

**MIDDLESEX COMMUNITY COLLEGE**

**ACADEMIC PROGRAM REVIEW  
SELF STUDY**

**FOR**

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**Name of Academic Program**

**2015 – 2016**

**Program Review Committee:**

**MIDDLESEX COMMUNITY COLLEGE**

**Academic Program Review**

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**Middlesex Community College**

**Academic Program Review**

**SECTION I: EXECUTIVE SUMMARY**

Using background and/or contextual information, please provide the reader with an summary of the program’s **evolution, progress, and direction**. What is unique about this program? What does the **future** hold for the program? What are the major **issues** for this program? Connect us to your most recent program review where important, including information about previous findings, **improvements**, and **unfinished items**.

**SECTION II: SELF STUDY QUESTIONS, FOCUS, GOALS**

Here you should identify your reasons for doing review at this time – what are the questions you hope to answer and/or the direction you’re considering taking – what are your goals for the outcome of this review process?

**SECTION III: PROGRAM MISSION AND SUPPORT OF COLLEGE’S STRATEGIC PLAN**

1. State the mission of the program.
  
2. Middlesex Community College’s Strategic Directions are in italics below. Provide examples of how your program’s mission and the work that is done within your program support these directions as appropriate.

<i>Improve access and advance student success by strengthening evidence-based practices and resource allocation.</i>	<i>Foster greater college engagement through improved communication, personal connections and collaborative partnerships.</i>	<i>Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.</i>	<i>Empower all members of the college community to be educators, mentors, advocates and life-long learners.</i>	<i>Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.</i>	<i>Build partnerships that stimulate innovation and address the educational, social, economic and workforce development needs of our communities.</i>



5. Map the way in which your program currently provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**.

**Note:**

- **This is an exercise to create a map of what “is”, not what “should be”.** It is an opportunity for faculty teaching in your program to think about and come to consensus on which program learning outcomes their course(s) currently support, and to what degree. Once this map of “what is” has been created, as a group you can identify gaps that you want to address to better enable student achievement of your goals for their learning (see question 7 below).
- **At the Competency level, PSLOs and ISLOs should be reflected within the course outcomes on all syllabi for that course.**

**Curriculum Map:**

PSLO	ISLO supported by PSLO	Course						

6. Does your Curriculum Map suggest a need to make changes to the **availability** and/or **sequencing of** opportunities for students to develop and achieve any PSLO within the program? If so, please explain.

7. Referring back to your Curriculum Map for each PSLO, please provide at least one course-level student learning outcome (SLO) from syllabi from a wide range of sections for every course that supports that PSLO at a Competency level. If no such course-level SLOs are available, discuss how this will be addressed within the program. Also discuss how your program can or does ensure consistent opportunities among all sections of each Competency-level course for students to demonstrate their achievement of your program goals for student learning.

<b>PSLO</b>	<b>Course Supporting at Competency Level</b>	<b>Course SLO</b>	<b>What evidence of student achievement of this course SLO is used to determine that students have achieved this SLO? How is that evidence obtained? Please describe and include in Appendix examples of the prompts that generate this evidence (assignment/project descriptions, exam questions, etc.).</b>

8. Referring back to your Curriculum Map, are there any ISLOs not supported to Competency levels within the program? If so, please describe how students in your program experience adequate opportunities to develop and achieve Competency with this (these) outcome(s), or please provide a plan for how this will be addressed.

<p><b>Written and Oral Communication</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral presentations</li> <li>• Use of relevant information literacy skills</li> <li>• Effective use of technology</li> </ul>	<p><b>Critical Thinking</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> <li>• Creative thinking</li> <li>• Development of logical conclusions</li> </ul>
<p><b>Quantitative Literacy</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Representation</li> <li>• Calculation</li> <li>• Application/Analysis</li> <li>• Communication of quantitative information</li> </ul>	<p><b>Multicultural and Global Literacy</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Intercultural knowledge</li> <li>• Global issues</li> <li>• Interactions that build diversity awareness</li> <li>• Diverse forms of creative expression</li> <li>• Aesthetic Appreciation</li> <li>• Historical, political, and economic perspective</li> </ul>
<p><b>Social Responsibility</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Civic engagement</li> <li>• Social justice</li> <li>• Ethical frameworks</li> <li>• Social policy frameworks</li> </ul>	<p><b>Personal and Professional Development</b>  <i>For example...</i></p> <ul style="list-style-type: none"> <li>• Achievement of academic goals</li> <li>• Career Readiness</li> <li>• Self Assessment</li> <li>• Responsibility for learning and personal development</li> <li>• Professionalism</li> <li>• Leadership</li> <li>• Wellness</li> <li>• Collaboration</li> </ul>

## Assessment

9. For your assessment project, you have two choices:
- a. Identify one or more cumulative assignments or capstone projects that significant numbers of students in your program complete to demonstrate their competency with **two or more** PSLOs. Use your curriculum map to identify the courses that require students to demonstrate these PSLOs at a **Competency** level.  
OR
  - b. Identify a PSLO that you want to assess student competency with, using your curriculum map to identify those courses (preferably **Competency** level for the PSLO, at a minimum **Developing** level) from which you will collect student products.

**NOTE:** You will have the opportunity to conduct another programmatic assessment project at Assessment Day in 2016-17.

Formulate a plan to collect full sets student work (artifacts) from above assignment(s)/project(s) that are representative (e.g. students who take courses on either campus, day and evening/weekend) of your program's graduates. From these full sets of student work, you will want to select a random sample that is still representative of your graduates but can be assessed by your faculty on Assessment Day. How will you evaluate the work – do you have, or will you need to create a rubric or set of criteria/checklist by which to evaluate student work? (*you do not need to respond in writing to this question – your response will be embedded in the next question - #10*)

### **Questions to consider:**

- Is there a way to capture students' perceptions of their learning with these assignments/projects to complement faculty evaluations of that learning?
- How can you maximize part-time faculty/staff involvement in this process?

### **10. Describe your process (use the following prompts as helpful):**

- What did you do?
- Which courses contributed artifacts?
- How representative of your overall student population was this sample?
- What were the artifacts?
- How did you select a smaller random sample to assess?
- What criteria did you use to assess student learning and achievement?
- Were the faculty doing the assessment work representative of your program/department?

## 11. What Did You Learn?

## 12. How Can You Use What You Learned?

If your results suggest that there is room for improvement, consider:

- Do students have adequate opportunities to develop **Competency** for these outcomes? Refer to the courses that support these outcomes at a **Developing** level on your curriculum map. In those courses, what are the ways in which students are working with and producing work for which they receive constructive feedback in preparation for their cumulative demonstration of **Competency** in later courses?
- What are some possible improvement strategies? Please describe, then note as part of your action plan in **SECTION VII**, the Summary section of this document.

## **SECTION IV: PROGRAM SUPPORT FOR STUDENT SUCCESS**

**13.** The following instructional practices and strategies have been described as high impact educational practices. Please discuss them in the context of your own program. Feel free to discuss additional high impact practices not mentioned here. Have you done any research within your program to determine the actual impact on student success that these or other high impact practices are having? If you are finding these high impact practices to be effective strategies for engaging students and increasing student success, how will you scale such practices up and out to support more students within your program? (This information should be noted as part of your action plan in **SECTION VII**, the Summary section of this document.)

- **FIRST-YEAR SEMINARS AND EXPERIENCES**
- **COMMON INTELLECTUAL EXPERIENCES**
- **LEARNING COMMUNITIES**
- **WRITING-INTENSIVE COURSES**
- **COLLABORATIVE ASSIGNMENTS AND PROJECTS**
- **UNDERGRADUATE RESEARCH**
- **DIVERSITY/GLOBAL LEARNING**
- **SERVICE LEARNING, COMMUNITY-BASED LEARNING**
- **INTERNSHIPS**
- **CAPSTONE COURSES AND PROJECT**
- **EPORTFOLIOS**

14. Have any of the courses in this program been designated as Gen Ed courses as a result of MCC's revision of General Education? If so, please discuss any program impact of this work. How are part-time faculty incorporated into the discussion of course strategies to support and assess ISLO development? Are there teaching and learning strategies that have been found to be particularly effective? Have co-curricular activities been embedded in course content that have had an impact on student learning?
15. Do all students in your program, regardless of campus, day/evening, and/or modality of instruction, have equal access to the high impact practices and student success strategies that your program offers to at least some of its students? If not, discuss how you can increase **equity** for all students in your program. (Include in your action plan as appropriate.)



## SECTION VI: EXTERNAL PERSPECTIVES

**20. NATIONAL BEST PRACTICE: It is as important for us to look beyond our walls as within our walls for new ideas.** Based upon issue(s) you have identified as worthy of further exploration for program improvement, conduct some preliminary research, using the following sources (or others) as starting places:

- The Community College Research Center (CCRC): <http://ccrc.tc.columbia.edu/>
- The Research & Planning Group for California Community Colleges (RP Group): <http://www.rpgroup.org/>
- American Association for Colleges and Universities (AAC&U): [www.aacu.org](http://www.aacu.org)
- The Community College Survey of Student Engagement (CCSSE): [www.ccsse.org](http://www.ccsse.org)

Other resources might include work taking place at institutions known nationally for their best practice.

**21. Identify labor/market trends** that may impact current and future graduates of this program, based on input from advisory boards, focus group meetings with recent graduates, and national and regional data. Discuss changes to the program that these market trends may suggest. Some possible sources for such data include:

- <http://online.onetcenter.org> (use “Find Occupations”)
- <http://lmi2.detma.org/lmi/FPIforms1.asp>

**22. ADVISORY BOARD:** Describe how you have incorporated your Advisory Board into this self study, and provide examples of some of their input that you have found most valuable.

**23. EXTERNAL CONSULTANT** (if applicable): After you have completed the self study and received feedback from an external consultant, please summarize that feedback, in terms of program strengths, areas needing improvement, and useful recommendations. Include a copy of the external consultant’s report in the Appendices for this program review, and incorporate relevant information into the Summary section on the next page.

**SECTION VII: PROGRAM EVALUATION SUMMARY**

- A. Program Strengths  
(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)
  
- B. Program Action Plan for Improvements, Budgetary Implications, Timelines.  
Program Review is both evaluative and forward-thinking, offering the opportunity to set future directions for the program.

<b>Action Items</b> (Reference the question in the program review where this need is explained.)	<b>Proposed Plans for Improvement</b> (Bulleted list of suggestions.)	<b>Financial Needs to Make Improvements</b>	<b>Proposed Timelines for Implementation</b>