

Student Affairs

2005 -2006

Student Affairs

Annual Report

Fiscal Year 2007

Career Services

Community Outreach and International Student Services

Disability Support Services and the Transition Program

Health Services

Multicultural and Equity Programs

Personal Counseling and Consultation Services

Student Life and Activities

Program for Student Achievement

Student Success Program

Submitted by

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TRIO: Program for Student Achievement

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#Ellen Velez, Disabilities Counselor

TRIO: Student Success Program

#Ann Buskey, Director
#Megan Manley, Lead Counselor
**Shelli Demarkles, Counselor
**Dana Norton, Academic Services Specialist
#*Dick McCaffrey, Tutor #Denotes grant funding

*Denotes Part-time

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I. Introduction and Summary Highlights

This was another exciting and interesting year in the Student Affairs division. We are still in a state of change and evolution. Part of this process has included the submission of a plan to move office space on the Lowell campus. This would include a creating a Student Lounge on the ground floor of the LC building in the location where facilities vacated. Also proposed was a Multicultural Center in G-05 and a testing room on the third floor for students with disabilities. The main focus for this move will be to provide students with much needed and long awaited space. Last year when the Cyber Café was transformed into academic space for Self Paced Studies, G-00 was made into a faculty lounge. As a result, students do not have the space needed to gather, relax, lounge and have well needed and valuable social time. If this proposal is fully implemented, it will allow the students equal and compatible space as is currently available on the Bedford campus to support their engagement and promote their success.

The other significant accomplishment this semester was that the FSA accepted the proposal for a campus enrichment period to be piloted in the Spring 08 and Fall 08 semesters. An ad hoc committee was developed with a goal of setting guidelines and policies for the coordination and utilization of the enrichment period. After the guidelines are set and accepted, Rebecca Newell will take the lead in helping the college develop a calendar of events that will allow everyone from across the college equal access and equal participation in the development of positive educational programs to support curricular and co-curricular efforts.

Student Affairs Highlights

United Nations Global Youth Leadership

A group of 6 students participated in the United Nations Global Youth Leadership Summit held in New York City. Even though this extraordinary opportunity was presented with short notice, a strong group of both seasoned and potential student leaders were identified to represent the College at this unprecedented event. Feedback regarding our student delegates was extremely positive and each student discussed the experience as a “life changing event.” These students returned to MCC and engaged in fundraising to aid in the eradication of Malaria and also excelled in a variety of leadership opportunities on campus

The Freshman Experience

The Freshman Experience Program was fully launched and a variety of well-attended faculty development activities were initiated. Significant energy was placed on reviewing program impact through a variety of assessment activities. Student self-assessment, review of academic standing, course completion rates, persistence to spring enrollment and comparison data all indicate a successful program

Asian Connections

A new pilot orientation program was developed for the Fall 2006. The format was similar to Avance Latino. This forum provides the opportunity for Asian students to build a sense of community, share their culture and be connected among their peers. In addition the program provided students with information regarding the

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resources available at the college. As a result of Asian Connections, staff communicated with students through email correspondences and direct phone calls to invite them to participate in field trips and multicultural events. Various events were organized to reinforce and build the Asian student community.

Multicultural Achievement Peer Program

The Multicultural Achievement Peer Program (MAPP) was piloted in collaboration with Multicultural & International Student Programs. 7 peer mentors were identified and trained (6 retained), a training curriculum developed, and 18 student mentees recruited. The MAPP created a buzz among students, resonating through commencement when one of student speakers mentioned his role in MAPP. There is a desire among multicultural students to connect and support one another and this is supported in the retention literature as well. Examples of next steps include: 1) an expansion of the MAPP through the support of the new Americorps*VISTA full-time position; 2) increasing the number of student mentors to 20; 3) the support of mentor stipends of \$100 each semester through an MCC Foundation grant; and 4) an increase of student mentees to 80.

Avance Latino

Avance Latino continued this year in collaboration with Multicultural & International Student Programs and Multicultural & Equity Affairs. This project serves to support our Latino student community by providing them with venues and student success knowledge. Additional Avance Latino programming occurred in the Multicultural & International Students Department. This year outreach to Hispanic and Brazilian students included mail, email, telephone calls to inform students of dates or importance and to invite students to events.

UML Partnership

The newly formed partnership with UMASS Lowell this year has been an undisputed success. 210 students have purchased memberships, resulting in \$7340.00 revenue thus far for the academic year. With memberships being sold through the Summer '07 semester as well, we anticipate this number increasing by \$500-\$1000. The partnership with UMASS Lowell has also allowed for participation un the UML Intramurals program – a program taken advantage of by the MCC Hockey Club, and the newly formed MCC Indoor Soccer Club and a Basketball Club. The Soccer Club went on to win the A League Intramural Championships in the Fall semester. Including these three sports, approximately 65 students have participated in the UML Intramurals this year.

Collaborative Programming

Working closely with faculty, the Student Activities office sponsored several unique programs, the most notable being the Middle East series & Renewable Energy Week. The Middle East Series was developed in close collaboration with the Social Sciences Division. We hosted 11 programs in various mediums (art, music, lecture, film, etc.) representing the issues and cultures of several countries in this critical region. Renewable Energy Week was coordinated to bring awareness to the problems of global warming. Nine programs were coordinated and supported by the Division of Math and Science.

Habitat for Humanity Alternative Spring Break Trip (Lawrence)

This year, 12 students participated in this 3-day house-building adventure in Lawrence, MA during Spring Break. Students expressed a deep satisfaction from their volunteer efforts and many have called it a life changing experience. This successful collaboration between the Fitness Center and Service Learning will most

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certainly become an annual tradition – perhaps reaching beyond our immediate community and/or for a longer duration.

Urban Massachusetts Louis Stokes Alliance for Minority Participation (UMLSAMP)

Urban Massachusetts Louis Stokes Alliance for Minority Participation (UMLSAMP) is part of the broader college initiatives addressing underrepresented minority and female student success in STEM fields. Darcy Orellana served as the LSAMP project liaison working closely with UMass Boston and UMass Lowell; mentor and oversee the MCC site coordinator; and overall project. Examples of next steps include ensuring that essential partners within MCC and externally are informed and engaged.

MCC submits AAC&U publication in the new monograph: More Reasons to Hope

Darcy Orellana, submitted an essay that was selected by AAC&U for publication in the new monograph, *More Reasons to Hope*, in the “Alliance between Student and Academic Affairs” category. AAC&U received over 90 submissions for a monograph that will focus on Exemplary Diversity Programs and Practices. Several MCC people contributed to Darcy’s work, including Mary Jane McCarthy, Mary Anne Dean, Pam Flaherty, Cathy Pride, and Rae Perry. This project was truly an example of the collaborative effort that was resonated in the essay.

Club Drugs program

The connection with Roger Jadosz, Health Educator at URI in Rhode Island, was made through our NECCUM network and underscores the importance of our participation. Having already seen his presentation for NECCUM, it was easier to tailor it for success at MCC. This was probably one of the best attended speaker presentations on both campuses that we have had for awhile. The timely topic dealing with Designer and Predatory drugs was of interest to students and faculty. Evaluations of the workshop were excellent regarding content and method of presentation.

Wellness Fairs

Two very well-attended health-centered fairs were presented at Bedford and Lowell on February 28, in collaboration with the Bedford Fitness Center. Screenings for HIV, osteoporosis, diabetes, colon cancer, vision, hearing, blood pressure, Body Mass Index, Gait Assessment for the new walking program initiative and sampling of nutritious foods were very popular, as well as demonstrations of alternative medicine therapies such as: Reiki, accutronics, acupuncture, pet therapy, and aroma therapy.

March into May

Lowell Campus employees were recruited to participate in a Lowell community project to increase daily exercise. The MCC Nursing Program and Health Services collaborated with Lowell General Hospital and many health conscience local agencies to have participants record the number of steps taken during an average work day. The participants graded themselves as inactive, moderately active, and very active. Each participant was given a pedometer and route maps incorporating average walk time and number of steps. Scheduled Group walks were offered, but not mandatory. The name of the program: March into May, reflected the length of time the participants would record activities and then reassess themselves for any behavior changes. Periodic rewards were incorporated into the two month period as participation incentives for employees.

121 employees were originally recruited; 96 continued to the end of the project.

21% reported notable change in their activity level over the two month period.

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Disability Support Services: External educational and collaborative initiatives and presentations

Presentations have included Special Education Parent Advisory Committees, College Fairs for Students with Learning Differences and presentations to private and public school students who have disabilities, as well as partnerships and consultation with public and private human service agencies as outlined in the DSS annual report. These have included: **26** public presentations, campus visits and tours, panel discussions and/or College Fairs and/or hosting public and private high schools, human service professionals and community partners, including providing information and presentations to Human Service Agencies (Mass Rehab Commission) and Community College Disability Service Providers.

Counseling and Consultation Services Restricted Probation initiative

Counseling and Consultation services worked on a previously set goal of redesigning restricted probation student interventions; Students on Restricted Probation (n= 158) were identified and 93 of these students received mid-term deficiencies in the Spring. Two mid-term letters were developed to reach out to students and those with deficiency grades were offered support, policy information and tips for success. Those without deficiencies were offered tips for continued success in the semester. The letters were formatted as emails and sent out using batch email technology from the Counselors. This required the counselors to learn how to leverage the technology available to do this. Examples of next steps include: developing a comprehensive plan for the RP pilot for the fall and spring in consultation with the Academic Review committee and other identified stakeholders; ensuring that technology skills are at the levels needed for simple batch emails; analyzing the compiled student data from the new intake forms; and soliciting feedback about the new form.

Career Services Initiatives

Career Services developed and delivered new classroom presentations and special programs including “mini” Service Learning classroom presentations, as well as a pilot program/project in Law, Justice and Society. This program will be expanded and replicated in other Criminal Justice classes next year. As part of the Leadership Series, new workshops in Behavioral Interviewing Skills and Dress for Success were created and presented. Career Services collaborated with Dental Hygiene faculty to revamp the teaching module for Dental Hygiene students. They also consulted with Exploring Technology faculty to develop/teach career modules. Nearly 2500 students were seen in group settings through these initiatives.

TRiO - Program for Student Achievement (PSA)

The biggest highlight of the program this year was that 21 students graduated or transferred this academic year. Some of the schools that PSA students will be attending are: Mass Maritime Academy, U Mass Lowell, Salem State College, and Worcester State College. The program is especially proud of the students receiving scholarships and special honors, which included: Two PSA students received MCC Foundation Scholarships, one student received a scholarship from the Lowell Association for the Blind, two students became eligible for Phi Theta Kappa, one student receiving an award from Kurzweil Corp, an assistive technology company and one student was a Marshal for commencement.

TRiO - Student Success Program (SSP)

The program is delighted that 33 Student Success participants graduated from Middlesex Community College this fiscal year. Two participants earned full academic scholarships to four-year institutions: Bentley College and UMASS Boston (Transfer Scholarship). 27 SSP participants are planning to transfer to four-year institutions.

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Transfer colleges students will be attending include: Bentley College, UMASS Lowell, UMASS Boston, and Salem State College. Two students were selected as Orientation Leaders for MCC. Three were awarded 4 MCC Foundation Scholarships. Seven were selected for Spring 2007 induction into the Phi Theta Kappa Honor Society. Two of our SSP students were awarded student awards, the James E. Houlihan Jr. Student of the Year and the MCC Spirit Award.

Faculty Staff Changes

Darcy Orellana, as with all great MCC employees, quickly emerged in our area as a “rising star”. She was promoted to the Assistant Dean of Multicultural and Equity Programming and Affirmative Action. With her position as Affirmative Action Officer, she brought Dyan Darcey as an Administrative Assistant over to our division. Dyan has been an exceptional resource and a valuable addition to our area. She seamlessly transitioned into Students Affairs assisting Dean Orellana and picking up the role of supporting Personal Counseling and Consultation Services as well as supporting the Disability Support Services and The Transition Program.

Jonathan Crockett was hired to replace Greg Narleski in the capacity of Coordinator of Fitness, Wellness and Student Activities. Jonathan brought with him a “Zen” like approach to activities and events. From his walking trail to the boot camp program, the feedback from staff and students about Jonathan and his ideas and programming have been outstanding. He really is a perfect MCC “swimmer”.

Barbara Ahern, one of our Support Specialists in Disability Support Services, was upgraded to a full-time position. A portion of her salary comes from voc ed funding. In addition to her role on the Bedford campus reviewing disability documentation, establishing accommodations and support services to students with disabilities and providing lots of 1:1 learning strategies and tutorial support to students taking Mathematics courses, one day a week she brings her expertise and services to the Health Careers division, helping to support students with disabilities in the Health careers programs. Also in the DSS area, Joanne Goretski was hired to replace Paula Sydowski who “retired”, (although Paula has stayed on one day a week because she could not fully remove herself from MCC and her students). Joanne brings a strong background in Math and Science to support students and has been a perfect addition to the team of part -timers that compromise DSS on the Lowell campus.

Kevin Doherty, a MCC student, was hired as the Assistive Technology Coordinator for Disability Support Services. Kevin has been instrumental in creating stronger links between Disability Support’s Assistive Technology services and the College’s Information Technology Department. Through his internship in the Information Technology Transfer program, (of which Kevin was awarded a degree in May), this connection was further strengthened. His coordination and outreach to the Self-paced Instructors and Academic Support Labs facilitated the broader launch of the TextHelp Read and Write Gold Assistive Technology Program across the college community.

Dawn Gross one of our lead teachers in the Transition Program, was hired to fill a part-time vacancy in the PSA TRIO program. Ellen Steen-Velez, the full time PSA Disabilities Counselor, left the college to move to Canada with her new husband. Her vacant position was replaced by Faithe MacElliott, who has been a strong member of the PSA TRIO program since its inception. This gave Faithe the opportunity to move from part-time to full-time status, and become an even stronger addition and asset to this team. The need for an administrative

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assistant to the PSA Program was filled this year by a work study student who worked out very well. It is the hope that this work-study student can return to this position in the coming year.

Elizabeth Jarok joined the staff of the TRIO Student Success Grant. Elizabeth who has a long history with MCC, retired from full-time and as is common for most MCC employees could not say good bye to the students. She filled the part-time writing tutor position that was vacated by Dana Norton who left MCC for a position at Framingham State College.

The International Student and Multicultural Center experienced many staff changes during the last year. Two new professional staff members were hired by the department: Maryanne Mungovan as the Multicultural Center Coordinator and Janin Duran as the Multicultural Specialist. Maryanne has been teaching at the college in the ELL and Reading departments and in the EL Institute since 1988 and will continue to teach in the PAC program as part of her full time job responsibilities. Janin's part time position is partially funded by the Family Day Care Providers Grant. As a result of the addition of new classes to the English Learner Institute and other changes, three new faculty were hired for the English Learner Institute: Maryanne Staid, Hillary Stevens and Elinor Mondale. Toni Marsh was hired to teach the new Family Day Care Provider English class. Tooch Van, Maryanne Mungovan and Janin Duran have made significant contributions to the success of the programs sponsored by our department and are a tremendous asset to the college community as a whole.

Professional Development

Staff within the Student Affairs Division presented over 50 workshops and trainings and attended over 85 external professional development opportunities over the course of the year. Some of the selected topics staff were involved in are as follows:

- Pam Flaherty was selected as a fellow in the year long Massachusetts Community College Leadership Academy.
- Megan Manley was selected to attend the National Council on Student Development Leadership training in Seattle, Washington,
- The SSP Lead Counselor (Megan Manley) served on the 2006-2007 New England Opportunities Association (regional TRIO organization) Executive Board as the organization's secretary
- Darcy Orellana, Jonathan Crockett and Rebecca Newell participated in NCBLI (National Coalition Building Institute) statewide training
- The Career Counselors participating in the Southern New Hampshire University collaboration between Career Services and Disability Support Services, Best Practices
- Pamela Flaherty presented, "Students with Mental Health Issues and the Discipline Process" at the Statewide Teaching Learning and Student Development Conference held at Roxbury Community College.
- Susan Woods presented at the National AHEAD (Association on Higher Education in Disability) conference in San Diego. Along with Poster Session Presentation of The Transition Program model, workshops attended included: Climate Assessment, Disability Training and Strategic Planning, Designing Accommodations for Students to Meet Math Requirements, Career Services and Disability Services, Program Evaluation and Assessment and Meeting the Needs of Military Students During War: Disability and Aftermath

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II Assessment Initiative

- Rae Perry, Associate Dean served as a representative to the ISLO committee for Communication ISLO criteria development and implementation process. Each semester, the Associate Dean will serve on the selected ISLO for the year and other members of the Division will be identified to participate each year based on interest and expertise. (During 06-07 Rae Perry participated in the development of the Written ISLO rubric and Lynn Gregory served on the Oral Communication ISLO.) Dean Flaherty continued to serve on the College Wide Steering committee for the Assessment Initiatives.
- A variety of artifacts from each department have been identified for submission to the ISLO committee. Examples such as Student Commencement Speaker speeches, Leadership Banquet presentations and written work submitted as a result of Career Service developed class projects will be forwarded by the end of June for review and evaluation. Staff were also involved with submitting evidence for the Communication ISLO including fellowship essays, power points, flyers and oral evaluations.
- Initial plan for an e-portfolio pilot has been developed. Students will be able to collect artifacts showing progress towards identified learning outcomes through an on-line portfolio. Initially a few sections of Freshman Experience will be identified for the project in addition to a pilot portfolio for returning student leaders.
- Several members from the division were involved in the program review training with Elise Martin from the Professional Development office. Department outcomes, student learning outcomes and program activities were developed and recorded for the departments involved.
- *SUGA Program Review*
Rebecca participated in a series of trainings and discussions on Student Learning Outcomes as they relate to the ongoing Student Government Program Review scheduled for completion December 2007. It has been suggested by the Dean of Assessment to postpone completion until June 2008 in order to achieve maximum results and evidence collection.
- *Student Activities Program Review preparation*
Jeanine and Jonathan have been participating in a series of trainings as they prepare to participate in the Student Activities Program Review scheduled for 2007-2008

III Miscellaneous projects - grants

American Association for Colleges and Universities – Core Commitments Grant

AAC&U - Pam Flaherty, Dean of Students along with Clea Andreadis, Dean of Social Sciences are lead implementers of the AAC& U grant. Rebecca Newell from Student Affairs is also one of the team members. The major focus of the grant will be to infuse Personal and Social Responsibility into and across the curriculum This will be accomplished through activities that will be identified during the week long Summer Institute in August 07. Participation from the entire “seven person” team is required with hopes that the teams will learn from one another and develop exciting and innovative programs.

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English Learner Institute

The English Learner Institute is completing its third full year of programming offering over 22 non-credit class sections and enrolling 383 students. Out of that number 321 students completed the courses which calculate to an overall retention rate of 84%. Three levels of “Prepare to Attend College” (PAC), Basic English classes; American Expressions, Pronunciation and Accent Reduction were all offered this past year. A new class, Workplace Communications, was added to the English Learner Institute offerings this year. We continue to do outreach to prospective students through a variety of resources. We have experienced remarkable results and the interest has been substantial. Students continue to demonstrate a strong commitment and a willingness to work hard to experience success in learning English. Students report being empowered with more understanding of spoken and written English and an ability to use English appropriately. We have determined that these classes are an important piece in the offerings that the college provides to non-native speakers of English. Maryanne is responsible for coordinating the testing for the ELL department. The staff is involved with presentations, exit interviews and academic advising in order to insure an easy transition for EL Institute students to college credit classes.

IV Goals

Status of FY 07 goals

GOAL 1: Assessment

Student Affairs will continue with **Assessment** as a goal for the coming year as this is a priority for the college and for our division. We believe that by properly assessing our programs and our Student Learning Outcomes (SLO) in the co-curricular area, we can begin to determine what is supporting the student as they make their way through MCC and what is it that holds them to the MCC community thus helping us to define and enhance student engagement and retention. All departments will focus on Personal and Professional Development as a programmatic assessment priority. Each year the division will work on one SLO as the Divisional programmatic choice. By the end of the 6 years, we will have covered all of the SLO areas as a team and have developed a cohesive assessment of the Student Affairs Division. Divisions will also align their assessment projects with the CAS assessment standards.

Outcomes:

See assessment initiative above

Based on our evaluations of the programs in Student Affairs, we identified three areas of need; that we believe would enhance our services and programming and eventually increase student retention.

The three initiatives are: Academic Review, Student Engagement, Equity

GOAL 2: Academic Review

The Division continues to play a significant role in the **Academic Review Process**. Specifically, all departments have been involved in aspects of this intervention with Probation status students. This year the division began to take a closer look at strategies for improving the Academic Probation intervention

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portion of the academic review process. We will be working on intervention strategies designed to strengthen the program with the goal of positively impacting and to increasing student retention. We will be looking toward a case management model for students on the second level of probation, and hope to provide an ongoing “hands on”/invasive advising approach to the probation process. The goal is to minimize the number of students who end up on academic dismissal. This is an attempt to support the academically at-risk population of students. This initiative has included the following major activities:

- Collaborated with VP for Enrollment Services and Institutional Research to develop review of Fall 2005 and Fall 2006 academic standing statistics. Data was collected in an effort to identify “at-risk” students by academic major. Based on this data, faculty Academic Review advisors were added to this summer’s process from Technology, Psychology and Fine & Performing Arts Departments. Faculty from these majors will engage in a pilot intrusive advising program to develop intervention strategies.
- Reports were forwarded to Division Deans, Academic Planning Advising staff and Student Affairs advisors and all departments were encouraged to follow-up with advisees in academic difficulty. Business faculty attempted additional follow-up with advisees on probation, but reported difficulty in reaching their students
- Student Affairs Departments sent follow-up material to every Academic Review student indicating requests for referral information in Academic Review 1:1 appointment.
- A successful Academic Review Process training meeting was conducted for new faculty and professional staff advisors. Topics covered included: AR system, scheduling appointments, AR meetings with students and the impact of course completion on FA.
- The SARS –Grid was fully implemented and appointment scheduling and counselor availability was reorganized to make the process more efficient for both students and staff.
- A more intrusive advising model for Restricted Probation students is being developed. Restricted Probation students (who are not being seen by specific department advisors) will be seen predominantly by the Personal Counselors on each campus. More extensive follow-up and outreach will occur with these students.

Summer 06 Review (Spring 2006 Semester) - 1206 Transcripts Reviewed

Total students – 1099

Academic Probation = 531 (48%)

Restricted Probation = 313 (28%)

Dismissal = 255 (23%)

Total Student Appointments –551

January 07 Review (Fall 2006 Semester)

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Total Students -1357
Academic Probation = 884
Restricted Probation = 267
Dismissal = 206
Total Students Appointments = 327
Lowell 178
Bedford 149

GOAL 3: Student Engagement

Consistent with our goal last year to provide collaborative programming and in conjunction with several changes that we made in the student activities structure, we recognized the positive impact the changes produced. We saw a greater number of students attending events. A broader array of students and more diverse population were involved in events. Our goals for this year are to broaden our outreach of students participation in student co-curricular activities and to engage a cross culture of participants in all clubs and organizations, programs and activities. Statistics show that students who are engaged in co-curricular activities have a higher retention rate.

Student Involvement:

Program Category Participants

of events Approx. # of Student

• Civic/Cultural Awareness	23	1202
• Recreational Activities/Games & Field Trips	8	220
• Entertainment, Social & Community Building	41	3285
• Information and Recruitment	12	710
• Knowledge and Skills	31	1644
• Leadership and Experiential learning	4	340
• Paraprofessional Development Opportunities	11	170
• Sports/Fitness/Physical Education	6	130

Note: Many programs fell into more than one of the above categories. For example, all programs could be identified as leadership building. The primary category was chosen based on the greatest potential for particular student learning outcomes.

- Of the 136 programs offered, several presented significant opportunities for student/faculty engagement as part of the Food for Thought program, One World Series, or other intentionally all-inclusive activities.
- We offered only 7 more programs than last year, but reached over 2000 more students (note: some students may have been counted more than 1 time if they attended 2 or more programs). That represents a 28% increase in student involvement.
- 23 clubs, organization and SUGA subsidized departments sponsored over 100 additional events.

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- Fitness Center Usage: Fitness Center members include men, women, students, faculty, staff, and administrators. During the Fall and Spring semesters, the Fitness Center was open 5 days a week from 8 am to 6 pm. In 2006/2007, the peak months of use were February (441 users) and March (314 users), with an average monthly count of 348 for the complete academic year. On average, 76% of the members are male, and 24% are female members. In addition, an average 94% of members are students, with faculty/staff at 6%. Throughout the year, peak days of use were Tuesdays and Thursdays. Fifteen personal training sessions were conducted and over 200 appointments were met for exercise support and guidance.
- MCC Student membership at the UMASS Lowell Recreation Center has been very encouraging this year. 210 students purchased memberships at the UML Recreation Center so far (we are still selling throughout the summer). This included: indoor soccer, hockey, and basketball, MCC had approximately 65 students participating in Intramurals with UML.
- Weight Training I course ran successfully both semesters and Weight Training II in the spring, with a total of 28 enrolled students.
- Aerobics met for a total of 42 sessions throughout the '06-'07 academic year. There were 17 different participants, with a total of 203 attendances recorded for the year. The new instructor for Aerobics has received very good reviews from class participants, but unfortunately this is unable to instruct again next year.
- Nearly 200 MCC faculty and staff enrolled in The "March Into May" Employee Walking Program. They received free pedometers and were invited to participate in structured walks.
- Beantown Bootcamp (Round 1 and 2) offered a total of 16 sessions, with approximately 32 participants (some duplicates). Due to its popularity, the Beantown Bootcamp will be offered again starting on Monday, September 17th. Verbal feedback from participants has suggested that the Bootcamp has been a very valuable experience for a number of participants.

GOAL 4: Equity

Student Affairs will look toward piloting an initiative that will work with academically at-risk students to maximize their opportunities and likelihood of successful academic and social transition and to help with retention of this population of students. Consistent with this initiative, we will also look at diversity initiatives that will heighten awareness, appreciation for cultural diversity and intercultural understanding of all students. Statistics have shown that our academically at-risk population of students, many times, are also our minority students. Our goal this year will be to combine our programs for academically at-risk students and design a holistic case management approach to meeting the needs of these students.

- Equity of Outcomes Committee – The focus in the summer and fall was on research about best practices, a literature review of Latino and multicultural student retention and how to address identified issues at the College. Based on institutional research and discussion last year, Hispanic

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males aged 18-24 were identified as an “at-risk” student group who do not succeed at the same rates as other groups at the College. In September 2006, Prof. Ellen Nichols and Darcy Orellana conducted a focus group with 7 Hispanic male students ages 18-24 in Lowell. These young men are very proud of their ethnic identity, are committed to attending college, acknowledge fears about figuring out how to understand college expectations, and rely heavily on their cultural network for college information. This research confirmed much of what the literature says about diverse students and how they experience college. The cultural network is an important phenomenon for MCC to further understand and engage. See additional information on an outcome of this research in the pilot peer mentoring program, MAPP. In the spring, this committee did not meet as there was college-wide discourse on retention and the CCSSE project that overlapped with the work of Equity of Outcomes.

Examples of next steps include:

- continue infusing the notion of equity of outcomes by race and ethnicity as a critical part of our institutional practice; and
- reconvening the committee to explore the CCSSE data.

Divisional Goals for FY 08:

The four priorities that Student Affairs will be focusing on as overarching goals for the coming year will be:

Goal 1: Retention – Academic review/Probation Initiatives: Consistent with the goals outlined in the College’s 2007/2010 Strategic Plan, the Student Affairs Division will be on the forefront of initiatives to foster improved retention and student success. Through a re-fashioning and re-design of our approach to Academic Probation interventions and counseling, a comprehensive, holistic approach will be launched. This will include outreach to “at risk” students populations across the college, invasive advising interventions and early awareness programming.

Goal 2: Student ID’s – The Division will participate in implementing a college wide student ID program. The implementation of Student ID’s is planned with the start of stage 1 focusing in Lowell (to also allow Lowell Campus students the ability to validate parking). Stage 2 will commence with the transition of the MCC library card to a comprehensive student ID. Stage 3 will work on incentive programs from local vendors and broader outreach to the community.

Goal 3: Assessment – Personal and Social Responsibility – All departments within Student Affairs will work throughout the year on assessing the ISLO (Institutional Student Learning Outcome) of Personal and Social responsibility. Through Division-wide initiatives, student cohorts will be identified, and data and artifacts will be identified, collected and shared which demonstrate these student learning outcomes. Recommendations are to continue Division-wide thematic programming, as it brings unity to the division’s efforts and raises the numbers of students impacted therefore increasing the number of students attaining the expected learning outcomes. Next year’s theme focusing on the AAC&U grant and the common book should produce some outstanding programs.

Goal 4: Collaborative programming for the newly piloted enrichment period.

As this new initiative will be piloted in Spring, 08 and Fall, 08, the Student Affairs Division will play a critical role in the coordination and delivery of college-wide enrichment programming. The goal of this new initiative

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will be to provide equal access and equal participation in the development of positive educational programs to support curricular and co-curricular efforts. As the collaborative efforts for a Divisional approach to campus programming has made significant progress and impact, our role in the execution of this project will also be significant.

Judicial Affairs

Selected Statistics

FY 06FY 07

▪ 57	45	students were seen for student discipline issues
▪ 10	22	small incident forms were submitted
▪ 1	1	student suspended
▪ 1	0	student expelled
▪ 0	0	student grievances were filed
▪ 12	15	student complaints/issues (non-academic related) resulted in discussions that were resolved informally.

The Dean of Students will continue to work with counseling and consulting services to promote and institute proactive outreach to the college community. The continued efforts will include: training, consultation, workshops, role playing and individual discussion. This type of approach helps to solve problems before they escalate into larger and more serious college-wide issues.