art, Graphic Communications, Music, Photography, and Theater. 32 faculty members taught for us this year.

In January 2014, the Art department became the Fine and Performing Arts department when music and theater were added. Jamie Kreher is the new chair of the department and James Bruenger is the new coordinator of the graphics program. We had a full program of arts events under the direction of Matthew Isaacson, gallery director; Jeffrey Schaefer, Theater manager; and Thomas Zirkle, concert coordinator.

Our students accomplished many things this year. Evan Smith graduated with his AFA in General Fine Arts in May with a 4.0 GPA. He earned an \$11,500 yearly scholarship to study in the BFA studio art program at Webster University. He also earned a \$1,000 a year scholarship from Phi Theta Kappa. Evan also had a solo exhibition of his work at Blank Space in St. Louis during fall 2013. Derrick Varner graduated with his AFA in Photography in December 2013 and has been accepted into the School of Mass Communications at Webster University. In 2014, he received a Make a Difference Award at the MCCA conference. Richard Foy, a graphic communications student, won the poster design contest for the International Education Festival in 2013 and for the Intercultural Arts Festival in 2014. Deanna Michele Anderson and Joe Hellberg represented Forest Park in the Art St. Louis Varsity Art XVIII exhibition and both won best of show in the 2014 Annual Student Exhibition at Forest Park: Deanna Michele in photography and Joe in the fine art category. In addition, Eric McLaughlin won best of show for graphics. Katrin Hackenberg won first place in the 2014 Study Missouri International Student Photo Contest.

Our faculty members were very active in their creative fields. Matthew Isaacson exhibited his work in China, New Mexico, Pittsburgh and St. Louis. Yingxue Zuo exhibited his work in China, Chicago and St. Louis, and conducted lectures and workshops in China and Carbondale. Jamie Kreher exhibited her work in several exhibitions in St. Louis, one of which was co-curated by faculty member Michael Behle. Michael Behle also won a grant from the Regional Arts Commission to support a catalogue of the previously mentioned exhibition, started Paul Artspace, an artist residency in St. Louis, and exhibited his work in Miami and St. Louis. Ahzad Bogosian exhibited his work in St. Louis and Kentucky while Metra Mitchell exhibited her work in Italy, St. Louis, Tennessee, and Massachusetts. Connie Kelly published her work in the October 2013 issue of WireWork Magazine. Sarah Paulsen and Brett Williams both exhibited work as part of the Audible Interruptions series at the Contemporary Art Museum St. Louis and both won Artist Assistance Grants from the Regional Arts Commission. Yevonn Wilson-Ramsey did freelance illustration work for the Flora of North America Project.

### **2014-2015 Strategic Direction**

The Fine and Performing Arts department is actively working to address Strategy 1. We have developed academic maps for our programs and will encourage students to advise with our faculty in preparing for their educational and industry goals. We also want to work on Strategy 3 by gathering content from students and faculty to update a districtwide fine and performing arts page on the STLCC website. Finally, we want to strengthen partnerships with the area high schools by collaborating with Enrollment Management on promotional events to encourage students to study fine and performing arts at Forest Park.

### **Program/Discipline Executive Summary**

This data is based on fine art, graphics, and photography in fall 2013 and then Fine Art, Graphics, Music, Photography and Theater in spring 2014.

<b>Core Data Indicators</b>	<b>Amount</b>
Credit hour production:	3,329
Number of courses:	94
Number of sections:	157
Number of full-time faculty:	4
Number of part-time faculty:	28
Number of majors:	152
Graduation rates:	41 students in last five years (2009-2013)
Number of students served:	877

<b>Student Demographics</b>		
<b>Category</b>	<b>Unduplicated Head Count</b>	<b>Unduplicated Head Count %</b>
Female	483	55%
Male	392	44.7%
American Indian/Alaskan Native	2	.2%
Asian	39	4.4%
Asian/Pacific Islander	2	.2%
Black, Non-Hispanic	5	.5%
Black/African-American	344	39.2%
Hispanic/Latino	19	2.1%
Multiracial	24	2.7%
Other	3	.3%
Unknown	14	1.5%
White	386	44%
White, Non-Hispanic	38	4.3%
Under 21	123	14%
21-25	259	29.5%
26-30	126	14.3%
31-35	77	8.7%
36-40	47	5.3%
41-45	22	2.5%
46-50	29	3.3%
51-55	42	4.7%
56-60	33	3.7%
Over 60	118	13.4%

### **Curriculum Changes**

We revised the fine art general education courses to fulfill the new general education requirements for fall 2014: Art Appreciation, Art History I, Art History II, History of Jazz Music, History of Modern Art, History of Rock and Roll, History of Theater, Introduction to Theater, Major Black Artists, and Music Appreciation. In addition, we revised Art Appreciation, Art History I, Art History II and Major Black Artists to fulfill the Global/Intercultural Requirement.



## **Curriculum Issues**

As a department chair, I urge the college to revisit our graphic communications proposal so that we may be able to offer the full graphics degree to our students in our service area. Dean Ame Mead-Roach wrote the following proposal in a memo to Vice President Tracy Hall:

Over the last academic year (AY 13), the district Graphic Communication coordinators and faculty have been engaged in conversation regarding coordination of efforts, scheduling, and programming to assist the district in its requirement to offer opportunities in a fiscally sustainable manner that serves students' needs. This goal and input from the advisory board brought about the idea of creating an adult focused, accelerated, evening AAS Graphic Communications degree. This pathway would allow students who are able to attend full-time (evening & online, 8-week courses) the ability to complete the AAS degree in three traditional semesters (beginning in fall term and completing at the end of summer term). Forest Park has been identified by the group of district program coordinators as the best location for an adult focused, accelerated, evening AAS degree because of the population the campus serves, its location and district interest levels.

Currently, we are only able to offer the 100-level courses which requires our students to travel to another campus to take the 200-level graphic communications courses to finish the degree. This is detrimental to student success and does not support our mission statement, "St. Louis Community College expands minds and changes lives every day. We create accessible, dynamic learning environments focused on the needs of our diverse communities." Many of our students are not able to easily travel beyond the urban environment to take classes at Meramec and Florissant Valley because these areas are not well supported by public transportation. It may take our students two hours to travel to one of these campuses which adds an unneeded barrier to their lives which often already lack privileges enjoyed by other groups of people. This is neither accessible nor responsive to diverse needs.

Allowing us to offer the full program of classes does not add to the cost of needed resources. We use the same software, computers, and other equipment for the 100-level courses as we would for the 200-level courses. These resources are already in place. The most important factor, though, is that we currently have 39 students majoring in graphic communications at Forest Park so the demand is there.

## **Curriculum Discussions**

Matthew Isaacson, ceramics program coordinator, and Jim Ibur at Meramec have met to begin the process of updating the course profiles for the ceramics courses. James Bruenger and I have talked about proposing that all students majoring in graphic communications should be required to take a Web design class since it is such an important part of graphic design. I anticipate we will bring this to the district level in the near future. David Hanlon at Meramec and I have talked about making Digital Photography II a required course for the photography degree rather than just an elective. This course would replace Color Photography. We would like to revise the course profile for Digital Photography II to cover the color requirements from the Color Photography class. The current color class was originally designed when color darkroom techniques were the dominant mode and we longer have a color darkroom. Now that digital is the dominant color photography mode there needs to be an update. The skills covered in Digital Photography II would be more useful to students than the skills covered by the Color Photography class. We will bring this issue to the district level in the near future.

### **Assessment**

We have not conducted formal assessment activities since I have become the chair, but I plan to institute them in the next academic year. We will look at student learning outcomes to help improve our teaching in order to enhance student learning.

### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

Much of the work required to meet our goals will come from existing personnel resources. It is important that we continue to have release time for Ceramics Program Coordinator, Graphics Program Coordinator and Music Program Coordinator so that they can devote time to advising students and promoting the department and recruiting students in collaboration with enrollment management. We will also need time to work on gathering content for an updated district arts page on the STLCC website.

Tim Linder at Meramec worked with faculty across the district last year to design an arts website, but he has run into resistance from college staff. It would be more productive if we could gain more collaboration with individuals who maintain the current website so that we could use our talents as artists to help promote our programs on the website. We keep hearing the website will be redesigned over and over, but it would be wonderful to actually see that happen and participate in the process. It is obvious that we are limiting ourselves so much in our ability to define branding and marketing of the college when we do not have an optimal website that showcases our students and faculty.

### **Community Engagement**

All full-time fine and performing arts faculty members at Forest Park participated in the district promotional booth at the 2013 St. Louis Art Fair in Clayton. Matthew Isaacson took a lead role in much of the set up process. He and his ceramics students made ceramic vessels that we gave away when people filled out our mailing list form. We plan to use the mailing list to promote our department.

Brett Williams coordinated the 2014 Arts & Education Council Workplace Giving Campaign at Forest Park. Jamie Kreher assisted on the campaign and all full-time visual art faculty donated their art for the raffle. Many of our part-time faculty donated their work, as well. One of our talented music students, Brien Seyle, performed violin during the campaign closing reception in the campus gallery. Our annual student exhibition was also on display in the gallery during the reception so it was truly an interdisciplinary fine and performing arts event.

### **Alumni Activity**

Lowell Daniels and Jason Gray, photography program alumni, both earned their Bachelor of Arts in Studio Art degrees from Webster University this year.

In the fall of 2013, Jason Gray accepted an invitation to join the Exhibitions Committee and Collections Committee at the International Photography Hall of Fame. In addition, he curated two exhibitions at the International Photography Hall of Fame in 2014: *Anna Kuperberg's Southside* and *St. Louis Shoots: Contemporary Street Photographers from St. Louis*. The latter exhibition included current Forest Park photography student, Deanna Michele Anderson as well as Forest Park photography alumni Rock Harris, Amanda Krebel, Jennifer Kulka, and Bob Reuter. Amanda Krebel was also an intern at the International Photography Hall of Fame in fall 2013.

Jason Gray's organization Photo Flood St. Louis became a media partner for STL250. During this event he recreated an image from 1914 for the 250th anniversary of St. Louis. Jason recently accepted a part-time

teaching position with Continuing Education at STLCC. He also recently accepted the position of Director of Facilities and Exhibitions at the International Photography Hall of Fame.

Sarah-Marie Land, photography program alumnus, exhibited her work frequently in 2013. She won the \$1000 Legacy Award at the 19<sup>th</sup> Juried Exhibition at the Griffin Museum of Photography in Massachusetts. In addition, she also won honorable mention in the 2013 Lenscratch Student Competition online exhibition. Sarah-Marie was accepted into Len Culture's 21 New & Emerging Photographers online exhibition, 2013 Juried Exhibition at the Newspace Center for Photography in Portland, Oregon, and the 4<sup>th</sup> Annual Contemporary Photography Competition & Exhibition at Philadelphia Photo Arts.

Finally, Todd Morgan, photography program alumnus, won 2014 Best Music Photographer in St. Louis which was awarded by the Riverfront Times. He also exhibited his work at Mad Art Gallery this spring.

## Human Services

The Human Services program is designed so students learn basic information about the human services industry. For persons already in the field, the Human Services program offers classes to upgrade current skills and abilities. Students can expect to learn both theoretical and practice skills in their classes.

Program Options include:

- *Associate in Applied Science Degree in Human Services* is a 64 credit-hour program designed for persons who would like a broad understanding of the human services field.
- *Associate in Applied Science Degree in Human Services: Disabilities Option* is a 65-66 credit-hour program that provides students with a basic knowledge of persons with disabilities and a perspective of the service delivery model and the field the field of disabilities.
- *Certificate of Specialization in Addictions Study* is a 24 credit-hour program that provides academic preparation for persons working or preparing to work in the field of alcohol and drug abuse treatment. It looks at commonalities of the various addiction and treatment modalities.

### Department Highlights/significant accomplishments

- In January, 2014, the Human Services Program relocated to the William J. Harrison Education Center. Located at 3140 Cass Avenue, provides students with greater opportunity to develop human service practitioner skill(s) working in community with disadvantaged and marginalized populations.
- The Human Services Program completed program review for the Human Services Disability Option on Monday, May 5, 2014. Final decision on deactivation of the program is yet to be made.
- Held The Human Services Community Advisory Committee Meeting on Thursday, May 5, 2014.

### Campus/Community College Collaborations

- New Clinical Agreements with the following entities:
  - Pathways
  - Metro Christian Worship Center
  - Carondelet Community Betterment Federation, Inc.
  - Mid-East Area Agency on Aging (MEAAA)

### 2014-2015 Strategic direction

Strategy 1. Redesign students' experiences

- Action Step 1: All students have academic maps developed upon entering the Human Services program and follow their maps until graduation. MAP is reviewed at the beginning of each semester.
- Action Step 2: The department chair and faculty teaching developmental education courses are working together to create a smoother transition for students completing developmental education courses to enter Human Services career training programs. Additionally, student services staff, tutors, faculty and chair work together to assist students experiencing academic challenges early in the semester to address any issues and to provide additional study support when necessary.

Strategy 2. Operationalize one college

- Action Step 3: Human Services program faculty across the college are scheduling meetings to work together on program development to improved “customer” and student services in advising and direction Human Services majors.

Strategy 3. Strengthen Identity and community awareness of STLCC

- Action Step 1: The Human Services program is working to strengthen existing partnerships with area agencies/organizations serving as Workplace Learning Sites (practicum) as well as developing new ones.

**Core Data Indicators:**

Student Demographic Data

Human Services Program:

# of Students Served	Fall 2013					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	201	100%	137	68%	64	32%
Asian	3	1%	3	1%		
Black/African American	153	76%	99	49%	54	27%
Hispanic/Latino	3	1%	3	1%		
Multiracial	5	2%	3	1%	2	1%
Unknown	2	1%	2	1%		
White	35	17%	27	13%	8	4%

# of Students Served	Spring 2014					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	175	100%	126	72%	48	27%
Asian	3	2%	2	1%	1	1%
Black/Non-Hispanic	3	2%	2	1%	1	1%
Black/African American	137	78%	98	56%	39	22%
Hispanic/Latino	2	1%	2	1%		
Multiracial	4	2%	3	2%	1	1%

Unknown	2	1%	2	1%		
White	24	14%	17	10%	6	3%

Human Services: Disability Studies

# of Students Served	Fall 2013					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	14	100%	8	57%	6	43%
Black/Non-Hispanic	1	7%			1	7%
Black/African American	12	86%	8	57%	4	29%
White	1	7%			1	7%

# of Students Served	Spring 2014					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	14	100%	9	64%	5	36%
Black/Non-Hispanic	1	7%	1	7%		
Black/African American	11	79%	7	50%	4	29%
White	2	14%	1	7%	1	7%

Addiction Studies:

# of Students Served	Fall 2013					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	18	100%	4	22%	14	78%
Black/Non-Hispanic	1	6%			1	6%
Black/African American	13	72%	3	17%	10	56%
White	4	22%	1	8%	3	17%

# of Students Served	Spring 2014					
GENDER	TOTAL		FEMALE		MALE	
RACE/ETHNICITY	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %	HEAD COUNT	HEAD COUNT %
<b>TOTAL</b>	18	100%	1	6%	16	89%
Black/African American	15	83%			14	78%
White	3	17%	1	6%	2	11%

**Community Demographics**

<b>2010</b>	<b>Census</b>	<b>63106</b>
Race Ethnicity		
	<b>TOTALS</b>	
White	473	
Black	11,417	
Hispanic	97	
Asian	44	
American Indian	79	
Hawaiian	9	
Other	41	
	<b>FEMALE</b>	<b>MALE</b>
	6,967	4,916

The Human Services program has a total of six faculty – one full time and 5 adjuncts. There were a total of 12 Human Service program graduates the academic year of 2013-2014.

<b>Graduates</b>	<b>Academic Year 2013-2014</b>
Human Services	13
Addiction Studies	8
Human Services:	
Disability Studies	1

**Programs and Services Provided**

- Academic Services/Programming Provided
- Students are provided tutoring, advising and counseling services.
- Student Services/Programming Provided
- Students are provided tutoring, advising and counseling services.
- Community Services/Programming Provided (See IV)
- Grant Activity – Caring for Missourians grant was submitted to support the Human Services Addiction Studies program, however, funding was not received.
- The program continues to seek opportunities to apply for funding to support programming and students.

**Assessment**

1. Program/Services Assessment/Evaluation:
  - The Human Services Program completed program review for the Human Services: Disability Option Monday, May 5, 2014. Final decision on deactivation of the program is yet to be made.
  - The Human Services Community Advisory Committee met Thursday, May 5, 2014, to discuss program improvement and development.
  - The DACUM, an occupational analysis performed by expert workers in the occupation. The Developing a Curriculum (DACUM) process may be conducted in fall 2014 for the Human Services: Disability Studies program.
2. Anticipated changes/improvements related to assessment:
  - DACUM may be conducted in fall 2014.

- The Human Services: Disability Studies program is proposing to adopt the final evaluation tool for students to demonstrate competency. The TSA Portfolio Option serves as culminating evidence that technical skill proficiency has been achieved by CTE program completers.

### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

Staffing needs:

- One additional full time instructor
- Tutors – specific areas
- Purchase of instructional software (case management and assessment)
- Program funding to provide transportation of students to hear speakers in field/field trips, participation in area/regional conferences), and student memberships in professional and practice organizations.

Additional budgetary needs would total \$153,465.76. This amount includes costs for faculty, fringe benefits, operating expenses, supplies, services and travel.

### **Community Engagement:**

Students in the Human Services program continue to be involved in community service projects. The three student clubs:

- Student Affiliate of the Missouri Association for Social Welfare, participates in statewide advocacy initiatives. Students participate in the statewide student advocacy day each year and serve on the statewide board of directors of MASW, identifying pertinent issues affecting student populations and the disenfranchised residents of the state of Missouri to be to be addressed during the Missouri Legislative session.
- Brother 2 Brother - provides support for males majoring in Human Services. forums. The Bro2Bro initiative brings males already employed in the field of Human Services to interact/mentor those males seeking to become employed in the field.
- The Human Services Club provides students the opportunity to attend community workshops, forums, network with other human service students and practitioners. The club organizes several student activities throughout the academic year that include: food drives, hosting educational forums, and community events. This year the club held its Inaugural Annual Inner City Change event. The club was recognized as Club of the Year for the fourth year in a row at this year’s Annual Student Award Banquet.

### **Humanities Department**

The Humanities department is an interdisciplinary program that emphasizes the study of ideas, languages, texts and genres as they relate to the human experience in the past, present, and future. This program serves the personal and career objectives of professionals and novices. The Humanities department is comprised of six disciplines:

- |                                      |                     |
|--------------------------------------|---------------------|
| • Reading                            | • Foreign Languages |
| • English                            | • Humanities        |
| • English as a Second Language (ESL) | • Smart Start       |

The faculty accomplishments are the following: Sharon Person published *St. Louis Rising: The French Regime of Louis St. Ange de Bellerive*, co-authored with Carl J. Ekberg. She was interviewed for the PBS program “Chouteau’s Journal: In His Own Words.” Dan Yezbick published *Perfect Nonsense: The Chaotic*

*Comics and Goofy Games of George Carlson*. Melody Gee published several poems: “Gavid,” “Where We Are Gathered,” “As If,” “It Is Ordinary,” “Why We Are This Way,” and “The Dead In Daylight.” She participated in a poetry reading at an event sponsored by the Pulitzer Foundation for the Arts. She and Michelle Parrinello-Cason co-created the blogspot *One Bird Writing*. Michelle Parrinello-Cason successfully completed her oral exams for her dissertation at St. Louis University.

In order to improve student retention and persistence (strategic goals for the college), the department has expanded the options students have in completing their course work in developmental education. The chairs in Math and Humanities are working together to structure courses that will allow students to complete developmental classes in shorter periods of time.

The department makes strong contributions to the General Education program. Many courses from the Humanities are required courses in the 42-hour general education block. We have created learning communities that combine Humanities courses. Also, the department houses ESL and Developmental Reading and English. Many of these courses are combined in learning communities.

#### **Department Core Data Indicators**

According to Program Review in Hyperion, the department produced 21,072 credit hours in fall 2013 and spring 2014. There were 69 courses offered. There were 368 course sections offered. We served 4851 students. There are 23 active full-time faculty members and 54 active adjunct faculty members in the department.

#### **Curriculum and Assessment**

In 2014, the department began Project Humanities. The purpose of the project is to discover the activities faculty use to meet course profile goals. We will evaluate selected student assignments based on rubrics and course profile outcomes.

All faculty completed Course Goals and Assignment Charts. All faculty completed Missouri State Goals and Assignment Charts. New rubrics have been created for Reading and English. Rubrics from ESL served as models. Assignments from the charts will be evaluated based on our new rubrics and selected course profile outcomes.

#### **Resources and Requests**

The members of the department request the use of our Professional Development day or a day during Service Week to evaluate collected assignments and record the results. One faculty member has retired and the department would like to hire an instructor who can teach developmental writing and reading.



## Social and Behavioral Sciences

The Social and Behavioral Sciences department includes African-American Studies, Anthropology, Early Childhood Education, Education, History, Philosophy, Political Science, Psychology, and Sociology. There is one full-time faculty member in Early Childhood Education and one in Education. There are three full-time faculty in History (including African-American Studies), one in Philosophy, three in Psychology, and two in Anthropology/Sociology. Bill Hartmann coordinates the Philosophy adjunct faculty and is the GenEd Coordinator for the Forest Park campus, reporting to the Vice-President of Academic Affairs; Dr. Williams coordinates the remaining Social & Behavioral Sciences adjunct faculty and the African-American Studies program. Lori Orlando-Krazer coordinates the Teacher Education program, and Dahna Willis is the coordinator for Early Childhood Education.

### Core Data Indicators

We are a very diverse full-time faculty (four African-Americans and five females). All full-time and adjunct faculty report to the Social & Behavioral Sciences Department Chair. In any given semester, there are approximately 15-20 adjunct faculty. In the academic year 2013-2014, the Social & Behavioral Sciences department taught 5,020 students in 260 sections (12,762 credit hours).

### Department Highlights/Significant Accomplishments

The following points indicate the most significant accomplishments of the full-time Social and Behavioral Sciences faculty:

- **Andrea Nichols** Journals / Publications:
  - Nichols, Andrea & Heil, Aaron, 2014. "Challenges to Identifying and Prosecuting Sex Trafficking Cases in the Midwest United States." 9n2, 1-30, *Feminist Criminology*.
  - Nichols, Andrea, 2014. "No-Drop Prosecution in Domestic Violence Cases: Survivor-Defined and Social Change Practices." 29n11, *Journal of Interpersonal Violence*.
  - Nichols, Andrea, 2014. ***Feminist Advocacy: Gender Organizations in Community-based Responses to Domestic Violence***. Lanham, MD, Lexington Books.
  - Nichols, Andrea, 2014. "The Intersectional Nature of Trans-Gender Victimization: Police Abuses Against Trans-Gender Sex Workers." ***Handbook of LGBT Communities, Crime, and Justice, (Ed., Dana Peterson and Vanessa Panfil)***. Springer Publishing.
  - Nichols made four invited presentations. She also attended the Midwest Sociological conference.
- **Lou Williams** attended the annual meeting of the Organization of American History in Atlanta in April 2014. He co-chaired the Black History Month Committee.
- **Bill Hartmann** continues to be the GenEd Coordinator for the Forest Park campus. He is a member of the following American Philosophy Association (APA) committees: Philosophy in Two-Year Colleges, Academic Career Opportunities and Placement, and Teaching of College Philosophy
- **Jessica Sippy** was a member of the Capstone Revision Committee. She developed a Capstone course.
- **Bruce Munson** participated in a panel with President Cindy Hess discussing the Campus Culture Report.
- **Gary Forde** continued to co-chair Black History Month.
  - **Deborah Henry** attended and participated in a panel discussion at the Organization of American Historians annual conference in Atlanta in April.

- **Lori Orlando-Krazer** received her Doctor of Education (Higher Ed Leadership) from Maryville University in December 2013.
- **Don Cusumano** attended two National Social Science Conferences. He also co-chaired the College Academic Council Reengineering Task Force.

### **Early Care and Education**

Adjunct faculty member, LaTonya Brown has been accepted into the Maryville University School of Education graduate program in pursuit of the Doctor of Education degree focused on Higher Education Leadership.

- Adjunct faculty member, Gina Dattilo serves on the local panel of the national DEC, Division for Early Childhood Council for Exceptional Children.
- For the 2013-14 academic year, a \$5000 grant (Improving the Quality of Child Care and Education) was awarded to the ECE Program to provide scholarships for students taking Early Education courses that articulate toward the CDA-Child Development Associate credential. Adjunct faculty member Bonnie Shiller served as the Grant Manager.
- October 31, 2013 - Missouri Community College Association Conference Breakout Session: How STLCC Faculty Make the Most of the First Four Weeks to Increase Student Success. Presentation Team included: Scott D. Gevaert, Ph.D. Life Science Lab Assistant Program Coordinator; Teresa Huether, STLCC Math Professor/Achieving the Dream Coordinator; Dahna R. Willis, M.S. Coordinator/Early Care and Education Program
- On May 14, 2014 - ECE Program Coordinator, Dahna Willis, was honored by The St. Louis Community College Board of Trustees, as a team member of the First Four Weeks Initiative which won the District Innovation of the Year award.
- April 25, 2014 - Dahna Willis, club sponsor and EC2 (Early Childhood Educators' Circle) received an Honorable Mention at the 45<sup>th</sup> Academic and Service Awards Banquet, for their Inaugural Year Achievements. Each of the student club officers were also recognized for their exceptional service to the ECE program and the students at the Forest Park Campus.
- May 5, 2014 - Dahna Willis was one of 65 teachers and staff members who received the 2014 Students Appreciating Teacher and Staff Award, recognizing faculty and staff members who have gone the extra mile to inspire students to complete their educational goals.

### **Teacher Education**

#### **Credit hour production:**

Fall 2013: 15 credits

Spring 2014: 18 credits

Summer 2014: 15 credits

#### **Number of courses/sections:**

Fall 2013: 3 courses – 5 sections

Spring 2014: 4 courses – 6 sections

Summer 2014: 4 courses – 5 sections

**Number of full-time faculty:** 1

#### **Number of students served:**

Fall 2013: 50

Spring 2014: 80  
Summer 2014: 80

### **Curriculum Changes**

The AAT is in the process of being changed to align with the new teacher education standards from the Department of Elementary and Secondary Education. This process began in the fall of 2013 and continues to this date. Ongoing work groups meet twice per year at the MACTE conferences in Columbia as these changes are being decided upon. Lori Orlando participates in these discussions at the semiannual conferences. Anticipated changes are not expected to take place until at least the fall 2015 semester. With the Gen Ed requirements being implemented in fall of 2014, teacher education requirements will change along with that.

### **General Assessment Activities**

The Teacher Education program at STLCC is under continual evaluation by the Department of Elementary & Secondary Education and must adhere to their mid preparation benchmarks in each of their courses for teacher education students.

### **Resources needed to Accomplish 2014-2015 Strategic Goals**

#### **Staffing Needs**

One full time faculty and one adjunct faculty

#### **Space Needs**

Sufficient as is

#### **Budget Needs**

Full time faculty salary with two overloads per semester; one three credit course for adjunct

### **Community Engagement**

Practicum sites: K-12 public and private schools in St. Louis City and County (including, but not limited to: St. Louis Public Schools, Clayton School District, Ladue School District, New City School, St. Louis University High School, St. Gabriel School, Affton School District, Bayless School District, Mehlville School District, and a number of charter schools in the city)

### **2014-2015 Strategic Directions**

Our Mission: "St. Louis Community College expands minds and changes lives every day. We create accessible, dynamic learning environments focused on the needs of our diverse communities." With the College's mission in mind, the most important goals of the Social & Behavioral Sciences department are to strengthen the learning environment and enhance students' success in all of its academic areas.

- A very important objective is the achievement of our primary goal which is to observe faculty members in order to increase their effectiveness in their classroom teaching. Equally important, students will evaluate their teachers. The results of these evaluations will be discussed with the faculty members for the purpose of enhancing their classroom teaching. Faculty members will be asked to make appropriate pedagogical adjustments based on these evaluations of their instruction.
- Another one of our goals, to enhance the learning environment, will be to maintain active membership and leadership on the Campus and College Academic Curriculum Committees and Academic Affairs Councils.
- Continue to develop the 42-hour General Education Academic map

- Strengthen and expand alternative delivery models (online, hybrid, coordinated studies, linked classes)
- Early Childhood Education and Teacher Education programs will continue to strengthen partnerships within the community
- Support and help develop the concept of "One College"
- Continue to internationalize our courses
- Have a successful Black History Month

Another way of encouraging our students' success is the use of two scholarship funds: Jo Clayton Scholarship and James Riley Scholarship. The Jo Clayton Scholarship is primarily for students interested in majoring in History/Political Science; the James Riley Scholarship is primarily for students interested in Psychology. In the spring of 2013, with the approval of the Political Science faculty and the Social & Behavioral Sciences Department Chair, a transfer of \$1,000 was made to fund the Emerging Scholar scholarship.

## Academic Support Center Executive Summary

### Overview of Academic Support Center Area

The Academic Support Center (ASC) is a diverse learning center. Current enrolled students may visit the ASC for assistance in their coursework beyond the classroom experience.

The ASC is located in L-024 in The Zone on the lower level of the D tower. Students are welcomed to visit the for help in Math, Science and Humanities courses, Academic Coaching, Supplemental Instruction, and Student Support Seminars.



Cynthia Jenkins, Manager

### Significant Accomplishments

In November 2013, the Academic Support Center – General Tutoring Program received College Reading and Learning Association – International Tutor Training Program Certification.

In the summer of 2013, the ASC received new furniture inside the L-024 and around the perimeters to include: tables, chairs, portable white boards, and private study cubicles.

- During the fall and spring semesters the general tutoring area – L024 is open 58 hours per week and 52 hours per week summer 2013 to assist students with their coursework. Below is a list of the hours of operation which is largely depended upon the schedule of classes.

#### Fall and Spring Semesters:

Monday–Thursday: 8 a.m.-8 p.m.

Friday: 8 a.m.-2 p.m.

Saturday: 9 a.m. – 1 p.m.

Sunday: Closed

#### Summer Semester (2014)

Monday-Thursday: 8:30 a.m.-6 p.m.

Friday: 9 a.m.-2 p.m.

Saturday and Sunday: Closed

Note: ASC’s summer hours are shortened due to less class offerings and less student enrollment.

### 2014-2015: Strategic Direction

- Student Engagement – The ASC will provide tutoring assistance, according to CRLA certification, and services to all students
  - General tutoring, Supplemental Instruction, Student Support Seminars
  - One-to-One Appointment Base Tutoring (Pilot in fall 2014)
  - Smart Start and ASC partnership/collaborate resources
- Provide “student first” exceptional customer service

### Core Data Indicators

	Fall 2013	Spring 2014
Student Served	6,483	5,520
Total Student Visits	62,022	46,329

**Number of staff**

- Professional tutors – 39
- Peer tutors – 11
- Supplemental Instruction Leaders – 12
- Student Workers – 11

**Number of College Collaborations**

- The ASC collaborates with a number of departments and colleagues across the district to plan and implement strategies designed to increase retention and improve program effectiveness.
- The ASC collaborates and combine resources with the following learning labs:
  - Math Help Lab – L-021
  - English as a Second Language Lab – L-013
  - Writing Center- L-024C
  - Reading Lab – L-003
- In addition, the ASC works closely with Institutional Research and Academic Support Centers across the district, FP Library, William J. Harrison Center, FP Academic divisions, Smart Start Program, MoHealthWins, TRiO program, Campus Life, Counseling, Enrollment services, African-American Male Initiative, Roosevelt High School Boot Camp and Beaumont High School Dual Enrollment Program.

**Programs and Services Provided**

The table below is an itemize list of service type, number of student visits and total number of sign-ins for a particular service type during the fall 2013 and spring 2014 semesters.

<b>Service Type</b>	<b>Fall 2013 # of students</b>	<b>Fall 2013 # of sign-ins</b>	<b>Spring 2014 # of students</b>	<b>Spring 2014 # of sign-ins</b>
Academic Coaching	21	38	11	25
Banner-Blackboard	129	254	14	20
Borrow Text Book	5	6	1	2
Conversation Group	26	27	6	14
Help from Staff	14	27	28	46
Print-Copy	227	825	230	776
Student Success Seminar	3	8	5	23
Study	167	733	121	567
Supplemental Instruction	29	156	40	99
Tutoring	400	2,587	376	1,953
Use Computers	966	7,277	746	5,324
Summary fall 2013:				
Number of students: 1,987		Number of sign-ins: 11,938		Total Hours: 14,125
Summary spring 2014:				
Number of students: 1,579		Number of Sign-ins: 8,849		Total Hours 10,758

**Assessment**

- Currently in the process of assessing fall 2013 and spring 2014 data. Anticipated changes will be implemented based on the findings.

## Resources Needed to Accomplish 2014-2015 Strategic Goals

### Staffing Needs

- One full-time-Educational Assistant III and (1.5) full-time and part-time Office and Technical employees are needed to help implement and assess programs and provide effective and efficient service to students.

## English as a Second Language Lab

### Core Data Indicators

# of students served	169 (201320, 201330, 201410 combined)		
	Summer 2013	Fall 2013	Spring 2014
# staff	2 + coordinator	2 + coordinator	3 + coordinator
Open hours weekly	20 x 8 weeks	34	34
Total hours logged	86	352.25	293.75
Total visits	111	510	501
# of 1-credit visits	n/a	232	105
# of non 1-credit visits	111	278	396
Students registered in 1-credit classes	n/a	19	14

### Programs and Services Provided

- 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, and vocabulary are also offered on recommendation of the ESL staff.

### Assessment

SUMMER 2013				
COURSE	Students who received tutoring two times or more and passed (A,B,C)	Student who received tutoring two times or more and did not pass (D, PR, F, W)	Total students enrolled on Forest Park campus who passed (A,B,C)	Total students enrolled on Forest Park campus who did not pass (D, PR, F, W)
ENG:051	100% (5 of 5)	0%	67%	33%
ENG:053	100% (3 of 3)	0%	88%	12%
ENG:061	60% (3 of 5)	40%	73%	27%
ENG:070	0% (0 of 1)	100%	41%	59%
ENG:071	100% (4 of 4)	0%	82%	18%
FALL 2013				
COURSE	Students who received tutoring two times or more and passed (A,B,C)	Student who received tutoring two times or more and did not pass (D, PR, F, W)	Total students enrolled on Forest Park campus who passed (A,B,C)	Total students enrolled on Forest Park campus who did not pass (D, PR, F, W)
ENG:050	n/a	n/a	77%	23%

ENG:051	86% (6 of 7)	14%	75%	25%
ENG:053	100% (7 of 7)	0%	89%	11%
ENG:060	100% (6 of 6)	0%	66%	34%
ENG:061	100% (1 of 1)	0%	79%	21%
ENG:062	n/a	n/a	88%	12%
ENG:070	50% (6 of 12)	50%	55%	45%
ENG:071	80% (4 of 5)	20%	69%	31%
<b>SPRING 2014</b>				
COURSE	Students who received tutoring two times or more and passed (A,B,C)	Student who received tutoring two times or more and did not pass (D, PR, F, W)	Total students enrolled on Forest Park campus who passed (A,B,C)	Total students enrolled on Forest Park campus who did not pass (D, PR, F, W)
ENG:050	100% (5 of 5)	0%	76%	24%
ENG:051	100% (3 of 3)	0%	80%	20%
ENG:053	88% (7 of 8)	12%	79%	21%
ENG:060	63% (5 of 8)	37%	62%	38%
ENG:061	80% (4 of 5)	20%	77%	23%
ENG:062	100% (1 of 1)	0%	90%	10%
ENG:070	67% (12 of 18)	33%	74%	26%
ENG:071	100% (1 of 1)	0%	79%	21%

Anticipated improvements related to assessment – We need training in the use of AccuTrack.

#### **Resources Needed to Accomplish 2014-2015 Strategic Goals**

**Staffing Needs** – adequate

**Space Needs** – adequate

**Budget Needs** – adequate

#### **Math HELP Lab**

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 L-021. Our hours during the fall and spring semesters are 8 a.m. -8 p.m. Monday through Thursday and 8 a.m.- 2 p.m. on Friday. We have reduced operating hours and staffing during summer classes. No appointment is necessary.

Significant accomplishments include our leadership in assisting math faculty and math students in the registration and use of MyMathLab (MML). The Math department recently adopted a policy requiring mandatory MML assignments for every developmental math course. We also adopted MML as the primary courseware for all of our self-paced developmental math courses. The Math HELP lab provides a seamless transition from the computer classroom to the tutoring lab as well as a reliable place for math students in traditional classrooms to receive MML training.



The Math Lab collaborates with the ASC to discuss strategies to improve student success, align our operating procedures to provide a consistent user experience, and to provide tutoring to college level math students when needed. The Math Lab coordinator works closely with the department chair and developmental math coordinator to make the tutoring experience a valuable extension of the classroom. The quality of instruction offered through the Math Lab also influences department policies for the classroom. For example, all MTH:020 (Pre-Algebra) students are subject to mandatory tutoring hours based on their performance on in-class pretests for each unit. Faculty receives electronic reports generated from Accutrack that detail each student's lab usage. The math department is planning on expanding the mandatory tutoring to MTH:030 (Elementary Algebra) students starting fall 2014.

Our strategic direction is improving academic achievement and student learning. Our primary strategic goal is to help students successfully complete developmental requirements and advance to credit bearing courses.

**Staffing**

- We offer a minimum of two 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. 12 of our 20 tutors are adjunct faculty. We have a work-study student for 20 hours/week and two student assistants who work for a total of 15 hours/week.

**Programs and Services Provide - Lab Usage:**

- We rely on Accutrack to keep accurate records and generate meaningful reports. The reports are filtered to only show Math Lab data. We had nearly 17,000 documented visits to the Math HELP lab during the Fall 13 and Spring 14 semesters. Accutrack shows 11,803 visits for fall and 5,160 visits for spring. We currently do not distinguish between in class and out of class visits for MTH: 080 (renamed MTH:004). Original Accutrack reports are available by request:

Semester	# of visits	# of hours that students were signed in	Average # of hours per visit
Fall 2013	11,803	12,232.5	1.0
Spring 2014	5,160	6,058.7	1.2

Please note that the spring 2014 totals are a significant decrease from the 9,557 visits we had in spring, 2013. Due to space limitations, the math department did not require mandatory tutoring for the Spring 14 semester, but we will reinstate this policy for Fall 14. We had to move all of the Mth:004 classes to the back half of the Math Lab because their computer classroom was still under construction. As we reinstate and possibly expand mandatory tutoring, I anticipate much higher numbers for Spring 15. Also note that a significant number of usage data never gets recorded. Students use a paper sheet if there are problems with Accutrack. Many of these entries on paper are not entered electronically because the information was not legible and/or because manually updating records from paper into Accutrack is a very time consuming process and is not always done.

**Assessment**

In recent years, our main method of assessment was surveys administered in class by the instructor. We did not use surveys this year. The only assessment method we used was students submitting comments in our comment box located in the Math Lab. Obviously, we need to implement consistent assessment techniques that do not rely solely on volunteer submissions. I will work with the developmental math coordinator to update our in-class surveys. I will also create a short assessment that students can

complete during their tutoring visit. Tutors will take a more active role in encouraging students to participate.

### **Resources Needed**

Since the MTH:004 computer classroom is now operational; the entire Math Lab can be devoted to tutoring. So, our current space is adequate. I had to cut staffing down to single coverage for most of this summer to stay within our \$84,500 budget for 2013-2014. An additional \$1000 would help us provide better services for our summer students. In other words, I am requesting a budget of \$85,500 for 2014 – 2015.

Although decreased enrollment has reduced the number of developmental math students, we plan to expand the services we offer by expanding mandatory tutoring and adding MTH:140 (Intermediate Algebra) to the list of courses that we tutor. We have a districtwide adoption of the same textbook for MTH:004, MTH:020, MTH:030, MTH:040, and MTH:140. Students do not have to change MyMathLab access codes when they transition between any of these courses. Therefore, the Math department is recommending that the responsibility of tutoring MTH:140 students change from the Academic Support Center to the Math HELP Lab.

### **Reading Lab**

The Reading Lab is a diverse learning center that offers reading support to learners/students at all levels and all phases of reading and skill improvement. The Reading Lab staff primarily offers support and tutoring through one-on-one instruction designed to meet the learner “where they are” and to assist those learners in the improvement of reading by developing metacognitive and individual skill strategies. The tutors provide assistance in note taking, comprehension, vocabulary development, as well as computer based applications (typically related to required texts).

The Reading Lab is situated below the library on the “0” level near the Writing Lab, the Math Lab and the ACS. Our hours of operation change slightly from one semester to another in order to best meet the needs of the learners. In general, during the 2013-2014 academic year we have been open to learners at least two mornings a week, two afternoons a week and one evening a week.

### **2014-2015 Strategic Direction**

For the 2014-2015 academic year, the Reading lab will continue to offer assistance to readers at all levels. However, there is planning underway to offer more “targeted” or specialized services. There will be “workshops” offered on a pilot basis to assist learners at the Reading 016 level, our “core” readers –Reading 020/030 as well as workshops for readers at the Reading 100 level who need assistance in reading broadly across the curriculum in general education courses such as psychology, history and biology. Vocabulary issues—across the board, remain a significant hurdle for readers at all levels at Forest Park.

### **Core Data Indicators:**

- Number of Students served:
  - Fall 2013                      2,200   \* (number of times "scanned into" L-003)
  - Spring 2014                    1,100   \* (number of times "scanned into" L-003)
  - Summer 2014                 400   \* (number not yet known)

- The "scanned" students represent the number of visits to the lab; they include duplicated and non-duplicated students. The asterisks indicate these are estimates.
- The Reading Lab staff includes Martha Harvey, Marlene Bake, Sallie Bradford and Patti Trares. The lab operation is assisted by work-study students.

**Assessment**

- During the summer 2014 semester, the lab staff will implement an assessment tool. The staff will be considering ways to better track the following:
  - Student demographics
  - Immediate feedback as to direct reading lab experiences
  - A mechanism (feedback loop) to continuously improve the tutoring services provided.

**Resources Needed to Accomplish 2014-2015 Goals**

**Staffing Needs**

- The staffing needs for the lab will remain approximately at its current level. Four (4) tutors is a staffing level that meets the needs of the learners who ask for or require assistance. Work study students who assist in the Reading lab are needed and a welcome addition.

**Space Needs**

- At this time, the space needs are adequate for the learners and the staff.

**Budget Needs**

- The current budget level (FY 2012-2013) is adequate for the 2014-2015 academic year.

**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.

**2014-2015 Strategic direction**

- Service students by being accessible at least 50 percent of the available Academic Support Center hours.
- Staff the lab with two tutors during regular hours and three during midterms and final weeks.
- Be able to service students via an online drop-box tutoring feedback.

**Core Data Indicators:**

Number of Students Served Fall/Spring	2390
Number of students requesting tutors	728
Developmental English Papers	394
English 101/102 Papers	455
Communications Papers	67
Other Courses Papers	550
Total Number of Papers	1466
Number of Professional Tutors in the Summer	3

Number of Professional Tutors in the Fall	7
Number of Professional Tutors Spring	5
Number of Student Workers Summer	1
Number of Student Workers Fall	2
Number of Student Workers Spring	1

**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).

**Assessment**

- Program/Services Assessment/Evaluation
  - The Writing Lab conducted student surveys to determine whether or not we were meeting student needs. Since the primary objective of the lab is that students get the help/assistance they need, assessment questions were geared towards providing assistance with paper/assignments.
- Sixty-seven students completed the survey

Number of students who found their experience very helpful	48
Number of students who found their experience helpful	10
Number of students who had a neutral experience	5
Number of students who found their experience not helpful	4

**Student Survey Comments**

<p>Toby allowed me to excel in my first semester and it's beneficial in anything I may pursue.          Toby is monumental          Clone Toby          Oshay was very helpful          Mrs. Carol is excellent          No I do not have because I don't think the Writing Lab needs to improve.          Maybe have another tutor instead of just one.</p>	<p>Great tutors! I love them!          Have more tutors per day and more student workers.          I would extend the hours.          I am always in the Writing Lab. I find it very helpful to me and my students. I like the student workers and tutors.          Coming to the Writing Lab has helped me very much in my papers</p>
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**Resources Needed to Accomplish 2014-2015 Strategic Goals**

The \$29,347 given for the academic year would only allow the Writing Lab to be open approximately 35 percent of the time that the ACS is open. I calculated that to be roughly five hours a day, four days a week, with the Writing Lab being closed Fridays and Saturdays. If this is the budget that we are given next year, then we can be opened from 9 a.m.-2 p.m. Monday and Thursday, and 2-7 p.m. Tuesday and Wednesday. This would cover the lab with two tutors and hopefully reach the evening students as well,

but would not be able to cover online/dropbox tutoring feedback. The major complaint that we get is that we do not have enough tutors, and we are not open long enough to accommodate student needs. The issue is not access to tutors, but the limited funds to pay tutor salaries. If we switched to all peer tutors (I know that isn't an option) at \$7.35 an hour, it would require a budget of about \$37,000.

## 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 Initiations awarded by the United States Department of Education.



**Keith Ware, Manager**

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.

## 2013-2014 YEAR IN REVIEW

“Do what you can, with what you have, where you are.” Theodore Roosevelt

### AAMI in Transition

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 2013-2014 academic year was, undoubtedly, a year in transition from a personnel standpoint. Beginning January 2014 AAMI would have four full time leadership team members, and in February the longest tenured member of the Initiative left to embark on a newfound journey. The program saw a new Project Manager in May (Keith J. Ware) whose was previously at the helm in dual roles as Campus coordinator for both the Forest Park and Florissant Valley Campuses. The Initiative was still able to perform the duties needed to make sure the men of AAMI worked to excel inside the classroom and out of it, and will embark on newfound success in the fall 2014 semester.

Every day, students come 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 and physical health ailments
- Drug use
- Abandonment
- Lack of Employment
- Domestic violence
- Fatherhood (i.e. being a father to not having a father)
- Death / homicide violence/ Process for grieving
- 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 and violence
- Low to no motivation or direction
- The lack of sustainable health care to treat acute and chronic illnesses
- Incarceration
- 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 sexual identity, masculinity, & gender identity
- Lack of resources to support being a student (i.e. no school supplies and/ or books, eye care, etc.)
- Identity theft
- Divorce and failed relationships

- Parenting skills (i.e drama, limited childcare, child support issues)
- Inability to have basic needs met (i.e. no food, no clothing )
- Not understanding the culture of academia (faculty intimidation).
- Legal issues (i.e. felonies, traffic tickets, & warrants)
- Lack of tangible support system
- Bullying/Harassment

Throughout all of these issues AAMI works to provide numerous resources that can help to make the transition for many of our students much easier at the collegiate level which many are new to. Many are unfamiliar of the many things that our men work with as many embark on this new level of education which some never anticipated being able to participate in. The Department of Education was right to award STLCC with the grant that made what our Initiative does on a daily basis necessary in that we can focus on the growth and development of our men’s academic prowess.

The AAMI team works hard to support students by providing quality programming. Additionally, over 25 **events/workshops** were provided for participants each semester on each campus. Topics 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. Along with the providing our own programming the Initiative reached out to neighboring departments to draw on what they were offering. On both campuses AAMI utilized Career and Employment Services, the Academic Support Center along with Library Services to make sure that our students were aware of the broad spectrum of helpful resources provided by St. Louis Community College. Rather than insisting on always providing our own events we feel that it is extremely necessary to partner with other departments as to not mimic what they focus on respectively.

As the program continues to grow and develop, the Initiative will make sure to work closely with our departments as a means to create great working relationships also teaching the men of the Initiative to reach out and work with those that can continue their transitions into the four year institutions along with the work force. The AAMI Tutorial Team provided tutoring to over 30-40 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 when they completed the necessary obligations put forth by the Initiative.

With regards to student success, AAMI staff watched in excitement as AAMI student members achieved varying levels of success. In October, numerous AAMI members were selected to attend a Campus visit/retreat at Missouri State University where a transfer pipeline has been created in an effort to transition from St. Louis Community College to Missouri State University. After reactivating the SAAB program in the spring, AAMI took a delegate of students to the Annual SAAB conference in Detroit Michigan. The Initiative took five students whom we believe show leadership skills where they can bring back what they learned to the campuses of STLCC. Multiple AAMI members like Anthony Marr, Reginald Williams and Kaleb Higginbotham achieved high levels of academic success and were inducted to and involved with Phi Theta Kappa on both campuses. AAMI members, El Hadji Malick Ndiaye, Kaleb Higginbotham, Andre Gardner and Domaine Goulbourne sought out and earned scholarships while numerous AAMI students were recognized locally and nationally for high levels of academic merit. Multiple students earned at least a 3.5 cumulative GPA on both campuses and at the close of the year eight members graduated.



## Program Highlights

- AAMI I served 208 students during the fall 2013 semester and 141 students during spring semester 2014
- AAMI members participated in Phi Theta Kappa during the spring 2014 semester including Devon Cook, Reginald Williams, Anthony Marr and El Hadji Malick Ndiaye
- Eight AAMI program participants graduated from STLCC during the Spring of 2014
- Both campuses jointly offered events/workshops/seminars during the academic year. More than 50 events were provided along with over 15 speakers came and ran workshops for our students at both campuses.
- Florissant Valley tutorial program served 35 Students during the academic year.
- Forest Park tutorial program served over 40 students during the spring semester.
- Student honors/awards include the following:
  - Andre Gardner and Domaine Goulbounre (FV) earned the Sid Reedy Scholarship for the 2013-14 academic year.
  - Kaleb Higginbotham (FV) and Hugh Scott (FP) were selected to attend the Minority Male Leadership Conference, sponsored by the President’s Roundtable in Phoenix, Ariz.
  - Jay Straughter and Hugh Scott (FP) received over six individual awards of the extracurricular, academic and social arena along with Who’s Who of American Universities and Colleges.

## Students earning awards and recognition at the AAMI End-of-the-Year Banquet

	Florissant Valley	Forest Park
<b>Most Improved</b>	Damian Deener Brayon Calvin	Craig Sleet Deonta Jackson Carl Anderson
<b>Future Leader</b>	Domaine Goulbourne	Anthony Marr
<b>Tutor Recognition Award</b>	Torry Young Michael Perry Justin Roberts	Michael Kennell Devon Cook James Wright
<b>Academic Excellence Award</b>	Kaleb Higginbotham Domaine Goulbourne Andre Gardner Devin Stanback Dominic Smith	Hugh Scott Jay Straughter DeVon Cook Reginald Williams Anthony Marr El Hadji Malick Wright James Wright Devon Ray
<b>Student Assisting Students Award</b>	Curtis Randolph Lorenzo Streeter	Damon Starks Lorenzie Humphries
<b>Scholarship Recipient Recognition</b>	James Watson Steven Lockett Tevin Stanback (A) Rashad Stocking (A) Domaine Goulbourne	Anthony Marr Mark Johnson Devon Cook Brandon Haywood Lajerrel Johnson
<b>Outstanding Participants</b>	Kajinaki Bujaga	DeAndre Bell

## **Awards**

Ryan McMillan  
Damian Deener  
Andre Gardner  
Steven Lockett  
Kaleb Higginbotham

Anthony Marr  
Hugh Scott  
Eddie Reece  
El Hadji Malick Ndiaye  
Brandon Haywood

## **Additional noteworthy projects and activities**

- Conferences and Departmental Professional Activities
  - 2013 Missouri State Student Invitation Event
  - 2014 SAAB National Convention
  - 2014 MSU Statewide Collaborative Diversity Conference
  - Leadership Style Workshops – Presented by SIU
  
- AAMI Department Special Projects
  - Associate Vice Chancellor Hiring Committee (one staff member)
  - Adjunct Faculty for SMART START (three staff members)
  - Martin Luther King Jr. Celebration Keynote Speaker (one staff member)
  - Professional Development Advisory Committee (one staff member)

## **African-American Male Initiative Focus for 2014-2015**

### **The goals of the program are to:**

Increase the persistence rates of African-American male students at St. Louis Community College.

- Work to create an atmosphere of comfort for our students with varied issues: academic, mental, economic, socioeconomic, job related, criminal related or other issues affecting the black male at STLCC. We aim to focus on retention, academic achievement and provide services to these men with the help of AAMI and other departments as well as our community partners.

Increase the academic achievement levels of African-American male students at St. Louis Community College

- Create programming in junction with various entities at STLCC that will ensure that the participants of AAMI will have the resources necessary to stay in sync with their academics as well as surpass statistics put forth by STLCC.

Alter the perception of our students to the faculty and the staff of STLCC;

- 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. Many faculty and staff are unaware of the issue plaguing many of the men in the initiative and it will be the focus of the AAMI leadership team to keep our peers aware and cognizant of what our men go through.

Enhance the leadership and development skills of the mentoring aspect of the initiative.

- The cornerstone of the African-American Male Initiative is our mentoring piece which allows our students the opportunity to lead by example and work to enhance the understanding of being college students to the vast array of men in the program. Our mentors continue to be the foundation of the Initiative and the gateway from STLCC to the four year universities.

## Library and Instructional Resources

### Executive Summary

Instructional Resources is comprised of Library Services, Media Services and Instructional Design Services. Instructional Resources supports the mission of the college to create accessible learning environments by providing quality services and collections that facilitate academic achievement by our diverse communities.

Library Services offers a wide range of resources and services to support the teaching, learning and research needs of our students, faculty, staff and community members. Services and resources are provided which strengthen and enhance instructional support for campus and online learners. Librarians provide personalized library instruction and embedded services. Materials are acquired and organized in a variety of formats including print, non-print and digital which support the curriculum and learning objectives. The facility has been organized to provide space for individual and group study, group presentation tools, anatomy tutoring, and mobile technology.



June Williams, Manager

Media Services provides instructional media support and training for faculty in the classroom. Services include the circulation of media materials, in-classroom delivery of media equipment and video production for classroom and campus events. Media Services is also responsible for the supply, installation and maintenance of instructional media equipment in the classrooms, labs and lecture halls. Instructional Design Services support faculty in the development and enhancement of face to face, hybrid and online classes. The Instructional Designers work with faculty to find the best mix of pedagogy and instructional technology that meet course learning objectives. Instructional Designers serve as the Blackboard Learning Management System Campus Coordinators, providing support in the form of developing training material, delivering training sessions and one on one assistance. Assistance is provided as faculty explore implementing new technology tools in their courses, from Blackboard tools to student response systems and flipping the classroom.

#### Department Highlights

The Embedded Librarian Program was implemented in the fall 2013 semester after a very successful pilot during the spring 2013 semester. Librarians partnered with teaching faculty in psychology, sociology and interdisciplinary studies to assess the information needs of the class. They collaborated to create viable library and research assignments via Blackboard that utilize library resources. The assignments were customized specifically for each course. The librarian provided resources, research strategies, guides and tutorials along with incorporating the use of social media to support the teaching and learning outcomes specifically related to the course.

Librarians districtwide worked together to develop LIB 101: Introduction to Library and Online Research, a one credit course which is now a required program prerequisite for pre-nursing students. In this course students will learn how to evaluate and use information and resources effectively and efficiently. A total of seven classes were offered on the Forest Park campus during the fall and spring semesters.

The Library's Bone Room was enhanced to increase academic success for students taking Anatomy and Physiology courses with the additions of an on-site tutor, Anatomy TV (online resource) and new anatomy and physiology models. Students from various disciplines including Dental, Nursing, EMT, Biology, Occupational Therapy and Surgical Technology have also accessed the services to seek assistance with specific course needs. A video was created for the Bone Room to market and explain the services and resources available to the students.

In collaboration with department chairs and coordinators, the library manager and department liaisons prepared reports and presented resource and service information to the visiting accreditation teams for Dental Hygiene, Dental Assisting, Funeral Services and the HLC Substantive Change site visit.

### **Services and Programs**

- Ninety-eight Library Instruction classes were taught which included classes at the William J. Harrison Education Center
- Seven LIB101: Introduction to Library and Online Research courses were offered
- Embedded services were provided for six courses
- Librarians responded to 3,084 reference and research queries, 96 percent in person compared to 4 percent phone, chat and email
- Circulation checkout totaled 11,493 items
- MOBIUS Borrowing totaled 389 items and MOBIUS Lending totaled 964 items
- Media circulation totaled 522 items
- Research and Report Writing Workshop (William J. Harrison Education Center)
- Blackboard Basics (Adjunct Faculty Spring 2014 Conference)
- Blackboard Grade Center (Adjunct Faculty Spring 2014 Conference)
- Library Services and Resources (Adjunct Faculty Spring 2014 Conference)
- Blackboard and Banner (New Faculty Orientation)
- Specialized Blackboard Essentials and Advance training for faculty

### **Strategic Priorities for 2014-2015**

- Offer an online class for LIB 101: Introduction to Library and Online Research
- Complete the expansion of library services offered at the William J. Harrison Education Center
- Provide virtual access to the tutoring services available in the Bone Room districtwide
- Create a Video Lab for faculty who would like to record brief lecture sessions or flip the classroom
- Collaborate with campus library managers to reorganize and provide similar instructional design services district-wide
- Investigate services and resources which will strengthen and enhance student research and computer skills

Instructional Resources will benefit from additional staffing in the library to implement new services and expand existing services to meet the needs of the campus community. One full-time professional position along with two part-time reference positions would allow for greater expansion and continued creativity of new programs and services.

## William J. Harrison Education Center Executive Summary

The center was named in honor of the late William J. Harrison, who played a major role in helping the college establish this off-site learning center.

The 31,000-square foot facility features:

- Science and computer labs
- Five state-of-the-art smart technology classrooms
- Multipurpose community room, bookstore, commons area, outreach center and administrative offices
- High-tech audio-visual equipment with Wi-Fi connectivity throughout the center



Stacy Edwards, Manager

At the beginning of the January 2014 academic semester the William J. Harrison Education Center (WJHEC) was repurposed to include identified programs for students to earn their certificates of proficiency or associate in applied science degree within this satellite education location. The programs housed within the center should support the residential population for ease of access to attend school and promote higher education learning for well-paying jobs and economic security.

The WJHEC has seen great growth this school year starting with 383 students in fall 2013 increasing to 665 students in spring 2014 after adding the new programs and increasing our credit student base. The increase in student population improved our growth in the bookstore sales and services increasing revenue 35 percent from the previous year. We had 40 adjunct faculty and 14 continuing education instructors to support our center for the 2013/2014 academic year. We have a full-time staff of 10 employees that include the academic Human Services Department Chair, the EMS Coordinator and 16 part-time staff.

### Academic Programs

The center offers associate degrees and certifications in four programs as well as general education courses.

#### Human Services

Associate in Applied Science Degree  
Certificate of Proficiency  
Certificate of Specialization

#### Paramedic Technology

Associate in Applied Science Degree

#### Emergency Medical Technology

Certificate of Proficiency  
Certificate of Specialization

#### Fire Protection Technology

Associate in Applied Science Degree  
Certificate of Proficiency

#### Full College Services

Admission, Registration and Financial Aid  
Testing and Assessment  
African-American Male Initiative Program

Advising and Counseling  
Career and Employment Services  
Campus Life

Continuing Education & HSE Study Review  
Academic Support Services  
Disability Support Services

Student Support Services  
Tutoring  
Library Services

**Workforce Development Training**

Patient Care Technician

Certified Nurse Assistant Training

**Tyrone Thompson Non-Violence Institute**

***Mission promotes life-long community service and commitment to non-violence and social change.***

The WJHEC has used the Tyrone Thompson Non-Violence Institute by scheduling community events in keeping with its mission as a viable resource for educational support to our youth and community. Some events held by the community and WJHEC included Brown Kortkamp Realty, PNC Bank and Alpha Kappa Alpha Sorority, Inc., Gamma Omega Chapter Economic Forums, STLCC Human Services Inner City Change Passport to Success Community Event, Money Smart - Financial Education for Children, Alderwoman Marlene Davis and the Discussion on Sagging Pants, Unbanked Task Force Quarterly meetings, Herbert Hoover Boys and Girls Club Tour and Construction Careers Center tutoring and college test preparation for SLPS students.

The WJHEC will develop additional youth and young adult programs on non-violence with input from the Thompson Family and the community advisory board to implement the following:

- Support the Juvenile Detention Alternative Initiative (JDAI) through educational programs.
- Develop a one-week “Tyrone Thompson Youth College” for middle school aged children to expose them to higher education and give a snapshot of college life while teaching non-violence.
- The “Tyrone Thompson Youth College” will be designed to offer middle school children one or two basic education courses such as English, Math or History taught by STLCC faculty.
- The institute staff and faculty will teach a course on non-violence and victim impact for a better understanding of violence to the middle school students.
- Students will be selected by their teachers and principals for entry into the college program from three St. Louis Public middle schools.
- Upon completion of the “Tyrone Thompson Youth College” one-week attendance the students will be given a certificate of completion and recognition of their attendance.

Additional use of the institute is to serve as a resource for job referral, educational support programs mentoring, tutoring and counseling services for the community and St. Louis Public Schools students.

**WJHEC Campus Activities**

104 Student Activities  
\* 5388 Students Served/Services  
\* Number includes duplicated  
2363 Support Services

**Community / College Collaborations**

36 External Partnerships  
18 Internal Partnerships  
270 Activities  
7747 Visitors to the Facilities

## 2014 – 2015 STLCC Strategic Direction and WJHEC Strategic Goals

### STRATEGIC FOCUS: STUDENT RETENTION AND PERSISTENCE, CLIMATE AND CULTURE

#### **Strategy 1: Redesign students' experiences.**

Review the courses of study at WJHEC to make sure that classes are scheduled to support the programs for successful progression to complete certificates and or degrees.

Utilize facility space for maximum coverage to hold classes for students such as a weekend option.

Work with library services to ensure that student needs are being met at WJHEC campus and maintain student success services that include tutoring services and academic support offering:

- **Tutoring services:** Include reading, developmental and college level math, writing, biology, chemistry, Spanish, French. These services are essential to students' ability to move beyond gate keeper courses and move toward their choice of certificate or degree.
- **Counseling:** As a means of retention and academic success, AP students are required to meet monthly with WJHEC counselors and mandated to attend tutoring services.
- **Workshops & Class Presentations:** The Center will provide workshops as a means of proactively addressing potential academic and personal issues and connects students to resources.
- **Early Alert and Tracking System:** The Center provides an early alert and tracking system where faculty and staff are able to identify behaviors or circumstances that that could potentially be a barrier to academic success.
- **Crisis Intervention:** Counselor and SAP meets consistently with students who have been identified as in crisis.
- **Collaborative Efforts:** Counselor, Student Support Specialist and Coordinator of Student Services work collaboratively with instructors and with one another to ensure students have the appropriate academic and student support services to increase success.
- **Access to Technology:** Students have a computer lab available to them during all hours of operation.
- **Banner Self-Serve & Blackboard Workshops:** Admissions and Registration provides training for students.
- **Scholarships:** \$1800 in book and transportation scholarships were provided in an effort to decrease barriers to academic success.

#### **Strategy 2: Operationalize one college.**

Collaborate with Forest Park campus and staff to develop a master planning calendar that include all WJHEC campus events that support student's services and academics.

Roll out and implement the newly revised roles and responsibilities to employees for complete understanding that include our one college mission, vision and values to support our campus and district.

Increase our lines of communications process by developing a directory that will include the deans, chairs of departments, faculty and frequently asked questions.

**Strategy 3: Strengthen identity and community awareness of STLCC.**

Develop an advisory board for WJHEC with community leaders and stakeholders.

Increase professional development opportunities for staff within the district and outside to enhance employee skill sets and increasing awareness of WJHEC.

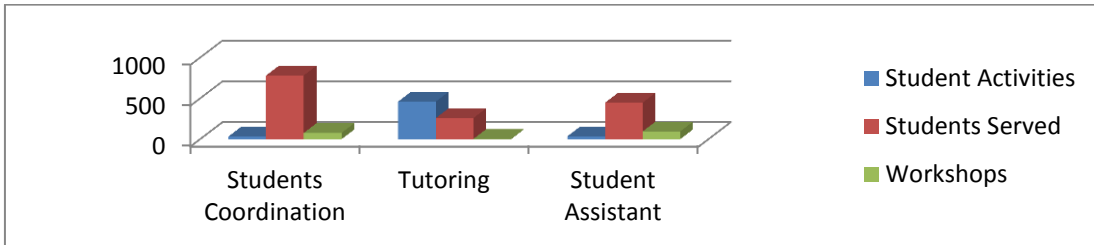
Partner with campus public relations to keep updated and current information on the website on the repurposed programs at WJHEC.

**Core Data Indicators**

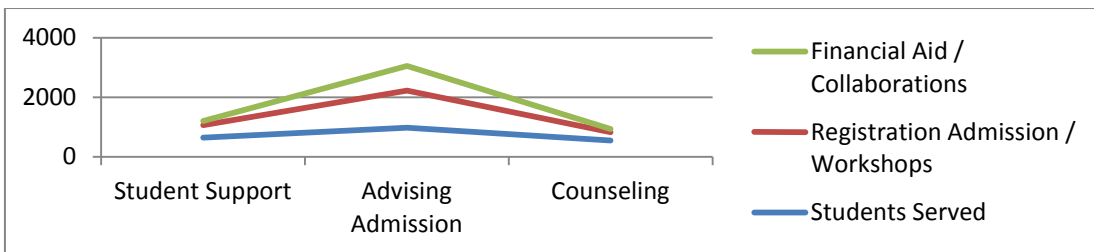
WJHEC Activities 2013 -2014	104 - Student Activities	781 Students Served	
NSO / NSRW 2013 - 2014	47 – Events	154 - Students Attended	
Tutoring Services Visits	261 F/2013 Total Visits	190 S/2014 Total Visits	451 – Total Combined Visits
Tutoring Students Enrolled	159 - Students Fall 2013	111 – Students Spring 2014	270 Total Combined 2013/14
Counseling Services	544 – Student Sessions	277 – Workshops	113 – Collaborations
Students Assistance Programs	23 – Resources Tables	95 Students Files	477 – Students Served
Assessments	478 - Compass Test	5 – TABE Test	483 Total Assessments
Referral Source	1 – Academic	0 – Behavioral	32 Support Services
Student Support Services	141 – FAFSA	420 – Registration	638 – Students Served
Advising/Admission/Registration	1244 –Admission Support	826 – Financial Aid Support	538 – Other Support
Media Services	192 – Multi purposes	109 – Conference Support	
Facility Support	7747 – Visitors	270 - Events	54 – Partners
Security	34 – Jump Starts / Lockouts	3 – Misconduct /Assaults	3 –Reports / 2 Arrests
Workforce Solutions	63 – Enrolled	46 – Completed	37 – Job Placements



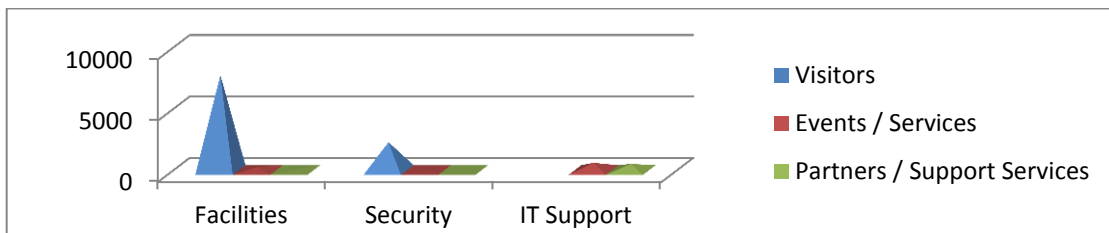
**WJHEC Student Coordination / Tutoring / Student Assistance Programs**



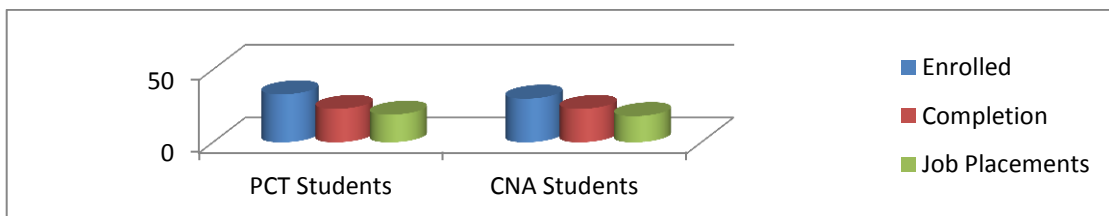
**WJHEC Counseling / Student Support Services / Registration, Advising and Admissions**



**WJHEC Facility Support / Security / Media Services**



**Workforce Solutions / MoHealthWINS Grant**



## Community Partnerships

### Program Advisory Committee Members

#### Allied Health, Natural Science and Physical Education Division

##### Clinical Laboratory

- Carol Sykora
- Bob Fischer
- Terry Melsheimer
- Cari Orth
- Debra Smith
- Leisa Huie
- Victoria Salvato-Lechner
- Sanya Kelic

##### Dental Assisting

- Mrs. Elma Buie
- James Klarsch, DDS
- Kayla Snider
- Joseph Grimaud, DDS
- Scott E Graham, MA, CMPE, FAADOM
- Dr. Clifton Whitworth, DDS

##### Dental Hygiene

- Dr. Eric J. Aubert
- Ms. Diann Bomkamp
- Dr. Gilbert Hart
- Dr. Marsha L. Marden
- Dr. Manny Menendez
- Dr. Douglas Miley, DMD MSD

##### Diagnostic Medical Sonography

- Chris Gilmore Goudy
- Lisa Fuentes
- Mary Williams
- Minola Linzie
- Nicole Burch
- Victor Davila, M.D.
- William Middleton, M.D.

##### Emergency Medical Services (EMT/Paramedic)

- Chris Bosche – physician
- Crystal Crump – clinical, hospital, employer

- Stephanie Austermann (or Brian Schmelig) – clinical, hospital, employer
- Lorie Ledbetter - graduate
- Brian Torno - graduate
- Don Woolem – field site, Fire/EMS, employer
- Jerry Kister – field site, EMS, employer
- Mark Flauter – field site, Fire/EMS, employer
- Paul Peebles – field site, Fire/EMS, employer
- Valerie Porter – EMS, employer
- Ken Riddle – community

##### Funeral Directing/Funeral Service Education

- Mr. Ronald Durbin
- Ms. Ozella J. Foster, Foster's Services for Funerals, LLC
- Mr. Dennis Giamalva, Criswell Casket Company
- Mr. John Hutchens, Hutchens Mortuary
- Mr. Herman Kriegshauser
- Mr. Trey Kriegshauser, Kriegshauser Brothers Funeral Service
- Mr. Dale A. Kurrus, Kurrus Funeral Home
- Mr. Todd Mahn, Mahn Funeral Home
- Mr. Don Otto, Jr., Executive Director Missouri Funeral Directors and Embalmers Association
- Mr. John Pautz, President Missouri Funeral Directors and Embalmers Association
- Mr. Roger Richie, John L. Ziegenhein & Sons Funeral Home
- Mr. Charles Woodcox

### **Nursing**

- Katie Balella – BJC Learning Institute, Center for Lifelong Learning
- Diane Hildwein – St. Luke’s Hospital
- Richard Holt - St. Louis Veteran’s Administration Medical Center
- Melanie Hubert – Ranken Jordan
- Dr. Teri Murray – St. Louis University
- Christina Patrick – St. Louis Children’s
- Liz Mantych – University of Missouri St. Louis
- Pat Tubbesing – SSM
- Cynthia Vishy – St. Louis Children’s
- Diane Ray – St. Luke’s
- Cherae Shanley – Bethesda
- Bridget Whitson – Mercy Hospital St. Louis
- Connie Youngblood – BJH

### **Radiologic Technology**

- Lee Ann Ackerman, BS, CMPE, RT (R), Director of Operations Orthopedic Associates, LLC
- Sabrina Bell, RT (R), Lead CT Technologist Des Peres Hospital
- William Hubble, MA, CNMT, RT(R) (N) (CT), FSNMTS, Academic Chairman, Nuclear Medicine Technology Program Director, Associate Professor, Department of Medical Imaging and Radiation Therapeutics St. Louis University
- Robert Kanterman, MD, Chief of Radiology St. Luke’s Hospital
- Jamie Rapp, BHSA, RT (R), Radiology Supervisor SSM St. Joseph Hospital West
- Michael Ward, PhD, RT(R), FASRT, Vice Dean for Student Affairs and Diversity Goldfarb School of Nursing Barnes-Jewish College

### **Respiratory Therapy**

- Peggy Reed M.Ed., RRT , Barnes-Jewish Hospital
- Mary Fairchild RRT, Cardinal Glennon
- Neil Hittler RRT, Christian North East
- Beverly Murphy RRT, Missouri Baptist
- Don Schu RRT, RPGST, St. Anthony’s Hospital
- Teresa Deere RRT, St. Clair Hospital, St. Louis Children’s Hospital
- Tim Matyi RRT, Ranken- Jordan Pediatric Hospital
- Dolores Griffen RRT, St. Louis University Med. Center
- Gregg Ruppel MS, RRT, St. Louis University Med. Center
- Jackie Holloman RRT, St. Luke’s Hospital
- Billy Lamb RRT, Hamilton Medical

### **Surgical Technology**

- Brain Ash, CST, CFA
- Bradley A. Deutch
- Carol Kohlom, OR Educator, St. Louis Children’s Hospital
- Dr. J. Alexander Marchosky, Neurosurgeon, Neurospinal Surgery, P.C.
- Rita Welscheff, OR Educator, Barnes Jewish Hospital
- Linda Zinser, RN – Educator, Barnes Jewish Hospital
- Phil Carlock

## **Business, Math and Technology Division**

### **Accounting**

- Ms. Cathy Behnen, Internal Audit Director, MEMC Electronic Materials, Inc.
- Mr. David Ganz, Professor Emeritus, University of Missouri – St. Louis
- Mr. Woody Johnson, Chief Operating Officer, Citizens National Bank
- Ms. Rachel Latal, Assistant Controller, Centene
- Ms. Van Le, Auditor, Defense Contract Audit Agency
- Ms. Dianne M. Maixner, Certified Public Accountant, Maixner & Company CPAs
- Mr. Paul Meiners, Chief Financial Officer, Groupcast, LLC
- Mr. Michael Pilla, Senior Manager, Controller, Pfizer, Inc.
- Mrs. Kellie Sears, Senior Director, Worldwide Human Resources, Pfizer, Inc.

### **Automotive Technology**

- Barb Kinder, Owner/Service Advisor, Autotech 2000
- Steve Pokomy, Owner/Operator, STS Car Care
- Dave Raymond, Lead Instructor, North Technical High School
- Rob Reiling, Executive Director, AASP
- Mark Schenberg, Owner/Operator, Car-Doc Automotive
- Tom Fogerty, Murganast, General Manager, St. Louis Acura
- Dan Brinkmann, Instructor, Four Rivers Career Center
- Daniel Borers, Technician, LRE
- Paul Mertz, Service Advisor, Enterprise

### **Building Inspection & Code Enforcement Technology/Fire Protection**

- Michael Arras, Chief Instructor, City of St. Louis
- Ronald Gronemeyer, MK & Associates

- Dennis Jenkerson, Fire Department Chief, City of St. Louis
- David Kasl, Assistant Manager, St. Louis County Public Works
- Terry Merrell, Fire Chief, City of Maplewood
- Steve Oishwanger, Fire Chief, Maryland Heights
- Ernie Rhodes, Chief, West County EMS/Fire Department
- Baron Ross, Deputy Fire Marshall, City of St. Louis

### **Business Administration**

- Perla Buck, Accounting Manager II, City of St. Louis Water Division
- Christine Chamberlin, Marketing Director, Den Wizard International
- Nancy Elswick, Director, Media Quest, Inc.
- Jeff Fischer, Vice President, Mercury Communications and Construction
- Robert Kaelin, Facility Technician, Dr. Pepper/Snapple
- Stuart Larson, Global Strategic Workforce Planning Lead, Monsanto
- Felicia Denise linear, Sales/Marketing Coordinator, Farmers Insurance
- Augustin Pacheco, Manager Project Support, Boeing
- Cheryl Roberts, SPHR, Manager, Organ Development, Energizer Holdings Ins.
- Donald Robertson, Staff Officer/Quality Systems Manager, National Geo Spatial Intelligence Agency
- Julie Stackhouse, SVP/Managing Officer, Federal Reserve Bank
- Jim Steward, Partner, Dicom
- Cheryl Strickland, Regional Vice President, Select Rehabilitation
- Lauren Unser, Operations Associate, Maritz Motivation
- Matthew Uzzetta, Mortgage Executive, Green Tree Servicing
- Debra Williams, Product Manager, AFB International

### **Criminal Justice**

- Margie Brine, Director of Security, BJC
- John Buck, District Administrator, State of Missouri
- Capt. Ron Johnson, Commanding Office, Missouri State Highway Patrol
- Hon. Mark Neill, Judge, 22<sup>nd</sup> Judicial Circuit Court
- Adrian Roberts, Training Specialist
- Christine Krug, Ass't Circuit Attorney, St. Louis Circuit Court
- Ed Magee, Chief Investigator, St. Louis County Prosecuting Attorney's Office
- Sean McCarthy, Lieutenant, City of St. Louis
- Mike Muxo, Lieutenant, City of St. Louis

### **Diesel Technology**

- Shawn Badalament, Maintenance Supervisory, Allied Waste
- Benn Duvall, Instructor, North County Technical High School
- David Francis, Owner, D & D Wreck Rebuilders
- Mike Heberlie, Technician, Clark Power Service
- Doug Pratt, President, Gateway Truck Plaza, Inc.
- Kevin Redell, manager, Fleet Maintenance, Schnuck Markets, Inc.
- Steph Sabo, Maintenance manager, Norrenberns Truck Service
- Tony Vanderiet, Supervisor, Metro
- Bret Klein, Metro

### **Health Information Technology**

- Alice Boon, VP, Human Resource, Grace Hill Health Center
- Norma Klein, Coding Compliance Manager legal Services, BJC Health Care
- Katie Krener, Lead Coding, Health Information Mgt., St. Mary's Health Center
- Lisa Kronsberg, Coding Manager, Health Information Management Dept., St. John's Mercy Medical Center

- Dorothy Rodgers, Supervisor, Health Information Mgt., Grace Hill NHC, Inc.
- Kathy Williams, Team Lead, Health Information Management, SSM St. Mary's Health Center
- Richard Schamp, CEO, Capstone Performance Systems
- Terri Eichelmann, Executive Director, HIM, BJC Healthcare

### **Hospitality Studies**

- Misti Anderson, Hospitality/Tourism Instructor, North Technical High School
- Gary Arnold, Owner, Advantage Travel Agency
- Tina Bach, Vice President, Maritz Travel Company
- Price Barrett, VP of Operations, Companion Baking Co.
- Bob Bonney, Chief Executive officer, Missouri Restaurant Association
- Chef Daniele Bush, Executive Pastry Chef, Annie Gunn's Restaurant
- Chef Bob Colosimo, Executive Chef, Eleven Eleven Mississippi Restaurant
- Jan DeYoung, Director, Begins St. Louis
- Carolyn Downs, Owner, Cyrano's Restaurant
- Kelley Edwards, Director – Traveler Fulfillment, Carson Wagonlit Travel
- Christy Ford-Schlafly, Owner, Ford Hotel Supply Co.
- Ericka Frank, Owner, The Cakery Baker
- Chef Brian Hardy, executive Chef, The Gatesworth
- Teri Heck, HR/Hotel Manager (Retired)
- Martha Ifland, Manager, Leisure Travel Division, Maritz Journeys
- Beckie Jacobs, owner, Serendipity Ice Cream
- Pat Jacoby, Owner, Patty Cakes Bakery
- Sherry Lappe, Corporate Director of Human Resources Department, Lodging Hospitality Management Co.
- David McArthur, Owner, McArthur Bakery

- Orville Middendorf, Owner/Manager (retired), PFG Middendorf Co.
- Paul Witwer, Director of Business Development, PFG Middendorf Co.
- Forrest miller, Owner, Royale Orleans Banquet Center
- Tim Miller, Manufacturing Rp., Burlis Lawson Group
- Chef Kevin Nashan, Executive Chef, Sydney Street Café
- Chef Dave Owens, Executive Chef, Bissinger's Chocolates
- Brian Pelletier, Owner, Kakao Chocolatier
- Chef Mitchell Pollock, Executive Chef, Bellerive Country Club
- Chef Nathaniel Reid, Executive Pastry Chef, Ritz-Carlton, St. Louis
- Chef Dave Rell, Chef, Orlando's Banquet Center
- Eileen Sandweg, Destination Specialist, Maritz Journeys
- Sunny Schaefer, Executive Director, Operation Food Search
- Maria Schomaker, Event/Meeting Planner Consultant
- Chef Stephan Schubert, Executive Pastry Chef, River City Casino
- Chef Jeff Seaborn, Executive Chef, Levy Restaurants (Scotttrade Center)
- Jill Segal, Owner, Jilly's Cupcake and Café
- Norman Sewing, Restaurant Consultant
- Linda Shipp, Travel Consultant, Around the World Travel & Cruise
- Brother Leo Slay, Culinary Hospitality Consultant (retired)
- Judy Smith, Pastry Chef, Dierbergs European Bakery
- Sonia Smith, Travel Consultant, Collette Vacations
- Betsy Soltysiak, Director of Training and Agency reporting, Maritz Travel Co.
- Kathy Steward, Travel Consultant, Tiger Travel
- Chef Chris Sullivan, Chef, Fitzgeralds Restaurant
- Stephanie Turner, Owner, Brentwood Travel Co.
- Didier Villard, Owner, Euro Gourmet Co.
- Todd Williams, HR Generalist, Carlson-Wagonlit Travel
- Bryan Young, Owner, Catering Plus
- Sandy Zingrich, Travel Consultant, Travel Leaders Co.

#### **Information Systems**

- Jill Anderson, Manager/IT Technical Services/Data Administration – UniGroup
- Daniel Jundt, Network Engineer II, Charter Communications
- Norris Roberts, Director of Technology, Jennings School District
- Susan Lang, Principal Engineer, Maverick Technologies
- Martin Zaegel, Senior Software Engineer, Enterprise Holdings, Inc.

## Humanities and Social Sciences Division

### Human Services

Mary Burns, Crisis Intervention Advocate  
Woman's Place  
7372 Marietta Ave.  
Maplewood, MO 63143  
Phone: 314-645-4848  
Fax: 314- 645-4683  
Email: mburns@womansplace.org

Lori Curtis, M.S.W .,  
Associate Teaching Professor  
University of Missouri-St. Louis  
211 Belleview Hall  
St. Louis, MO 63121  
Phone: 314-516-6751

Patricia Ferrell, Director  
The Salvation Army  
1130 Hampton Ave.  
St. Louis, MO 63143  
Phone: 314-646-3144  
Fax: 314-646-3182  
Email: patricia\_ferrell@usa.salvationarmy.org

LaDonna Haley, Program Director  
Mental Health Association, St. Louis  
1412 Louisville Ave.  
St. Louis, MO 63139  
Phone: 314-781-9195  
Email: elrobdonna@aol.com

Regina Harmon, Administrative Assistant/  
Case Management  
DYS Reach Day Treatment  
5063 Manchester  
St. Louis, MO 63110  
Phone: 314-340-5634  
Email: regina.harmon@dss.mo.gov

Arlene Miller, Therapist  
10820 Sunset Office Drive, Ste. 204  
St. Louis, MO 63127  
Phone: 314-544-1095  
Email: amillerlcsw@aol.com

DiAnne Mueller, Executive Director  
St. Louis Crisis Nursing  
6150 Oakland Ave.  
St. Louis, MO 63139  
Phone: 314-768-3201  
Fax: 314-768-5608

Christien Reams, Director  
Community Services Lutheran Family and  
Children's Services of Missouri  
8631 Delmar Blvd.  
St. Louis, MO 63124  
Phone: 314-754-2767  
Fax: 314-994-7405  
Email: ChristineR@LFCS.org

Sue Self, Vice President Telephonic Services  
Provident, Inc.  
2650 Olive  
St. Louis, MO 63103  
Phone: 314-446-2831  
Fax: 314-647-1762  
Email: ss@providentstl.org

Sr. Stephanie Turck, Volunteer Coordinator  
Room at the Inn  
3415 Bridgeland Drive  
Bridgeton, MO 63044  
Phone: 314-209-9198  
Fax: 314-209-9207  
Email: volunteercoordinator@divineprovidences

Dr. Sabrina W. Tyuse, B.S.S.W., Program  
Director  
St. Louis University  
3550 Lindell Blvd.  
St. Louis, MO 63103  
Phone: 314-977-2192  
Fax: 314-977-2731  
Email: tyuses@slu.edu

## Clinical Affiliates/Partnerships/Workplace Learning Sites

### Allied Health, Natural Sciences and Physical Education

#### Clinical Laboratory

##### Clinical\_Affiliates:

- Barnes Jewish St. Peters
- De Paul Hospital
- Des Peres Hospital
- Mercy Jefferson
- Lincoln County Medical Center Troy, MO
- St. Alexius Hospital
- St. Clare Hospital, Fenton
- St. Joseph's Lake St. Louis
- St. Joseph's St. Charles
- St. Louis Children's Hospital
- St. Louis University Hospital
- St. Luke's Hospital
- VA Medical Center

#### Dental Assisting

##### Clinical Affiliates:

- Grace Hill Neighborhood Center Dental
- Watson Pointe Dental/Dr. Joseph Grimaud
- James G. Klarsch, D.D.S.

#### Dental Hygiene

##### Clinical Affiliates:

- Murphy O'Fallon Grace Hill Clinic
- Soulard Benton Grace Hill Clinic
- Water Tower Grace Hill Clinic
- St. Louis University – Center for Advanced Dental Education
- Dr. Jines Dental Office
- GKAS - Give Kids a Smile volunteer effort to provide children dental care
- MOMOM – Missouri Mission of Mercy volunteer effort to provide public (children and adults) dental care

#### Partnerships:

- Hu-Friedy
- GlaxoSmithKline
- Johnson & Johnson
- Colgate
- Proctor & Gamble
- Young Dental

#### Diagnostic Medical Sonography

##### Clinical Affiliates:

- Missouri Baptist Medical Center
- St. Luke's Hospital
- Barnes Jewish Hospital
- St. Anthony Medical Center - St. Louis
- DePaul Medical Center
- St. Joseph Health Center - St. Charles
- St. Joseph Health Center – Lake St. Louis
- St. Mary's Hospital Center
- Mercy Hospital
- Memorial Hospital – Belleville
- St. Louis University Medical Center
- St. Clare Hospital
- VA Medical Center
- Belleville Memorial Hospital
- Mercy Hospital Jefferson

#### Emergency Medical Services (EMT/Paramedic)

##### Clinical Affiliates:

- St. Anthony's Medical Center
- Missouri Baptist Medical Center
- Mercy Medical Center
- SSM
- Ranken Jordan Pediatric Hospital
- St. Louis Children's Hospital
- Tenet
- Christian Hospital Northeast
- Lemay Fire Protection District
- Affton Fire Protection District
- University City Fire Department
- Clayton Fire Department
- Eureka Fire Protection District



- Metro West Fire Protection District
- West County EMS and Fire
- Maryland Heights Fire Protection District
- Pattonville Fire Protection District
- Rock Township Ambulance
- North Jefferson County Ambulance
- Meramec Ambulance
- Richmond Heights Fire Department
- Creve Coeur Fire Protection District
- Florissant Valley Fire Protection District

### **Funeral Service Education**

Clinical Affiliates:

- Jay B. Smith Funeral Home
- Schaefer Mortuary Service
- Collier's Funeral Home
- Bopp Chapel
- Kurrus Funeral Home
- Herr Funeral Home
- Stygar Funeral Home

### **Nursing**

Clinical Affiliates:

- Bethesda Dilworth
- Barnes Jewish West County
- Mercy St. Louis
- Missouri Baptist Medical Center
- St Mary's Health Center
- St. Clare Hospital
- DePaul and Behavioral Health Center
- St. Louis Children's Hospital
- Barnes Jewish Hospital
- St. Joseph Hospital St. Charles

### **Radiologic Technology**

Clinical Affiliates:

- Barnes-Jewish Hospital
- Barnes-Jewish West County Hospital
- Christian Hospital
- DePaul Health Center
- Des Peres Hospital
- Missouri Baptist Medical Center

- Progress West HealthCare Center
- St. Alexius Hospital
- St. Anthony's Medical Center
- St. Clare Health Center
- St. Joseph Health Center/St. Charles
- St. Louis Children's Hospital
- St. Louis University Hospital
- St. Luke's Hospital
- St. Mary's Hospital

### **Respiratory Therapy**

Clinical Affiliates:

- Barnes Jewish Hospital
- Cardinal Glennon
- Missouri Baptist Medical Center
- Ranken Jordan Pediatric Hospital
- St. Clare Hospital
- St. Louis Children's
- St. Louis University Hospital
- St. Luke's Hospital
- St. Mary's Hospital

### **Surgical Technology**

Clinical Affiliates

- Barnes Hospital
- St. Johns Mercy Hospital, St. Louis
- St. Louis Children's Hospital
- Alton Memorial Hospital
- Belleville Memorial Hospital
- Des Peres Hospital
- Missouri Baptist Medical Center
- St. Anthony's Medical Center
- St. Clare Hospital
- St. Luke's Hospital
- St. Mary's Medical Center
- St. Joseph Hospital West
- St. Louis University Hospital
- Barnes Jewish Hospital
- Cardinal Glennon
- DePaul Health Center
- St. Joseph Medical Center
- Mid America Transplant Services

## **Business, Math and Technology – Workplace Learning Sites**

### **Criminal Justice**

- Annie Malone Children’s Family Service Center Center for Trauma and Recovery Circuit Attorney’s Office
- Victim Services City Justice Center
- St. Louis City Crime Victim Advocacy Center of St. Louis
- Crisis Counseling Center
- Echo Children’s Home
- Edgewood Children’s Home Hospitals (Crime Victims)
- Juvenile Justice Center
- City, County and St. Charles Law Offices
- Criminal Legal Advocates for Abused Women Life Sources Consultants Mother Against Drunk Driving
- New Life Evangelistic Center
- St Martha’s Hall
- St. Louis City Schools St. Louis City and County
- CASA (Court Appointed Special Advocates) St. Louis City and County Courts (Criminal Divisions)
- St. Louis City and County Police Departments
- St. Louis County Schools
- St. Louis County Jail
- Clayton St. Peters and Paul Community Center Urban League Victim of Crime Assistance Program
- St. Charles Prosecuting Attorney Office Victim Services Council
- St. Louis County Prosecuting Attorney Office Women’s Support & Community Services
- YWCA Transitional Housing

### **Diesel Technology**

- Maverick Transportation
- US Army Reserve, full time maintenance position not a reservist.
- DTC Transportation
- Schneider Transportation
- Vandalia Bus Co

- General Blown Insulation Co, as a maintenance technician
- Penske Trucks
- SDX
- City of Saint Louis
- Republic Services
- Ee-Jay Motor Transportation
- Gateway Service Center

### **Health Information Technology**

- Grace Hill Health Centers, Inc. (Six clinics)
- Peoples’ Health Clinic (Four clinics)
- Washington University (Department of Internal Medicine)
- RGA Reinsurance Company
- Downtown Urgent Care
- BJC Healthcare System
- SSM Healthcare System
- St. Johns’ Mercy Medical Center
- St. Louis County Health Centers
- Washington University Sleep Center

### **Hospitality**

#### **Baking and Pastry:**

- Jilly’s Cupcake & Cafe
- The Pretzel Boys
- La Bonne Bouce
- River City Casino
- Sweet Arts
- Celebrating Life Cakes
- The Sweet Divine
- St. Louis Country Club
- Strange Donuts
- Companion Baking
- Serendipity Ice Cream
- Hendricks
- Dierbergs Bakery
- Schnucks Bakery

**Hospitality Studies:**

- Drury Inn & Suites
- El Maguey
- Hampton Inn and Suites
- Hyatt Regency St. Louis at the Arch
- Java Plus Café
- McDonalds
- Napoli @
- Pastaria
- Renaissance Grand Hotel
- River City Casino
- Robust Wine Bar
- Sarah's Cake Shop
- Target
- Favazza's
- Griffith Elementary school
- Hollywood Hotel & Casino
- Scottrade Center
- McAlisters Deli
- Imo's Pizza
- Gordon Food Service
- Brio Tuscan Grille
- Mike Duffy's Pub & Grill
- STLCC Meramec
- The Westin St. Louis
- Rex's Café
- Off the Grill
- Residence Inn St. Louis
- Maggie's Lunchbox

- St. Louis Zoo
- Rex's Café
- Dining Express
- J-Luvs Catering
- Comet Coffee
- St. Louis Country Club
- La'Place Enrichment Center
- Hampton Inn and Suites (near campus)
- Westin St. Louis (downtown)
- El Maguey (Wildwood)
- U-City Forest Manor Nursing Home
- Sheraton Hotels at Westport
- Robust (on Washington Ave)
- Dao Tien Bistro Vietnamese Food
- Off the Grill (Maryland Heights)
- DB's Sports Bar (downtown)
- Drury Inn (Creve Coeur)
- Pastaria by Niche (Clayton)
- Gwins Travel (Kirkwood)
- McDonald's (Kirkwood)
- The Salted Pig
- Westin St. Louis (downtown)
- Bravo!
- Gordon Food Service
- Xclusive Staffing

**Information Systems**

- Ascension Mobile LLC

## Academic Affairs 2014-2015 Strategic Goals

### Strategy 1: Redesign students' experiences

Action Step 1: Develop and use academic maps for all college programs

- Begin development of career pathways
- Continue emphasis on semester and annual program review
- Continue the monitoring of program accreditation standards
- Increase participation in assessment of student learning outcomes
- Explore the expansion/merger/move of academic programs
- Collaborate with district campuses to develop new programming
- Expand Global/Intercultural focus

Action Step 2: Strengthen and expand alternative delivery models

- Increase online and hybrid course/program offerings/services
- Increase collaborations with district colleagues in scheduling on-line course offerings.

Action Step 3: Develop and implement strategies that increase college readiness

- Contribute to districtwide activities in developmental education redesign
- Track student success in support services

### Strategy 2: Operationalize one college

Action Step 1: Engage the entire college in adopting the definition of one college

- Develop master calendar of events to include all academic affairs events, activities, business procedures.
- Increase collaborations with district and campus colleagues and counterparts
- Reallocate resources (human and financial) where needed

Action Step 2: Reinvent and clarify institutional roles to support one college mission, vision, and values

- Prominently display College mission, vision and values in office areas
- Provide professional development and training opportunities for all employee groups
- Increase communication between faculty, staff, administrators, and students

Action Step 3: Increase college efficiencies to improve "customer" and student services

- Develop consistencies in processes and procedures (i.e. forms; labs, etc.)

### Strategy 3: Strengthen identity and community awareness of STLCC

Action Step 1: Strengthen partnerships

- Strengthen K-12 partnerships
- Increase and/or strengthen partnerships with business and industry
- Increase and strengthen community partnerships
- Increase articulation and 2 +2 agreements with colleges and universities

Action Step 2: Define branding and marketing of the college

- Increase awareness of programs and services
- Highlight employee and student accomplishments



