

Striving for Excellence

Student Affairs

**Annual Report  
Fiscal Year 2009**

International Student Services and Multicultural Center  
Disability Support Services and the Transition Program  
Health Services  
Veterans Center

Personal Counseling and Consultation Services  
Academic Assistance, Orientation and First Year Experience  
Leadership, Student Activities, Fitness and Recreation  
Program for Student Achievement  
Student Success Program  
Judicial Affairs

Submitted by  
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#\*Dana Norton, Academic Services Specialist  
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\*Denotes Part-time #Denotes grant funding ^ Denotes volunteer

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## INTRODUCTION

I am pleased to present this report summarizing the highlights of the 2008-2009 year for the Division of Student Affairs. This has been an active year for the departments comprising this area resulting in a number of notable accomplishments. It is not surprising that initial assessments of some Divisional areas have indicated impressive levels of persistence among students who receive services or participate in programs (see Disability Support and Leadership Program Reviews and Reports). Due to the expertise and follow through of the talented Student Affairs team, students are able to develop their abilities and self confidence to achieve better grades and lead the way for stronger futures.

As the cornerstone of an institution of Higher Education, student success is a consistent intention across divisions, yet, Student Affairs has always been at the heart of this priority. With an eye to the College's Core Commitments, The vision of Student Affairs embodies transformative experiences in and out of the classroom, integrating intellectual, social and emotional development of students. Through advocacy, diversity, and inspiration, Student Affairs provides opportunities for all students to become active and engaged leaders in society. And, with a focus on educating holistically, the division offers an atmosphere where all students can feel safe and supported in order to reach their fullest potential.

During the past fiscal year the dedicated Student Affairs staff has developed their areas to compliment this vision while never losing sight of the College's overarching mission. With the ultimate goals being retention and student success, the division has moved in the direction of serving students in a cohesive manner, intentionally concentrating on 4 primary principles:

- Education: Enhance the classroom experience by offering programs and services that present an alternative pedagogy where learning is stimulated by personal experience.
- Support and Wellness: Present opportunities to students that give them tools and strategies for maximum educational success. Offer occasions for strengthening personal health and well-being, ultimately allowing each individual the presence of mind to focus on learning.
- Leadership, Citizenship and Engagement: Provide quality programs that compliment the academic experience, contribute to a sense of College pride and community, connect students to each other, faculty and staff, and teach citizenship and life skills.
- Community Standards: Teach all members of the College community to understand and respect a set of values required of successful and engaged members of society.

This year's assessment activities of the above mentioned program goals have demonstrated just how crucial the division's services are to student success. The Office for Leadership and Student Activities completed a thorough program review and all other departments coordinated various forms of evaluation.

The Division of Student Affairs has been the beneficiary of the unwavering guidance of out-going Vice President Mary Jane McCarthy whose leadership and dedication to excellence have shepherded the Division through several changes in the past Fiscal Year. In terms of program oversight, the Office of Career Services has moved under the direction of Enrollment Services as has the admissions function of the International Office. Another significant change has been the end of the piloted Enrichment Period which experienced mixed reviews and was terminated by majority vote by Faculty Staff Association.

New operations for the division include supervision of the newly formed Veterans Center which is expected to meet the needs of a wave of new students benefiting from the GI Bill. Additionally, the Division has recently acquired the direction of the Connections Program. Space adjustments in Lowell include a new Multicultural Center and Student Lounge – each of which has seen a large influx of student visitors. There have been minimal new hires due to an economic downturn, but we are pleased to have some new talent join our staff including: Paula Gonzales, Student Engagement Specialist, Joanne Jaber Gauvin, TRIO Advisor, Patrick Guthrie, Tutor, Donna Delahanty, Academic Services Specialist, and Lauren Seeley, Disability Support Specialist.

Striving for Excellence has been the overarching theme for Student Affairs and will continue to be under the direction of interim Vice President Ann Montminy in the new fiscal year. Annually the division departments are charged with three primary objectives. It is only recently that a fourth was added. Under the direction of department directors, each area was responsible for:

1. Improving outreach to recruit more students.
2. Implementing initiatives that improve and enhance services and programs.
3. Assessing current offerings in order to effectively achieve desired student learning outcomes.
4. Integrating programs and services with academic affairs so that a student's experience is seamless and there is the greatest potential for learning (see appendix).

With the original intent of the Student Affairs mission in tact, the division has respectfully acclimated to a new and more purposeful way of operating. A strengthened partnership with Academic Affairs has formed and the division has succeeded in retaining the traditional functions that Student Affairs has had for almost a century, while simultaneously continuing to align resources and strategies to address a more common mission. The fusion of two unique divisions has allowed for the increasing complexity of Student Affairs areas to function in a deeply meaningful way. While implemented out of necessity 5 years ago due to a shift in institutional governance, the design is grounded in theory and represents a philosophy of learning that is being adapted at progressive institutions across the country.

This organizational model has increased communication among those who teach students – both in and out of the classroom – and therefore has created a standard of efficiency and productivity that can be demonstrated in quantity of events, numbers of students served, and quality of the programs and services. The Division of Student Affairs at Middlesex has a history of generating new ideas and staying ahead of trends, but is now talking and working in ways not done before - allowing for innovative strategies that increase student satisfaction, self confidence, and academic achievement. Middlesex

Student Affairs initiatives directly resulting from this partnership have recently been identified as best practices by other local and regional colleges (see honors and awards). Shared learning outcomes, meaningful connections between programs and courses, and cultivated relationships between faculty and staff are just some of the areas intentionally developed over these past several months.

I am delighted to present this report emphasizing the unprecedented impact the Student Affairs Division has had on the College and the ultimate beneficiaries – our students.

## Pamela Flaherty

Dean of Students

Note: Please refer to individual department reports for details on the below mentioned highlights, programs and statistics. These can be found electronically or in an alternative format upon request.

### A FOCUS ON EDUCATION

#### Highlights

- *Title III*

The Title III grant initiative has brought together a cross-section of the campus to outline a college-wide approach to working with our first year student population through embedding Core Student Success Skills (CSSS) into both the curriculum and advising initiatives. Implementation of the grant has been the focus of much of this year's activities including participation on 3 search committees to hire Title III staff, creation of 6 faculty design teams for the First Year Explorations courses, and involvement on the Advising Design Team to develop advising goals.

- *The First Year Explorations Program*

FYE continues to develop and expand with 554 students enrolled in courses embedded with a college success skills curriculum this past fall (grown from 135 in FY03).

#### Programs and Services

*The English Learner Institute (ELI)* continues to be a very successful program for non-native speakers offering 21 non-credit sections with an enrollment of 299 and overall completion rate of 83% this past year. The course offerings in the English Learner Institute continue with three levels of Prepare to Attend College (PAC), Basic English Part 1 and Basic English Part 2, American Expressions, Pronunciation/Accent Reduction and Workplace Communications.

*The Lowell Family Day Care Providers English Education Program* is in the third year of a 5-year grant from the Department of Education, Massachusetts. This year a second 12-week class provided a more advanced level option in addition to the 36 week basic skills courses. Twenty-four students participated this year. English proficiency levels increase an average of two levels on the Department of Education's Best Plus Assessment

*CPR Certification full-day courses* were offered 8 times this year with a total of 64 participants completing the requirements. Many of these students are enrolled in Health Careers programs which require this certification.

## A FOCUS ON SUPPORT AND WELLNESS

### Highlights

#### ▪ *Veteran's Resource Center*

The opening of a Veterans Resource Center in the fall has made a significant impression on campuses and specifically a welcomed resource from our student veterans. As a result of a growing need for transitional services as well as support and guidance, the center caters to the increasing numbers of students who identify in this way and is represented by a collaborative college and external advisory board of key individuals. Within the first 2 semesters, the Center has grown to include sponsored events, coordinated grant funding, hired a Coordinator and volunteer advocate, connected in several ways with the VA Hospital. The College Admissions Office has adapted the MCC application to include a category that will help identify new students with a military connection as the Center expands its outreach in the upcoming year.

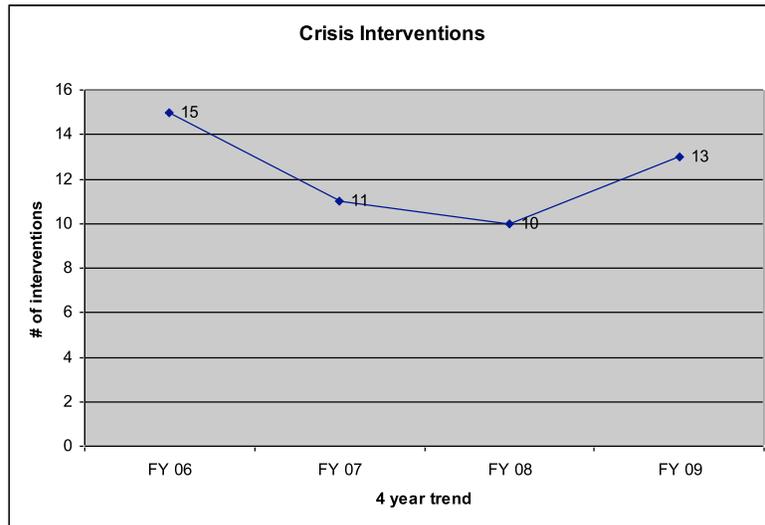
#### ▪ *Foundation Grant-Funded Flu Vaccine Program*

The MCC Foundation provided \$3000 to underwrite a Health Education and Prevention Program and sponsored the purchase of syringes and seasonal Flu Vaccine to be given to high risk students and to employees. Eight clinics were scheduled providing an opportunity for 32 senior Nursing students

enrolled in Community Health Nursing to receive additional experience in giving injections and providing vaccine delivery to 367 students and employees.

▪ *Crisis Intervention*

The number of necessary crisis interventions (psychological emergencies, hospital evaluations or crises where students need to be urgently seen) has increased this year over last year by 30%. This uptick may be the result of enrollment growth, increased outreach to the college community by the PCCS, and the increase in faculty/staff training done to increase awareness and prevention.



4 year crisis intervention trend

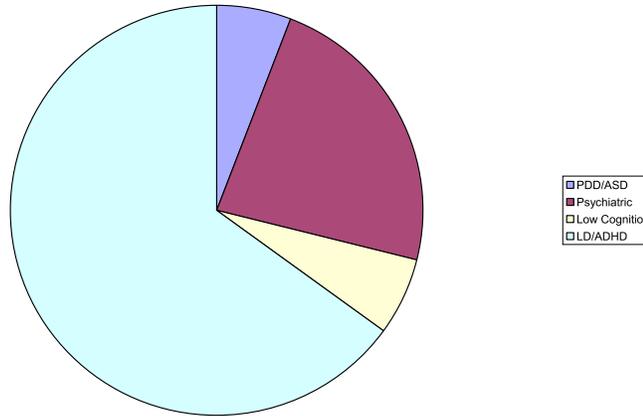
▪ *Academic Review*

94% of participants were in good academic standing in fall 08 semester as compared to 83% in fall 07. Each Division made significant gains. Some majors with progress in this area include CJ, LAS Psychology, LA, LS, Computer Science, Fine and Performing Arts and Lowell Connections. It is important to note that the AR process continues to involve a significant commitment from professional academic review advisors within the Student Affairs Division that may interfere with other priorities.

## Programs and Services

Disability Support Services saw an increase in connections to students with 783 (as opposed to 746 in fy08). Of those, 473 received services this year representing a 10% increase from the prior year. This increase is consistent and reflective of increased enrollments. Approximately 60% of students who registered with a disability received direct service. It is of note that 149 students presented with multiple disabilities requiring more time and support levels than students with only one documented disability. DSS has also increased consultations with faculty which has been critical in broadening the levels of support these students need to succeed. DSS has improved early awareness of students at risk of academic failure whereby 26 students have received an enhanced case management approach to advising through the mentoring of DSS staff. In 2008-2009, 30 students were provided with 45 hours of instruction and training in Assistive Technology.

Documented Disabilities 2008-2009

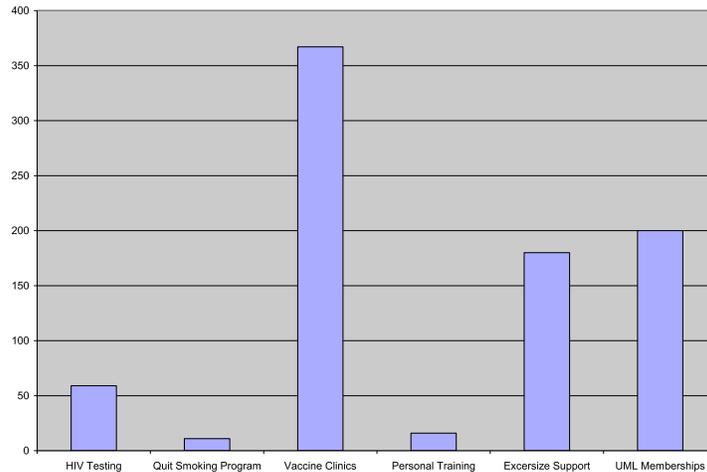


*The Transition Program* congratulated 12 students for successfully completing the program in 2009 and will welcome 15 students returning for their 2<sup>nd</sup> year in the fall. Lower enrollment appears to be a direct result of the reduction in funding support provided by the Massachusetts Rehabilitation Commission. This year, 17 companies hosted 28 students in clerical, mailroom, shipping and receiving and other business support internship placements. Of the recent Class of 2009 graduates, currently 58% are already employed either part or full time. As the economic downturn and national and local recession has created high unemployment, we are unable to predict the employment outcomes this year (trends since 2005 have indicated an 88% placement rate).

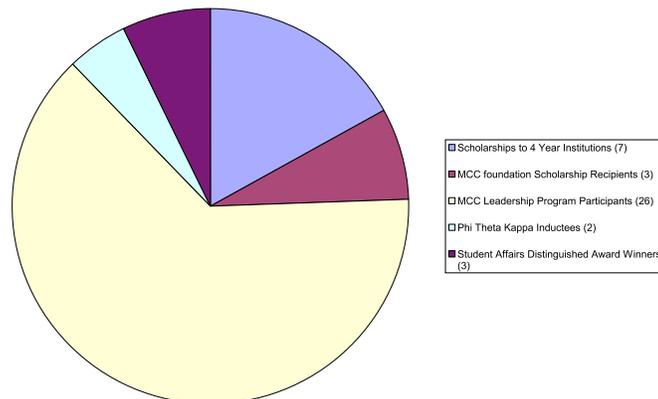
#### *The Turning Point Program*

TPP continued to evolve as an approach to working with students in academic difficulty. Low participation persists despite the addition of a coach to the staffing team; however a 67% improvement rating for students utilizing the program suggests the methods are working. The program will continue without the additional staffing.

Services impacting healthy living directly serviced 833 students. Additionally, there was an increase in participation in activities such as wellness speakers and fairs, stress reducing activities, walks, and passive programming efforts. Health Services served close to 5000 students over the course of the year including walk-ins and International Student Health Records.



The TRIO Student Success Program served 200 students in its fourth year of the grant cycle, graduating 38 with 34 transfers to four-year institutions. Their efforts in supporting students who are either low-income, first generation or who have documented disabilities once again resulted in academic and leadership excellence. In addition, the Program for Student Achievement served 100 students, 7 were award or scholarship recipients and 13 of transferred or graduated. (Chart is TRIO only)



*An Orientation Project Group* comprised of key campus stake holders to review and develop a multifaceted approach to Orientation Activities was formed and developed goals for all MCC Orientation. A review of current Orientation Activities and practices was conducted and assessed in relation to MCC Orientation goals to determine potential gaps in Orientation efforts. Opening Day program alternatives were developed and presented to multiple campus leadership groups for input. Final Plans for Opening Day are currently being developed with a specific emphasis on organizing students by Academic Discipline rather than academic advisor for a variety of major-related orientation activities. Additionally, thematic branding is in the works and will incorporate all stops along a student's orientation journey from placement testing through Welcome Month. These new marketing efforts promise to give new students an overall picture of the process which in turn will eliminate confusion and ensure better awareness of the multiple opportunities available to acclimate them to Middlesex Community College.

## A FOCUS ON LEADERSHIP, ENGAGEMENT & CITIZENSHIP

### Highlights

#### ▪ *Day of Service (D.O.S.)*

MCC's first college wide Day of Service held on Friday, October 17, 2008 was the largest program of its kind in MCC history. Initiated by the Core Commitments AAC&U grant, which promotes personal and social responsibility, a D.O.S. committee led by Coordinator of Student Activities, Melissa Welch met regularly to strategize about budget, sites, logistics, transportation, photography, signage, marketing, registration and reflection. In September of 2008, the committee presented the Day of Service schedule, logistics and registration forms to approximately 100 classrooms and at the FSA meeting. Over 75 students, faculty and staff volunteered to take on a leadership role as site leaders and participated in one of several trainings led by the Student Activities Director. Approximately 800 Middlesex student, faculty and staff volunteers served 55 sites in 16 local cities and towns donating over \$40,000 worth of service to the local communities. In addition, donations for busses, water, food and space were received from various sponsors. Evaluations demonstrate that the majority of participants had a very positive experience and that learning outcomes set by the committee were met.

#### ▪ *Leadership Academy*

This pilot pre-orientation activity funded by a foundation grant was a one-of-a-kind MCC experience that took place at Project Adventure in Beverly MA. The 13 participants came from high schools in the surrounding area. Alongside 3 returning student leaders, they were immersed in hands-on training, challenging them to think creatively and work with others to solve problems. The 2-day experience gave students a new understanding of the foundations of leadership, including goal-setting, personal management skills, ethical decision-making, risk-taking and an appreciation of diversity. They developed intense friendships that have lasted throughout their first year and 85% of them have stayed involved in co-curricular programs at the College. Assessment of the program indicates that all participants developed a sense of college pride and community, a feeling of readiness to begin their first academic semester, an established peer network and support system, strong knowledge of MCC resources, confidence in their ability to succeed, and a strong base for future leadership growth.

#### ▪ *Russian Fellowship*

Due to budget restraints only one international fellowship program was offered this year. Since the spring of 2006, Middlesex Community College and Bryansk State Technical University (BSTU) in Russia have developed a partnership which has included faculty and staff exchanges. As an outgrowth of this affiliation MCC and BSTU developed and implemented an International Student Fellowship program to Russia. Seven students and one administrator traveled from Russia to MCC during the last two weeks in June. As a reciprocal exchange program six students and one professional staff member traveled from MCC to Russia in July. Aimee Rusman was selected to advise the students as they traveled to Russia and David Kalivas prepared the students for the trip through a series of lectures on the history and culture of that area of the world.

#### ▪ *Sports, Fitness and Recreation*

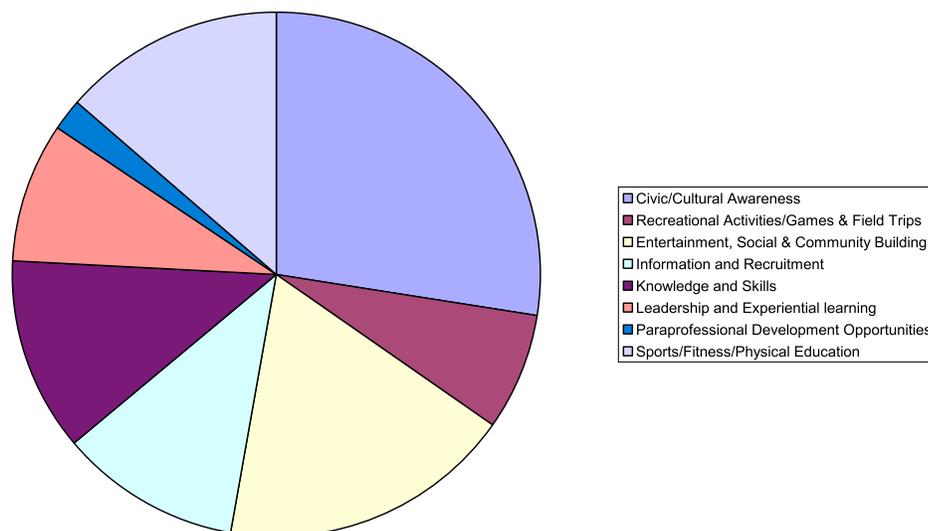
The sports teams have done very well this semester, with a second place finish in the NECHL for the Hockey Team, and an Intramurals Championship win for the MCC Basketball Team. The Soccer Team also had a strong season, making it to the semi-final championship game. There has also been a surge of “potential” sports teams/clubs for the upcoming academic year, including a Running Club, a stronger and more established Parkour Club, a revitalized Cheerleading Club, and a Paintball Club.

The Fitness and Recreation Department has also continued to support and provide a variety of recreational activities and events for faculty and staff. These activities include Bootcamp, the MCC fac/staff running group, fac/staff Friday basketball games, annual MCC vs. UML basketball and softball games, and the first ever MCC Trivia Night event. These opportunities have been great for bringing fac/staff (and some students as well) together in fun, engaged, non-traditional settings.

## Programs and Services

The following chart depicts the range of events that occurred over the year. Sponsored primarily by Student Government (overseen by Student Activities Staff) 277 events were coordinated by a number of areas across the division, many noting collaborations with academic partners. Accurate participation statistics continue to be difficult to track, but estimates indicate a total headcount of over 16,000 at all events combined. These numbers represent a 26% increase in number of programs and a 20% increase in participation. The positive spike in numbers correlates to increased enrollment and also may be attributed in part to stronger programming, marketing and collaboration. It also may be representative of better reporting by clubs and organization and more detailed tracking by Student Activities staff.

Programs by Category



Notable this year was the number of community service activities that occurred. The increase in these activities may be attributed to a number of factors including: 1. the natural desire to help others during difficult fiscal times. 2. The after effects of the successful Day of Service in the fall. 3. Pending new club policy for FY10 announced at advisor training that will require all clubs to complete service each year. Some examples of the plethora of selfless activity include:

Fundraiser for Orphanage in Africa, ASA  
Canned Food Drive, Bowling club  
WISH Project, SADHA  
Mothers Memorial Fund, Nursing Clinics

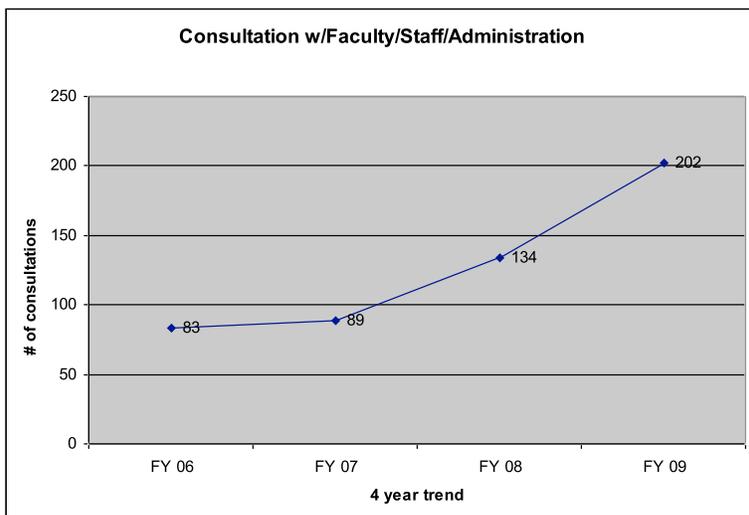
Lowell Seniors Count, Nursing Club  
Winter Wishes/Salvation Army, Student Activities  
School on Wheels, SUGA  
Thanksgiving Turkey Donations, TRIO

**A FOCUS ON CORE COMMITMENTS & COMMUNITY STANDARDS**

**Highlights**

▪ *Personal Counseling Consultations*

Last year, as one priority, the staff identified raising the visibility of the department in order to support the entire college community. The results of their FY 09 efforts are reflected in a nearly 34% increase in consultations and presentations provided to faculty/staff/administrators over FY 08. An excerpt from feedback received after a presentation made to the Self-Paced Learning Department exemplifies the scope the impact the PCCS staff have on the college community: college-wide consultations outside of Student Affairs have increased over 40% over four years with over 200 consultations by PCCS counselors this academic year



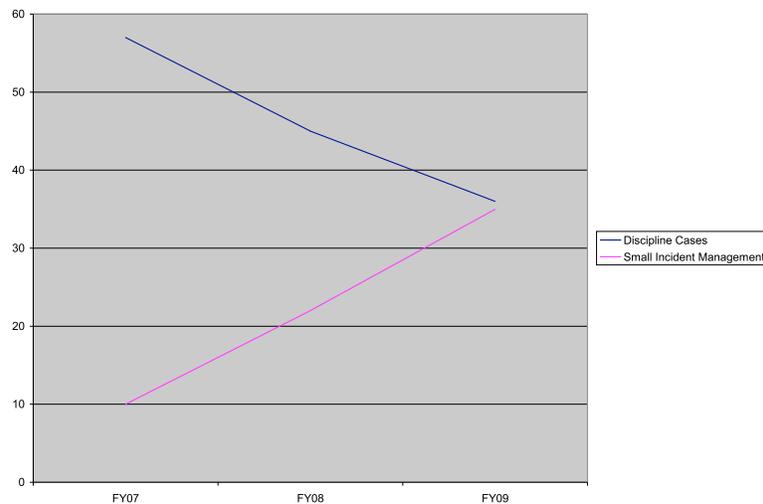
▪ *Honor Code*

The 2-year grant allocated by the AACU came to a close this fiscal year. While the funding was minimal, the results have been exceptional – having a lasting impact on College culture. One of many resulting initiatives, the development of an Honor Code, has played a critical role in the development of strong ethical principles, and supports efforts by the Division to promote academic integrity and reduce academic dishonesty. The code was disseminated to the College community via Orientation, Convocation, College Publications, and some faculty syllabi. Further action is needed to continue the momentum and acceptance of this creed.

## Programs and Services

Judicial affairs, overseen directly by the Dean of Students, will undergo a transformation that will incorporate efforts and objectives developed over the past few years. With a focus on proactive outreach to the College community, the department has begun to re-brand itself in a positive way –reflective of the Core Commitments and demonstrative of its services as well as its punitive function. The plans for this redesign were developed in fy09 with assistance from Lynn Gregory, Personal Counselor and Rebecca Newell, Director of Leadership Development and Student Activities. The new image includes a new title: Community Standards, and will emphasize assistance to students as well as faculty and staff. In addition to revisions made this past year to the Code of Conduct by state-wide legal counsel, the plans include more training, consultation, and workshops, as well as the formation of a Dean's Advisory Council.

Fiscal year 2009 saw 36 official discipline cases representing a 20% decrease from FY08 (and 37% decrease from FY07). Small incident forms (35), however, experienced a rise of similar proportions (up from 22 last year and 10 in FY07) this past year indicating that early intervention methods and a stronger proactive approach are making a positive impact. The below chart demonstrates this trend.



This past year, the College conducted 1 suspension, 1 expulsion, and 1 grievance. There were 21 complaints/issues leading to informal discussions and resolutions. Also recorded are 28 documented occasions for student advocacy of which 100% ended with a positive outcome for the student.

## FY10 GOALS

Committed to growing the opportunities for learning, Student Affairs practitioners must work closely with faculty to achieve several goals. When possible, decisions about programming and services must tie to the academic mission and as a result, students will achieve higher levels of personal development, have stronger satisfaction with their college experience, achieve better grades, and persistence and retention will improve.

Several current and future trends will have a tremendous impact on how Student Affairs departments function and direct their energy. Enrollment growth, changing diversity of the student body, increasing developmental students and students with mental health challenges, evolving technology, and changes in student needs/expectations must be considered as the Division looks to the future. In addition to the standard annual development and expansion of programs and services, the following briefly outlines 10 short term goals for student development.

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### **I. Goal: Increase Opportunities for Student-Faculty Interactions**

#### **Objectives:**

- Continue to develop successful collaborations such as the Food for Thought program, the One World Series, Orientation, Global Awareness initiatives, etc. that impact learning outside the traditional classroom.
- Create intentional working relationships with faculty teaching the learning communities, explorations courses, and developmental classes with efforts to embed experiential learning into the curriculum.
- Pilot engagement initiatives within the business division as part of the Title III grant.

### **II. Goal: Engage More Students in Active Learning**

#### **Objectives:**

- Work closely with faculty in recruiting students to participate in leadership programs and activities (i.e. increased classroom visits).

- Develop specialized marketing efforts to encourage buy-in from students (i.e. social networking, refreshed websites, text messaging).
- Continue to offer expansive opportunities for personal and leadership development (i.e. Collaborate with Paul Sullivan Institute, grant initiatives).
- Connect classroom learning to practice by creating more in-class and external experiences that directly correlate with course material (i.e. in-house internships, paraprofessional conferences, academic clubs and organizations)
- Evaluate the design of campus buildings to eventually be multipurpose (i.e. social space in academic buildings; classroom space near student support offices)
- Increase intellectual focus on student programming by continuing to develop thematic programs that connect directly to course content; utilize faculty expertise when planning and implementing.

### **III. Goal: Communicate high expectations for learning/demonstrate a commitment to excellence**

#### **Objectives:**

- Revisit all Orientation initiatives and design new and improved ways of reaching new students early in their academic career.
- Develop new and enhance existing opportunities that raise the standard of expectations while continuing to be a nurturing environment for students.

### **IV. Goal: Weave the Core Commitments into the education of every student**

#### **Objectives:**

- Utilize the language of the 5 dimensions throughout all student support, student engagement and student success initiatives.
- Develop new programs annually that enhance personal and social responsibility.
- Create more opportunities for community service.
- Help students develop coherent values and ethical standards through dialogues and meaningful interactions with staff and faculty (i.e. launch Dean's Advisory Council).

### **V. Goal: Develop a proactive means for supporting civility and a climate of respect on campus**

#### **Objectives:**

- Implement a marketing plan for the Honor Code & Code of Conduct.
- Develop an Office for Community Standards that focuses on student conduct and offers proactive resources.
- Utilize students as catalysts for setting the tone.

### **VI. Goal: Continue to regularly assess programs and services.**

#### **Assessment Calendar:**

FY10	International Student Services & Multicultural Center Fitness & Recreation
FY11	Academic Review Disability Support Services Personal Counseling and Consultation
FY12	TRIO Student Achievement and Student Success Programs
FY13	Transition

## **VII. Goal: Research and Apply for Funding When Available**

### **Objectives:**

- Investigate a wide variety of sources (i.e. grants, co-sponsorship) to assist with standard and innovative programs (such as Transition Program Needs, Veteran's Center, Fellowships, Expansion of ELI).

## **VIII. Goal: Expand Services for Veterans**

### **Objectives:**

- Increase health and wellness programming for students who are veterans.
- Develop webpage as an up-to-date resource for access of veterans' benefits and related information.
- Continue to engage veterans and their families in programs and services.

## **IX. Goal: Broaden Outreach, Services, and Programs in Support and Celebration of Diversity**

### **Objectives:**

- Increase education on tolerance and awareness of different perspectives
- Extend the current focus to include race, ethnicity, gender, gender identity, socioeconomic class, age, sexual orientation, religion, disability, and job and life circumstance

## **X. Goal: Revitalize Functional Areas of Student Affairs**

### **Objectives:**

- With the interim and new Vice President for Academic and Student Affairs, redesign the Student Affairs roles and responsibilities to include functional clusters that will allow for more streamlined information and encourage more efficiency with programming and delivery of services.

## **Appendix**

## **Student and Academic Affairs Collaborations 2008–2009**

### Food for Thought

*Goal:* To increase student/faculty interaction and create an opportunity to learn about each other on a more personal level.

*Concept:* Faculty and students share food and conversation in an atmosphere other than the class environment. Topics can focus on anything other than the traditional syllabus or course content. Casual discussion is encouraged.

*Resources:* Some funding has been made available for food costs.

### Beyond the Classroom

*Goal:* To increase opportunities for connecting course content with life experience.

*Concept:* Faculty and students attend a program or event together that relates to what is being taught in class. Programs can include lectures, theater, art exhibits, conferences and much more.

*Resources:* Student Activities staff available to help think through the connection between experience and classroom learning. Assistance with how to plan an event from logistics to legal concerns. Some funding may be available.

### Leadership Development Programs

*Goal:* To create an occasion for individuals or groups of students to come together as a team or explore personal characteristics that may ultimately impact their success at the College and beyond. These can directly tie into course objectives.

*Concept:* Experts on college student development will come to class to run a workshop with students on a variety of leadership skills. Students are also invited to sessions offered at various times throughout the year.

*Resources:* Professionals from MCC and beyond who have studied development theory and have extensive experience working with students at this stage in their lives.

### Academic Clubs

*Goal:* To offer students a practical and social environment to explore their chosen major or career path.

*Concept:* Student run groups (with a faculty advisor) create a mission statement and action plan for promoting activities that center around their academic goals.

*Resources:* Funding available. Staff and peer assistance with getting off the ground.

### Paraprofessional Experiences

*Goal:* To bring students together with professionals in their field to learn, network and see first hand how their coursework connects to the real world.

*Concept:* Students attend conferences held by professional organizations in their field of interest.

*Resources:* Funding available. Travel and conference registration arranged by Student Activities staff.

### Student Internships

*Goal:* To provide in house opportunities for students to get hands on experience related to their field of study or professional goals.

*Concept:* Internships are created based on individual requests by students or faculty. Job descriptions vary and are developed according to ones academic or career aspirations. Projects are meant to be challenging and may provide sufficient work to apply for honors option.

*Resources:* Stipend for student. Supervision by Student Activities staff.

### Programs that Relate to Syllabi

*Goal:* To offer multi-disciplinary events that provide opportunities to gain knowledge that may not be available in a text book.

*Concept:* Approximately 150-200 programs are offered annually by the Office of Leadership and Student Activities. In myriad formats, appealing to a wide variety of students and faculty these include programs such as: The One World Series, the Global Awareness Project and other highlighted events that are specifically geared towards topics present in the MCC course catalogue and relate to the MCC intensive values.

*Resources:* Full time staff coordinate programs and ideas from faculty are welcomed and encouraged. Committees are often created and open to anyone who wants to participate in planning.

### Multicultural Programming

*Goal:* To internationalize MCC and promote multicultural learning.

*Concept:* The International/Multicultural Office organizes over activities that intend to promote discourse, educate and celebrate multiculturalism at the college. These often directly correlate with classroom learning.

*Resources:* Professional staff coordinate with deans, faculty and professional staff from different departments to organize discussions and presentations pertaining to multicultural and international programs.

### International Student Fellowship Programs

*Goal:* Committed to educating students about global issues and broadening student's perspectives of the world community, the International fellowship programs are academic opportunities that can offer a life changing experience for MCC students to blend education and international awareness while experiencing cultural diversity.

*Concept:* For the past 17 years, Middlesex has been offering international exchanges and study abroad programs to many different countries for our students and faculty. The course includes a series of lectures, readings, papers and a final project that focuses on the country's history and culture. Students are selected for the program by submitting an application which includes an essay, two letters of recommendation and a personal interview. Since 1992 International Fellowship programs have been offered to 6 different countries and have included almost 300 students and 66 faculty or staff as advisors.

### Enrichment Activities & Title III

*Goal:* To engage students and faculty in a non-traditional educational environment where they can participate in experiential learning while getting to know one another on a different level.

*Concept:* During Enrichment Activities, community members are encouraged to participate in academic and co-curricular activities such as lectures, meetings of student organizations, departmental programs and events, and other college-related activities. A group of Academic and Student Affairs staff worked together to develop a calendar of events for the piloted Enrichment Period. Although the Enrichment Period is no longer scheduled as open time in the course schedule, enrichment activities will be intentionally designed in collaboration with faculty to occur during scheduled courses involved in the Title III initiative

### Advance to Go, Opening Day & Welcome Month:

*Goal:* Student Affairs staff work in concert with Academic support staff, faculty advisors, and academic departments to assist students in making a successful transition to MCC.

*Concept:* Study skills & time management workshops, community building activities, meetings with advisors, speakers connected to academic disciplines and information about college resources are intentionally designed to introduce students to a broad range of resources, academic and student development opportunities on campus. The 2009 Opening Day will initiate newly coordinated Division meetings that will allow for interaction with faculty in a student's major.

### Community Service Initiatives

*Goal:* To create opportunities for all students to participate as active citizens locally and globally.

*Concept:* Short and long term connections with the community that give faculty, staff and students snapshots as well as meaningful experiences beyond service learning (such as the Day of Service and the Alternative Spring Break Habitat for Humanity Project).

### DSS Outreach to Faculty and Students

*Goal:* To highlight services and accommodations for students and assist faculty with teaching strategies and universal design teaching pedagogies.

*Concept:* Targeted efforts have been developed and implemented to insure that Faculty, Staff and students at MCC have a comprehensive understanding of the support and accommodations provided to

eligible disabled students. This includes: classroom presentations to highlight services and accommodations available to students through Disability Support Services; 1:1 consultations; Presentations to divisions and classrooms. Additionally, supporting a campus-wide launch of “Read and Write Gold,” a specialized assistive software. Title III grant start up initiatives to include participation in the Early Alert System development and the Pedagogical Instructional Design position.

### Professional Development:

*Goal:* To offer programming for faculty that focus on exploring and discussing classroom expectations, universal instructional design and promoting the reimaging of the student/college relationship with diverse perspectives in mind.

*Concept:* To periodically offer workshops led by professional staff that have extensive experience in this field. Examples have included: “Where does it say THAT in the syllabus?” – Helping students with Asperger’s Syndrome navigate the Post-Secondary Terrain” and “Acceptance and Expectations: Creating an Inclusive, Positive and Productive Learning Environment for all students”.

### Early Awareness

*Goal:* Increase faculty, staff and student interactions while providing necessary ongoing support and guidance.

*Concept:* The Collegiate TRIO Programs send out progress reports to all faculty with TRIO students in their courses after four weeks of classes. Information is requested about class participation, attendance, and homework. Additionally faculty are encouraged to reach out to the professional staff when a student is struggling, missing class, etc. Great partnerships have been developed through these efforts.

### Workshops to Go

*Goal:* To create occasions for a class to come together as a team or explore personal characteristics that may ultimately impact their success in the course. Faculty and students will explore personal and life skills that may ultimately impact their success in the course.

*Concept:* TRIO Student Success Staff will offer a menu of workshops to faculty and will be prepared to present the workshops in the classroom. Suggested topics include: time management, goal setting, study skills, and test taking strategies. Workshops will be broken down into three groups: appetizers (5-10 minute mini workshops), main courses (30-50 minute workshops) and desserts (10-20 minute workshops). These workshops will help TRIO to recruit students to our program and will help students to be better prepared for their classes.

### STEM/TRIO Partnership

*Goal:* To introduce students in (or interested in) majors or careers in science, technology, engineering and math, to programs, services and external resources that will aid them in their educational and professional path.

*Concept:* The TRIO Student Success Program is working closely with STEM to co-sponsor field trips and other activities (such as to four-year college campuses).

### Learning Communities

*Goal:* To develop ties between faculty and students through highly interactive experiences and student cohorts resulting in stronger connections to the College community.

*Concept:* Learning communities consists of two courses with the same students and the same instructors. Faculty members focus on particular themes; providing unique opportunities to study a topic in-depth, discover how subjects and issues are related, and get to know other students by working together on projects and activities. Faculty are increasingly tapping into resources from Student Affairs

practitioners that enhance the goals of the courses (such as Food for Thought and Beyond the Classroom).

### First Year Explorations Courses

*Goal:* Courses in several majors designed specifically to help new students successfully transition to college-level coursework.

*Concept:* Students enrolled have the opportunity to be in a course with other new students interested in the course topic. Each course embeds learning strategies, study and time management skills and information on college resources into the course content. Currently 8 courses with multiple sections are listed as First Year Explorations courses including Law and Order, It's a Small World, Searching for Heroes, Explorations in Science, Explorations in Human Behavior, Explorations in the Humanities, Explorations in Technology, and Computer Essentials.

*Resources:* The Associate Dean of Student Development serves as a coordinator for the program and works closely with the Academic Deans, Department Chairs and Faculty to provide oversight and continuity of efforts. Professional development opportunities are provided to instructors and activities within the co-curriculum are either intentionally linked or highlighted for the faculty and students involved in these courses

### Academic Review

*Goal:* To assist at-risk students as early as possible by making a human connection at the College, providing counseling for personal and academic success and connecting the student to resources.

*Concept:* A committee comprised of the Dean of Social Sciences & Human Services, the Dean of Business and Engineering Technology, the Associate Dean of Student Development, the Director of Disability Support Services and the Associate Dean of Academic Programs and Articulation meets each semester to determine student academic status. The Associate Dean of Student Development then coordinates college outreach and intervention efforts with faculty and student development academic review advisors.

### The English Learner Institute

*Goal:* To offer a program that focuses on developing basic English and skills essential to American culture such as technology, life skills, and social conventions.

*Concept:* Anyone who is a newcomer to the United States or needs to develop their basic English Skills is suitable for this program. The English Learner Institute is completing its fifth full year of programming offering over 22 non-credit class sections and enrolling almost 400 students. Three levels of Prepare to Attend College (PAC), Basic English classes Part 1 and Part 2, American Expressions, Pronunciation and Accent Reduction and Workplace Communications were all offered in the English learner Institute this past year. Students report being empowered with more understanding of spoken and written English and an ability to use English appropriately in a variety of settings. Many of the students who take courses in the English Learner Institute transition to the college credit ESL classes.

*Resources:* Student Affairs staff are responsible for coordinating the testing for the ELL department. The staff is involved with presentations, exit interviews and academic advising in order to insure a smooth transition for EL Institute students to college credit classes.

### Flu Vaccine Administration Program

*Goal:* To provide an intentional collaborative opportunity with the Full-time and Part-time Evening Nursing Program that results in student skills enhancement, health education opportunities, and revenue for student emergency fund.

*Concept:* Provide preventive health education techniques and protection to high risk students and employees through on campus vaccine clinics. Orient and supervise senior nursing students enrolled in Community Health Nursing course in the delivery of health education and perfection of vaccine injection skills. Generate funds for the Mothers Memorial Fund (student emergency fund) supervised by the MCC Foundation through minimal fee from employees for vaccine service.

#### Radiological Technology Program

*Goal:* Provide introduction of patient care to freshman RT students.

*Concept:* Health Service Director teaches four hour lab during first week of fall semester classes covering various aspects of patient care to prepare students for the beginning of clinical experience.

#### Medical Assisting Program

*Goal:* Provide Clinical Externship site for students needing additional assistance.

*Concept:* In the event that the Program Coordinator is unable to place a student at a clinical site, the Health Service, in agreement with the Coordinator and student, Health Services will provide a site with an appropriate agreed upon experience to satisfy the requirements of the program.

#### Community Health Nursing Course Clinical Rotation

*Goal:* Provide a community health site to Nursing students enrolled in the Community Health Nursing course.

*Concept:* Nursing students are assigned each semester to the Bedford and Lowell Health Service Offices. Students participate in special events sponsored by HSO such as: fall and spring American Red Cross Blood Donor Drives, Wellness Expos, Blood Pressure Clinics, and Diabetes Screening.

#### Health Services Service Learning Projects

*Goal:* The Director of Health Services acts as supervisor of student project in agreement with course Instructor.

*Concept:* The Health Service Director supervises Service Learning Projects based on the project, and after negotiation and agreement with the Instructor that the project, as conceived by the student, has merit and, if successful, will receive credit.

#### Student Advocate with Faculty

*Goal:* To provide assistance through negotiation with faculty to students who have specific issues of extenuating circumstances

*Concept:* Many students are unable to advocate for themselves and do not realize they may be able to negotiate a plan with the Instructor to complete a course and be successful. Based on the appropriateness of the situation, assistance can be given towards a negotiation of a resolution with the instructor and student.