

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

for

**Liberal Arts and Sciences
Communications Concentration**

2008 – 2010

Program Review Committee:

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MIDDLESEX COMMUNITY COLLEGE
Academic Program Review
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Liberal Arts – Communications Concentration Program Review

Section 1: Introduction

This is an opportunity to provide background or contextual information, set goals for the program review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed program reviews, such as findings, improvements and unfinished items.

The current Program Review will depict somewhat of a different picture of the Communications Program at Middlesex Community College than that written in 1999-2000. In 2000, in addition to most of the courses currently offered, the Program was also publishing an award winning newspaper and magazine. In fact, in 1999, *The Campus Report*, the newspaper, was named best in the country at two-year colleges with the same population as that at Middlesex. But, as a result of a three-year dispute between the administration and the department chair, the administration cut the funding for both publications in 2009. It's unfortunate that the students no longer obtain first-hand knowledge of working on actual publications. Despite said changes, the same two full-time professors, now supported by an adjunct staff of 15-19, have managed to grow the number of student majors and graduates. Later, in the Goals section of this Review, we will discuss how we intend to restore what has been lost during the past three years. This will include the reinstatement of the student newspaper in some form.

Our greatest strength remains the preparation of students to transfer to baccalaureate programs, part of the college's mission. This is greatly due to the varied backgrounds of full-time and adjunct faculty. Since many of these teachers are also professionals in their respective fields, they are able to move their students' academic knowledge to a higher level.

Section II: Mission and Goals

- 1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.*

The Associate of Arts degree in Liberal Arts and Sciences-Communications Concentration provides students with a basic introduction to the mass media, develops their understanding of communications and instructs them in media production process and techniques.

The concentration is designed to educate students within the broad range of communications principles, media practices and their connection to American culture.

The coursework encompasses mass communications studies, journalism and the electronic media and includes the history, theory, technology and effects of media communications. The concentration's general education base strengthens the student's capabilities to communicate through the written word, speaking and listening and the visual arts.

The concentration prepares students for transfer into four-year colleges granting liberal arts degrees or into bachelor degree level programs in such specialized media fields as journalism, communications, television and film, radio and public relations. Associate degree graduates have the additional option of directly entering the communications industry as media producers or technicians. Internships in professional television, radio and print media outlets are available to students through internship contracts.

The basic mission of the concentration remains the same, but the distinguishing characteristic of 21st century communications is its continual and rapid rate of change and innovation. At the time of the last program review, the LACM television and radio courses were based entirely on analog technologies. Soon afterwards the concentration began converting to digitally-based technology. This required the total replacement of all its camcorders and studio cameras, retooling the Bedford TV production studio and computerizing all the audio and video editing systems used in both the radio and television courses, a process that is now complete. Changes in the field also required the introduction of new courses, including Reporting and the Internet and Multitrack Music Recording. More recent developments, such as the rise of interpersonal media and the programming requirements for the small screens of smartphones and e-book readers, illustrate the developing state of the art in audio-visual communications. They also demonstrate the demands these changes place on educational programs to continually assess technological developments and adapt to them to keep the courses relevant and useful to their students.

2a. What is the relationship of the program's mission to the overall mission of the College as adopted by the Trustees and approved by BHE?

The program's mission is closely related to the overall mission of the College in both personal growth and economic opportunity. The mission reflects that the college is committed to providing educational programs and services that support professional growth and economic opportunity for its diverse student population. Communications courses such as Media Ethics and Issues, Film Analysis, Speech, Music Appreciation and Creative Writing address the development of the student's appreciation of the varied directions a major in Communications can take. Hands-on courses, which focus on the day-to-day work in the print and broadcast media, prepare the student for the vocational opportunities this program affords.

Various independent study courses and internships have a two-prong effect: they both prepare the student for transfer to a four-year college and for a job at the conclusion of his/her college education.

- 2. Please explain what specific institutional goal(s) the program satisfies. You may include any goals referenced in the College Mission Statement or any goals illustrated in the Pillars of the College Mission statement.*

Excellence in teaching is one of the foundations of the Communications Program as well as being an institutional goal. Instructors come not only from the academic world, but also from the professional world. The backgrounds of the staff include a 35-year news reporter/columnist, a public relations director, a radio producer and host, a freelance director, an arts and theater critic and a newspaper managing editor. This rich variety provides extensive opportunities for our students. Through independent study and internship contracts, students are able to directly apply what they learn from these professionals.

An important aspect of the educational approach employed by the Communications faculty is placing a limit on the maximum number of students enrolled in some courses. All Speech I sections are held to no more than 18 students, so each of them can prepare and present a greater number of presentations and allow sufficient time for discussion and performance critiques. In addition, the hands-on media production course sections are limited to no more than 12 students to provide the individual attention necessary for students to develop their skills through adequate use, practice and access to media production equipment.

Section III: Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

- 3a. Please note important trends, patterns and issues that emerge through the enrollment, academic progress and retention data. (Data from Institutional Research Office, see Appendix A).*

Application Trends

The data on the concentration's enrollment over the past five years was measured in three ways: Application Trends, New Student Head Count and New Student Full Time Enrollment (see *Appendix A pp. 1-3*).

It shows an average of 63.4 applicants over the five year period, ranging from a low of 56 applicants to the program in Fall 2005 to a high of 71 applicants in Fall 2008. Fall 2005 also represents the only drop in applications over this period.

Liberal Arts Communications					
Program Application Trend					
Liberal Arts Communications	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Completed Applications	68	56	61	61	71
Change from Previous Year		-12	5	0	10
% Change from Previous Year		-17.6%	8.9%	0.0%	16.4%

Student Head Count

The New Student Head Count Enrollment average was 38.2 over this period, ranging from a low of 32 students in Fall 2007 to a high of 44 in Fall 2008.

New Student Head Count Enrollment					
See Appendix A p. 2					
Liberal Arts Communications	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
New Student Head Count	42	36	37	32	44
Change from Previous Year		-6	1	-5	12
% Change from Previous Year		-14.3%	2.8%	-13.5%	37.5%

New Student FTE

When the new student counts are converted to Full Time Equivalent counts, the five-year average becomes 27.92, with the range extending from a low of 23.6 in Fall 2007 to a high of 33.2 in fall 2008.

New Student Full Time Equivalent Enrollment Trend						See Appendix A p 3
Liberal Arts Communications	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
Full Time Equivalent (FTE) New Students	31.2	24.2	27.4	23.6	33.2	
Change from Previous Year		-7	3.2	-3.8	9.6	
% Change from Previous Year		-22.4%	13.2%	-13.9%	40.7%	

Communications Majors

This Committee later asked the Institutional Research Office to answer questions we had about when, in their academic careers, did our students declare themselves to be Communications majors. The data we received in response focused on the academic year beginning Fall 2008. Out of 91 students enrolled in the concentration that semester, 54 of them (59 percent) had decided to major in Communications as their first declared major at Middlesex, apparently signifying that the majority of our students had already decided on their major prior to entering the college. Another 12 students (13 percent) originally listed their major as Undeclared and then chose Communications after some time at the college, while another 25 students (28 percent) had at first declared other majors at the college but then switched to LACM.

Choosing a Communications Major - Fall 2008 (data from 5/11/10 memo from Theresa Mullen, Research Analyst, MCC)		
Students choosing LACM majors as their original major	54	59%
Students originally "Undeclared"	12	13%
Students originally in other majors	25	28%
Total	91	100%

Enrollment by Gender and Race

The LACM program differs from Middlesex Community College as a whole in terms of its gender proportions as well as in its racial divisions. The college's 60/40 proportion of female to male enrollment was generally reversed in the case of the Communications enrollment. While the entire College's non-white student enrollment averaged 26 percent over the five-year period, the program's average was 16 percent. Although not a terrible proportion in itself, it is lower than that of the college as a whole. There are causes for this; they reflect the state of the industry with its disproportionate share of white males. The department is, however, interested in pursuing a greater diversity within its student population and plans to work with the college's Advising and Enrollment departments to do so.

Gender Distribution - Liberal Arts Communications					
LACM by Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female # (%)	34 (40.0%)	31 (33.3%)	37 (39.4%)	35 (38.0%)	37 (40.7%)
Male # (%)	51 (60.0%)	62 (66.7%)	57 (60.6%)	57 (62.0%)	54 (59.3%)
Total	85	93	94	92	91

Gender Distribution - All College					
MCC by Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female # (%)	4961 (60.8%)	4866 (60.1%)	4857 (59.7%)	4756 (58.3%)	4908 (57.5%)
Male # (%)	3201 (39.2%)	3224 (39.9%)	3279 (40.3%)	3405 (41.7%)	3622 (42.5%)
Total	8162	8090	8137	8162	8532

Data by Race/Ethnicity										
	Liberal Arts Communications Program					Middlesex Community College				
	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Asian # (%)	1 1.2%	2 2.2%	3 3.2%	3 3.3%	2 2.2%	719 8.8)	745 9.2%	771 9.5%	794 9.7%	837 9.8%
Black # (%)	6 7.1%	9 9.7%	9 9.6%	7 7.6%	2 2.2%	432 5.3%	423 5.2%	482 5.9%	475 5.8%	516 6.0%
Hispanic # (%)	6 7.1%	1 1.1%	2 2.1%	5 5.4%	6 6.6%	730 8.9%	750 9.3%	812 10%	841 10.3%	973 11.4%
Native American # (%)	1 1.2%	1 1.1%	0 0%	0 0%	1 1.1%	32 0.4%	27 0.3%	26 0.3%	19 0.2%	28 0.3%
White # (%)	69 81.2 %	78 83.9%	79 84%	76 82.6%	79 86.8%	6034 73.9%	5981 73.9%	5948 73.1%	5862 71.8%	5947 69.7%
Non Resident # (%)	1 1.2%	1 1.1%	1 1.1%	0 0%	0 0%	59 0.7%	43 0.5%	61 0.7%	73 0.9%	77 0.9%
Unreported # (%)	1 1.2%	1 1.1%	0 0%	1 1.1%	1 1.1%	156 1.9%	121 1.5%	37 0.5%	98 1.2%	154 1.8%
Total	85	93	94	92	91	8162	8090	8137	8162	8532

3b. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data. (Data from Institutional Research Office and Department Records, see Appendix A).

Transfer Students

Although transfer data is not available on the specific schools to which Communications students transfer, the Middlesex Community College Fact Book for the following years describes the general transfer patterns of our Communications students:

Year	Transferred without Associate Degree: # (%)	Transferred with Associate Degree: # (%)	Total
2005-2006	18 (82%)	4 (18%)	22
2006-2007	20 (87%)	3 (13%)	23
2007-2008	22 (76%)	7 (24%)	29
2008-2009	11 (61%)	7 (39%)	18

As noted above, although increasing numbers of transfer students are graduating with an associate degree, the majority of Communications students are transferring prior to earning their degrees. More investigation is necessary to determine why students decide not to complete their degrees prior to transfer.

In the 2007-2008 academic year, for example, 29 LACM students transferred to other colleges. Of these, only a quarter of these students left Middlesex with their associate degree, while more than three-quarters of them transferred without having first earned their degree.

Communications Majors Transferring to Other Colleges - Fall 2008

Students graduating MCC before transferring	7	24%
Students not graduating before transferring	22	76%
Total	29	100%

We believe several factors may help explain this. One may be the eagerness or impatience by some students to transfer and enroll in a bachelor degree program, which is their ultimate educational goal. We advise these students, however, to earn their associate degree at Middlesex first so they will secure at least this level of educational certification. If unforeseen circumstances prevent them from completing their bachelor degree, they would still retain their associate degree credentials, rather than have no record of program completion beyond their high school diploma.

We have also noticed a tendency for other students to switch from the Liberal Arts And Sciences - Communications Concentration to the Liberal Studies degree requirements as their graduation approaches (*see Appendix B-1 & B-2 to compare the two degree requirements*).

The Liberal Studies Associate of Science degree offers them a greater range of course selection choices within its broader categories of elective courses compared to the more stringent and specific individual course requirements of the Associate of Arts degree. Rather than remain at Middlesex for another semester, if they find they happen to be short of a specific requirement, they may opt for the greater flexibility of the AS degree and graduate sooner than otherwise.

With the increasing cost of attendance at all educational institutions, a concerted effort should be made to encourage students to graduate with associate degrees. The Department's response to Question 4f. on page 14 of this report describes the benefits students gain when they transfer to another institution within the Massachusetts System of public higher education, including guaranteed admission to some programs, guaranteed transfer of credit and scholarship opportunities. Some of these benefits may also apply to private colleges as well.

Successful Course Completion Rate Trend

The program's course completion rate was higher than that of the college as a whole (*see Appendix A, pp. 19-21*). The average rate for the program over the 2004-2008 fall semesters was 81 percent for LACM students, while Middlesex's college-wide average was 74.22 percent.

	Liberal Arts Communications					Middlesex Community College				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	126 79.2%	144 86.2%	162 83.5%	156 80%	146 76%	17360 75.4%	17104 74.7%	16672 72.4%	17123 73.3%	18145 75.3%
Incomplete Grade	0 0%	0 0%	0 0%	0 0%	0 0%	10 0%	16 0.1%	760 3.3%	369 1.6%	548 2.3%
Failed Course	14 8.8%	12 7.2%	16 8.2%	20 10.3%	19 9.9%	2487 10.8%	2474 10.8%	2206 9.6%	2578 11%	2351 9.8%
Withdrew from Course	19 11.9%	11 6.6%	16 8.2%	19 9.7%	27 14.1%	3167 13.8%	3295 14.4%	3374 14.7%	3281 14.1%	3068 12.7%
Total	159	167	194	195	192	23024	22889	23012	23351	24112

The lowest course completion rate for communications students over this period was recorded for the Fall 2008 semester, when only 76 percent of the students successfully completed. An examination of the course-by-course breakdown for those years, however, finds one course with an abnormally low completion rate; Journalism II in Fall 2008 had only a 53.8 percent rate. Of the students enrolled in that course, 15.4 percent failed it, which is high but not out of line with other Communications course failure rates. An exceptionally high 30.8 percent, however, withdrew from the course. This anomaly adversely affected the program-wide completion rates for Fall 2008, lowering the overall completion rate for all Communications course that semester from 78.27 percent to 74.77. Since enrollment has continued to be problematic in that particular course, discussions with the faculty and Humanities Division Dean are being planned.

HU 8112 or COM 201 Journalism II					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	0	8	9	8	7
Failed Course	0	1	2	0	2
Withdrew From Course	0	0	1	0	4
Total	0	9	12	8	13
%Successfully Completed	#DIV/0!	88.9%	75.0%	100.0%	53.8%
%Failed Course	#DIV/0!	11.1%	16.7%	0.0%	15.4%
%Withdrew From Course	#DIV/0!	0.0%	8.3%	0.0%	30.8%

**Middlesex Community College
Liberal Arts Communication Program Review Data
Successful Course Completion Rate Trend**

HU 1105 or COM 101 Mass Communications					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	15	12	40	44	27
Failed Course	5	3	1	4	3
Withdrew From Course	8	2	6	4	7
Total	28	17	47	52	37
%Successfully Completed	53.6%	70.6%	85.1%	84.6%	73.0%
%Failed Course	17.9%	17.6%	2.1%	7.7%	8.1%
%Withdrew From Course	28.6%	11.8%	12.8%	7.7%	18.9%

HU 8114 or COM 102 Media Ethics and Issues					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
17	20	31	27	27	
4	0	4	11	4	
1	0	5	2	2	
22	20	40	40	33	
77.3%	100.0%	77.5%	67.5%	81.8%	
18.2%	0.0%	10.0%	27.5%	12.1%	
4.5%	0.0%	12.5%	5.0%	6.1%	

HU 4107 or COM 121 Introduction to TV Production					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	23	18	10	18	22
Failed Course	0	4	1	2	1
Withdrew From Course	1	3	0	4	3
Total	24	25	11	24	26
%Successfully Completed	95.8%	72.0%	90.9%	75.0%	84.6%
%Failed Course	0.0%	16.0%	9.1%	8.3%	3.8%
%Withdrew From Course	4.2%	12.0%	0.0%	16.7%	11.5%

HU 8116 or COM 124 Broadcast Writing					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
18	23	20	9	13	
0	0	2	0	2	
3	3	1	0	1	
21	26	23	9	16	
85.7%	88.5%	87.0%	100.0%	81.3%	
0.0%	0.0%	8.7%	0.0%	12.5%	
14.3%	11.5%	4.3%	0.0%	6.3%	

HU 8111 or COM 150 Intro to Journalism					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	37	39	37	33	33
Failed Course	5	4	4	3	5
Withdrew From Course	6	2	2	7	6
Total	48	45	43	43	44
%Successfully Completed	77.1%	86.7%	86.0%	76.7%	75.0%
%Failed Course	10.4%	8.9%	9.3%	7.0%	11.4%
%Withdrew From Course	12.5%	4.4%	4.7%	16.3%	13.6%

HU 8117 or COM 122 Radio Programming					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
16	24	15	17	17	
0	0	2	0	2	
0	1	1	2	4	
16	25	18	19	23	
100.0%	96.0%	83.3%	89.5%	73.9%	
0.0%	0.0%	11.1%	0.0%	8.7%	
0.0%	4.0%	5.6%	10.5%	17.4%	

3c. Please summarize findings from student surveys, student focus groups and/or other types of surveys and focus groups the Committee chose to undertake. (Data from surveys and/or questions developed by the Committee)

These findings are summarized in detail in Section V-A, Program Student Learning Outcomes, Q7f p 14 and in Appendix C3, pp. 1-3.

Section IV: Program Analysis

A. Target Populations:

4a. Is this program intended to serve a target population(s)? Please explain.

In general, most of the current Communications Concentration students plan to further their education at four-year educational institutions. They came to MCC for an initial exposure to the study and production of mediated Communications. Some are attracted to the college because of its low tuition, while others may feel the need to strengthen their basic academic skills through developmental courses. Most of them have no previous experience in Communications before taking these courses.

4b. Are there plans to recruit/market for this program by targeting any new or different groups? Please explain. Are there additional student recruitment and/ or marketing efforts in which program faculty would like to be involved? Please be as specific as possible.

In the ten years since completion of the last Program Review, the number of Communications course offerings have increased on both the Lowell and Bedford campuses. With both full-time print and non-print media professors, complemented by 15-19 adjuncts, a variety of courses in all aspects of Communications is currently being offered. These changes are reflected in the diverse makeup of the Communications student population. There remains, however, the opportunity to encourage further growth in the recruitment of women and minority students into the program. See Q4d p 13 in this section for more information.

To begin to increase student enrollment into a new area, a course in Writing the Short Film will be offered in Bedford for the first time in the Fall 2010 semester. As interest in this writing specialty grows, both it and other film-related courses will also be offered on the Lowell campus. In addition, two sections of the Multitrack Music Recording course are now running, one on each campus. Each section meets in an on-campus classroom as well as in separate professional music recording studios, one in each community. This course was established to serve the expressed interests of students on both campuses for hands-on and computer-based music production courses.

The department is also interested in pursuing a greater diversity within its student population and plans to work with the college's Advising and Enrollment departments to help facilitate the process. (See also Section III Q3a Enrollment by Gender and Race)

4c. Are there plans to change or add to strategies currently in place to assess the program's fit with student interest and market demand?

A Communications Department Advisory Board composed of members of the local media outlets and four-year Communications Programs will be invited to meet once or twice a year to assess the Communications Program at MCC. These individuals, as representatives of the students' potential employers and future educators, will be able to determine how the program at MCC meets market demands. This Board is currently being formed with representatives from *The Sun* in Lowell, UMass-Lowell, Lowell Telecommunications Corporation (Lowell's non-profit access organization) and 980 WCAP-AM, Lowell. An initial meeting will most likely occur in the fall.

4d. Are program faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the program? Describe these interactions and the roles that the parties play.

Members of the Communications Department faculty have been working with the Academic Planning Center to promote the concentration and its recruitment of students by participating in college-wide open houses.

(See also Section III Q3a Enrollment by Gender and Race, p 7)

4e. Are there additional student recruitment/marketing efforts in which program faculty and/or staff would like to be involved? Please be as specific as possible.

The faculty would like to work with MCC's Enrollment Management personnel to arrange opportunities to speak with high school students on such topics as the fields of print and non-print Communications, including their structure, recent technological changes, prospects and job markets. They may include both single-classroom visits as well as participating in school-wide career panels and presentations, when these students visit MCC.

4f. Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that apply to your program. Are the agreements current and signed by all partners? What percentage of students in the program takes advantage of each agreement?

The Communications Program curriculum does not include courses appropriate for articulation with high schools. Students seeking credit for coursework completed in high school have the option of taking AP or CLEP exams in the general education subject areas. Students must receive a score of "3" or better on AP exams to receive credit for equivalent courses at Middlesex. For CLEP credit, the college accepts the scores posted on the College Board's CLEP website and awards credits as recommended by the College Board.

Middlesex Community College is also an active and successful participant in the Commonwealth Dual Enrollment program, through which high school students can enroll for MCC courses and simultaneously earn both high school and college credit.

Currently the college has no Communications-specific articulation agreements with individual baccalaureate institutions. The Communications Program curriculum, however, meets the requirements of the Commonwealth Transfer Compact, Joint Admissions and *MassTransfer* programs, statewide policies that guarantee transfer of credit and admission to the state colleges and universities. Plans are underway to contact several four-year colleges popular with MCC students to determine if agreements can be developed.

The policies provide the following benefits:

Transfer Compact: Applies to students who matriculated at Middlesex prior to September 2009. Students who graduate from the Communications Program and are accepted at any of the Mass state colleges or UMass campuses are guaranteed that a minimum of 60 credits will be applied to the baccalaureate degree. This policy does not, however, guarantee admission.

Joint Admissions: Applies to students who matriculated at Middlesex prior to September 2009. The Communications Program is approved for Joint Admissions at the following Massachusetts state colleges and university campuses in the institutions/schools/ majors listed below:

- Bridgewater – Communication Studies
- Fitchburg – Communications
- Framingham – English
- Mass College of Liberal Arts - English/Communication, Fine & Performing Arts
- Salem – Communications
- Worcester – Communications, English (Writing)
- UMass Amherst - Colleges of Humanities & Fine Arts, Social & Behavioral Sciences
- UMass Boston – College of Liberal Arts
- UMass Dartmouth – College of Arts & Sciences
- UMass Lowell – College of Arts & Sciences

Under the terms of the Joint Admissions policy, students who graduate from the Communications Program at Middlesex with a 2.5 cumulative GPA are guaranteed admission into these programs. If they graduate with a cumulative 3.0 GPA, students will also receive a 33 percent reduction on the Mass resident tuition rate for up to two years. This policy does not guarantee transfer of credits.

MassTransfer: Applies to students matriculating at Middlesex beginning with the Fall 2009 semester. The Communications Program is currently approved for MassTransfer at the following Massachusetts state colleges and university campuses in the institutions/ schools/ majors listed below:

- Bridgewater – School of Arts & Sciences
- Mass College of Liberal Arts – English/Communications
- Salem – Communications Concentration in Journalism
- Worcester – Communications

Under the terms of the *MassTransfer* policy, students who graduate from the Communications Program with a 2.0 cumulative GPA are guaranteed transfer of their community college's general education course credits to the baccalaureate institution.

Students graduating from the MCC Communications Program with a 2.5 cumulative GPA are guaranteed admission, transfer of MCC general education courses and full transfer of credits into the above programs. If they graduate with a cumulative GPA of 3.0, they are guaranteed admission, full transfer of credits into the above programs and also receive a 33 percent reduction of the Mass resident tuition rate for up to two years.

The Institutional Research office was unable to provide data about the specific schools to which the Communications students transferred.

Section IV-B - External Perspectives:

5a. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

Bunker Hill Community College

BHCC continues to offer a far more general selection of courses in its Communications Concentration than that at Middlesex. In fact, there is only one required journalism course, Journalism I. In addition to this, students must select four courses from a pool of electives which include: Principles of Advertising, Film as Art, Oral Communication, Introduction to Desktop Publishing, Introduction to Mass Media and Journalism II. The

department recommends a two-semester foreign language sequence. The program at MCC is far more rigid.

Fitchburg State College

The objectives for the Program in Communications Media include preparing individuals to assume communication positions as freelancers, designers, independent producers or employees of corporations, institutions and media organizations. After students take Systems and Theories of Communication and Message Design, they can then focus on one of the following concentrations:

- Film Production
- Video Production
- Graphic Design
- Photography
- Professional Communication
- Interactive Media
- Communications Studies

Each of these concentrations has a list of required and elective courses. The program is quite varied. MCC should note how specific each concentration is at Fitchburg and distinguish between two separate programs for print and non-print majors.

Salem State College

Salem State continues to offer a Bachelor of Science in Communications with concentrations in journalism, public relations and advertising. The minor in Communications offers those three choices plus Communications Studies. In addition to general education core requirements and distribution sequences, which include lab science, world history and literature, Salem offers a very rigidly prescribed sequence of courses in the journalism concentration. (This concentration was selected because it is the closest to that at MCC). There are nine required courses, which focus on media writing, computer applications and editing.

Students must also complete four electives, ranging from Law & Ethics to Public Relations Writing.

Boston University

BU offers three separate majors under the College of Communication umbrella:

1. Film and Television, 2. Journalism and Mass Communication and 3. Advertising and Public Relations. Through this separation, it is clear that BU prepares its students for specific career specialties. Additionally, the COM Writing Program serves all students at the College of Communication by helping students become more competent and more

confident writers. Some of the required courses in the Journalism major are similar to those at MCC, including Newswriting and Reporting, Media Ethics, Television Newsroom and Radio Newsroom.

Emerson College

At Emerson College, the School of Communication includes the departments of Communications Sciences and Disorders, Communication Studies, Journalism and Marketing Communication. The Department of Journalism's requirements comes the closest to MCC's Communications Program, among the private schools.

There are six curricular goals this program seeks to achieve, ranging from teaching students how to gather and analyze information accurately, efficiently and intelligently in an increasingly technological world to teaching students the value of revision and the craft of story-telling. Before choosing a major in print or broadcast journalism, students must complete a core of common courses.

These are:

- Discovering Journalism
- The Newsgathering Process
- The Image of News: Words, Pictures and Sound
- Journalism Law and Ethics
- American Government and Politics

Print majors must also complete:

- Print Journalism: Covering the Day's News
- Beat Reporting in a New Century
- News Editing and Design

Then, they must take Online Publishing or Public Affairs Reporting.

Students specializing in Broadcast Journalism must take:

- Broadcast Journalism
- Radio Producing
- TV News Producing
- Electronic News Gathering/Reporting

Students then must choose one of the following:

- Online Publishing
- Broadcast Journalism Practicum
- Public Affairs Reporting

Many of these courses are also offered at MCC, which again suggests the possibility of offering two distinct courses of study within the Middlesex concentration. We share several of the same requirements and electives, thereby making it easier for MCC students to transfer in as second semester sophomores or juniors.

Northeastern University

At Northeastern, a BA in Journalism or in Cinema Studies and Journalism are both offered within the School of Journalism, which is part of the College of Arts and Sciences. Students must complete:

- Journalism I, 2, 3
- Interpreting the Day's News
- History of Journalism
- Law of the Press
- Journalism Ethics and Issues

Students are also required to take Introduction to American History and two Journalism electives. These electives are varied and range from Radio News Gathering and Reporting to Public Relations Principles. Though many of the courses have slight differences in titles from those at MCC, the content is similar. NU, however, does offer more broadcast and online Journalism courses than the MCC program.

5b. Based upon the committee's knowledge of institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and in what areas that bear further exploration.

The City University of New York

CUNY's BA in Journalism comes at a time when media are radically changing the entire way news and information are collected and disseminated. The program addresses the growing emphasis on interactive media delivery methods, ethics and legal issues and more localized news coverage. But it does not ignore the demand for strong traditional writing and reporting skills. The Journalism major offers concentrations in News Writing and Reporting, Broadcast Journalism and Book and Magazine Publishing.

Students are required to take two foundation courses during the sophomore year: Introduction to Journalism and Introduction to Feature Writing.

Other required courses are:

- Essentials of English Grammar
- Urban Government in the United States
- Basics of Online Journalism

- Best Reporting and Community News Coverage
- Essentials of Editing
- Journalism Ethics and Legal Issues

In addition to these 24 credits, students must choose a minimum of 4 courses for an additional 12 credits. The electives range from Studio Television Production to Advanced Feature Writing. Seniors are required to earn 3 credits doing fieldwork in their major. As with some of the Massachusetts four-year colleges, the major difference between this program and that of MCC is in the area of online journalism.

Medill at Northwestern University

Medill requires its students to take nearly three-quarters of their coursework outside of journalism to ensure they are broadly educated on a wide range of global and national issues. Medill's students learn the writing, reporting, editing, producing, visual and online journalism skills needed for a multimedia career. They are also prepared for work in a particular industry, all of which have growing online platforms.

Among other freshman courses, students take Reporting and Writing and an introduction to Web-based journalism. During their sophomore year, students take courses to prepare them for a Journalism Residency within a specific industry. In their junior year, students study Storytelling and Media Law and Ethics before embarking on said residency.

6. Please describe mechanisms or procedures currently in place to monitor changes in the job market and review the program's currency and "fit" with the educational interests and needs in our region. Explain how these groups have contributed and/or impacted the program's offerings.

6a. Relevant external parties, such as advisory groups, corporations/ agencies, professional groups, outside licensure/ accrediting bodies, etc. If there is an advisory committee in place, please comment on the frequency of meetings and the contributions/ impact the committee has had on the program. Include names of members and minutes of the meetings in the appendices of the program review.

In the past, much of the information on the "fit" of our Program with educational Interests and needs of our students has been gathered from local and national media organizations. These groups include College Media Advisers, the Associated Collegiate Press Association and the News England Press Association. Among the organizations serving the interests of non-print media students are Collegiate Broadcasters, Inc and the Association for Education in Journalism and Mass Communication.

An advisory committee made up of representatives of local media outlets and UMass-Lowell is currently being formed and will meet once or twice a year. These outlets include *The Sun* in Lowell, LTC and WCAP in addition to UMass-Lowell. Plans are underway to contact several four-year colleges popular with MCC students to determine if agreements can be developed.

6b. Relevant internal groups or individuals, such as other departments, programs or areas at the college that: (1) utilize your courses as prerequisites for their courses and/or program or (2) supply prerequisites for your courses.

The central prerequisites provided for this Program come from the English Department. They are the English Composition I and II courses. The Social Science Division also provides two required courses: World Civilization Before and After 1500.

Communications majors must also take:

- 1 Math Elective
- 1 Lab Science Elective
- 2 Science Electives
- 1 Behavioral Science Elective
- 1 Computer Elective
- 1 Literature Elective
- 1 Gen. Ed. Elective

Students may also elect to take Music Appreciation and/or Creative Writing. Many departments require our Speech course as a prerequisite in their programs. As a result, the Department ran 14 sections of Speech I in the Spring 2010 semester.

6c. Other populations (i.e., students, alumni, community members, cooperative education supervisors, practicum supervisors, service learning supervisors, community agencies).

Most of the outside agencies that utilize our Program are the internship employers. These have included *The Sun* in Lowell, *The Woburn Daily Times Chronicle*, *The Eagle-Tribune* in Lawrence and Andover and GateHouse Media's local weeklies. The non-print media students choosing to intern work at a variety of both local and Boston-market radio, broadcast television and cable TV outlets. These include WCAP Radio 980-AM-Lowell, Kiss 108 (WXKS-FM, Medford) and WFXT-TV Fox 25, Dedham.

Section V: Curriculum

A. Program Student Learning Outcomes (PSLOs)

7a. Identify your Program Student Learning Outcomes

Students graduating from MCC with a Liberal Arts and Sciences degree and a concentration in Communications will be able to:

Journalism Print

- Write a news story and a feature story of some consequence.
 - Write news releases, documentaries, public service announcements, video promotions, commercials and dramatic scripts.
- Deliver a formal speech and interact verbally in informal discussions.

Journalism Broadcast

- Produce a radio program, practicing the vocabulary used in the field.
- Plan, script and produce an edited video.

7b. Please provide your program's timeline for ongoing, annual assessment of its PSLOs.

2009-2010	Oral - Speech
2010-2011	Written - News and Feature Stories
2011-2012	Production - Videos
2012-2013	Written – Public Relations
2013-2014	Production - Radio

7c. If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

Not Applicable.

7d. Map the way in which your program 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) or where students are expected to demonstrate Proficiency (P).

Curriculum Map I:

Course Opportunities for Student Achievement of PSLOs

PSLO	Speech I
Deliver a formal speech	I, D, P
Interact in informal discussions	I, D, P

7e. Please comment on the sequencing of opportunities for students to Develop and achieve this PSLO within the program, as noted on Curriculum Map I.

In the spring semester 2011, the Communications Department will offer COM 153, Speech II to provide an opportunity for the growing number of students who have completed Speech I to further develop their speaking and presentation capabilities. As the Speech II description reads, "Building on the skills learned in COM 103, Speech I, this course examines the theories and elements of reasoning for debates and argumentation. Through individual presentations, discussions and team debates, students will practice the principles of effective argumentation, applying psychological, motivational and analytical methods."

- *Describe how this Program Student Learning Outcome is assessed for proficiency at the program level.*

Assessment occurred at the end of the fall 2009 semester when 4 sections of Speech I, 2 in Bedford and 2 in Lowell, were studied. The sections included one day class and one evening class in Bedford and one day class and one evening class in Lowell. A common rubric was used by all 4 instructors (see Appendix C-2) and all 4 sections were assessed based on the students' final speech in the course. The faculty members evaluated a total of 49 students for this part of the Program Review.

- *What does the program's data analysis reveal about student achievement of this ISLO within the program?*

As the rubric indicates, three main criteria were evaluated. (This is basically the same rubric used by the faculty members to evaluate every speech presented by the students during the course of a semester.) Those three criteria include Content of Speech, Organization of Speech and Delivery.

The analysis shows (see Appendix C-2) that while the majority of the students appear to know how to select subjects that appeal to the interest of their fellow students and present those speeches, constantly improving their methods of delivery, there seems to be an overall weakness in speech organization. For example, whereas 69 percent of the students overall selected topics relevant to their audience interest, only 45 percent provided a preview of the main concepts as part of the introduction to their speeches. Also, although delivery in terms of volume, vocal variety and appropriate posture were among the highest graded percentages, sufficient eye contact was at the bottom of the delivery components. From this it can be concluded that the students generally need more work on speech organization and on maintaining sufficient eye contact as the number of Speech sections increase and as Speech II is added to the curriculum.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

- *The scope and sequence of Introductory, Developing and Proficiency level student learning opportunities*
- *The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs*

Since the College has now expanded the Written Communication Intensive Value to include an Oral component as part of a student's requirements to graduate, the Communications Department curriculum will include the addition of Speech II to its Program. In addition, more sections of Speech will be offered to accommodate students across the College.

Section V

B. Institutional Student Learning Outcomes

(see Appendix C-1 for detailed listing of MCC's Institutional Student Learning Outcomes.)

8a. Please provide your program's timeline for ongoing annual assessment of the College's ISLOs as appropriate.

2009-2010	Oral - Speech
2010-2011	Written – News and Feature Stories
2011-2012	Production - Videos
2012-2013	Written – Public Relations
2013-2014	Production - Radio

8b. If applicable, discuss any changes you have made to your program's support of MCC's ISLOs since your last program review

Not Applicable.

8c. As appropriate, map the way in which your program provides opportunities for students to progress towards proficiency level of MCC's Institutional Student Learning Outcomes, by noting in which courses outcomes are Introduced (I), Developed (D) or where students are expected to demonstrate Proficiency (P).

Curriculum Map II:
Program Opportunities for Student Progress toward ISLOs

	Course	Course	Course	Course
Knowledge & Skills				
Critical Thinking				
Communication	COM 103	COM 102 (Speech II in 2011)		
Global Perspectives				
Social Responsibility				
Personal & Professional Development				

8d. Please comment on the sequencing of opportunities for students to develop and achieve to ISLO proficiency within the program as appropriate, as noted in Curriculum Map II.

Refer to Q7 p 22 on PSLO assessment for this information.

Section V

C. Additional Curricular Opportunities:

9. Please describe any interdisciplinary courses which are provided as an integral part of this program.

Not Applicable.

10. Please comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

The attached form is utilized for most internship opportunities. (See Appendix D, *Internship Contract*).

Approximately 5-7 percent of the Communications majors participate in an internship each academic year. The limited number is due to the inability of the current full-time

faculty to devote time to this activity with everything else they need to attend to. Course release time should be designated for internship development.

11. Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon program objectives and/or new needs identified through the assessment process?

The uniformity and appropriateness of the content in both multi-section and subsequent courses have been checked against those at other community colleges and four-year institutions and have adhered in both areas. The prerequisites are properly in place for both the requirements and electives offered. The courses have been planned to connect to one another in both the print and broadcast media. An important change that needs to be made, however, is to distinguish the required courses within each major area, that is, print and broadcast.

12b. Please comment on the role of developmental courses outside the program. Which courses in the program are relied upon by significant numbers of students, and which courses outside the program are relied upon by significant numbers of students? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

For many Communications courses, students must take ENG 101, English Composition I, as a prerequisite or corequisite. This means some students, those who must develop their English reading and writing skills, are required to delay their Communications major until they've completed preparation courses.

On the whole, however, fewer Communications majors take developmental courses before placing into English Composition I when compared to the college as a whole. The percentage of new students placing into this college-level course through their placements tests averages 62 percent for Communications majors from Fall 2004 to Fall 2008, while the college-wide average for the same years was 49 percent (see Appendix A p 5).

New Students by Writing Placement

Assigned to:	LACM					All College				
	F04	F05	F06	F07	F08	F04	F05	F06	F07	F08
Eng Comp I	20	17	18	15	24	1282	1341	1438	1560	1663
Total #	31	26	30	25	38	2785	2851	2941	3117	3173
%	64%	65%	60%	60%	61%	46%	47%	49%	50%	53%

Of the students who did not place into English Composition I, the vast majority qualified for Basic Writing, rather than for another developmental writing course. A five-year average of 88.2 percent of Communications students placed into the Basic Writing course, rather than the English Fundamentals course. (see *Appendix A Data p 5*). This is only slightly higher than the college-wide average of 85.2% for the same years.

New Students by Writing Placement

Assigned to:	LACM					All College				
	F04	F05	F06	F07	F08	F04	F05	F06	F07	F08
% English Fundamentals	6.5	3.8	6.7	0.0	5.3	6.7	6.7	6.8	6.5	6.6
% Basic Writing	29.0	30.8	33.3	40.0	31.6	45.9	45.1	43.2	43.0	40.4
% Basic Writing-ESL	0.0	0.0	0.0	0.0	0.0	1.4	1.2	1.1	0.5	0.6
% of Total students	35.5	34.6	40.0	40.0	36.9	54.0	34.6	52.9	50.0	47.6
% Eng. Comp. I	64.5	65.4	60.0	60.0	63.2	46.0	47.0	48.9	50.0	52.4

This is further reflected in the reading placement scores of new students entering the college as Communications majors. *Appendix A Data p 6* shows that no developmental reading course was either required or recommended for the majority of new Communications students over this time period.

New Students by Reading Placement

Assigned to:	LACM					All College				
	F04	F05	F06	F07	F08	F04	F05	F06	F07	F08
% required reading course	9.7	15.4	13.3	0.0	7.5	19.4	21.5	21.4	17.3	19.3
% recommend reading course	19.4	3.8	13.3	16.0	22.5	17.9	17.8	18.8	16.9	18.0
% no reading course	71.0	80.8	73.3	84.0	70.0	62.7	60.6	59.8	65.9	62.7

The reading placement scores were substantially higher than those for the college as a whole. Over the five-year period, an average of 75.8 percent of Communications students scored higher than the level at which they would be required or recommended to take a developmental reading course, compared to an average of 62.3 percent for all new Middlesex students.

An analysis of the new student math placement scores shows the new LACM students also performed better than new students throughout the college. A five-year average of 10.2 percent of Communications students were assigned to the lowest level developmental level math course (Fundamentals of Math) as a result of the placement test, compared to the college-wide average of 25 percent of all new students placing into that course (see *Appendix A Data p 7*).

New Students by Math Placement – Fundamentals of Math

Math Course Assignments	LACM					All College				
	F04	F05	F06	F07	F08	F04	F05	F06	F07	F08
Fundamentals of Math: # of students	7	6	8	2	8	767	779	816	837	821
% of students	21.2%	21.4%	24.2%	7.4%	20%	25.9%	25.7%	25.8%	25.2%	24%
5-year ave.	18.8%					25.3%				
Total % of Students Taking Test	64%	76%	24%	7.4%	20%	25.95%	25.65%	25.75%	25.25%	23.95%

On the other hand, those LACM students qualifying for a college-level Math course rarely place in any course other than the college's lowest college-level Math course, Intermediate Algebra. As a result, a lower percentage of new LACM students place into the higher level Math courses, including Precalculus and Calculus, than the college-wide percentage for new students.

New Students by Math Placement – College-level Math

	LACM					All College				
	F04	F05	F06	F07	F08	F04	F05	F06	F07	F08
College-Level Math Courses: # of students	3	3	5	2	5	757	778	779	764	870
% of Students Taking Test	9%	10.7%	15.2%	7.4%	12.5%	25.6%	25.6%	4.6%	23%	25.4%
5-year average	32.9%					43.5%				

This does not, however, appear to impede the progress of LACM students through the program, since their reading and writing competencies are more essential to their success in their communication studies and their other liberal arts requirements. As a result, the majority of LACM students enrolled in their professional print and broadcast courses are

adequately prepared to meet their program requirements. They are thus more likely to be able to work at the level their course of studies demands.

12c. In the event that there are admissions criteria for acceptance into the program, describe the rationale and process for establishing and reviewing the admission criteria. Do current criteria produce a pool of students who are adequately prepared to succeed in the program?

Not Applicable.

13. Describe the array of instructional methodologies in required or elective courses.(e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)

The following courses are taught primarily using these methodologies:

Instructional Method	Course
Face to Face	Broadcast Writing Film, Video & Society Introduction to Journalism Introduction to TV Production Journalism II Magazine Feature Writing Mass Communications Multitrack Music Recording Music Appreciation Radio Programming Radio Production Speech I
Online	Reporting & the Internet Mass Communications
Case Studies	Media Ethics
Both Hands-on and Project-based	Broadcast Writing Film Analysis & Production Introduction to Journalism Introduction to TV Production Journalism II Magazine Feature Writing Multitrack Music Recording Radio Programming Radio Production Speech I TV Production II

Section VI: Instructional Support

- 14. Please discuss the adequacy of the staffing level in the program to teach and advise students enrolled in the program.*

There are only two full-time professors in the Communications Concentration at Middlesex Community College – Rose Sergi and Robert Matorin. Since Professor Sergi's background is in the print media, Professor Matorin was hired a dozen years ago due to his expertise in the broadcast and non-print media areas. In addition, 15-19 part-time faculty members teach everything from Public Relations to Speech.

The program needs additional full-time professors, especially in the Television and Radio areas. Full-time faculty members are essential to improve not only what goes on in the classroom, but to everything else that enriches a student's education. Hence, improvement would be seen in the variety of internships, hands-on learning tools, diversity of course offerings and so on.

Advising would also improve. Currently only Professors Sergi and Matorin advise as many Communications majors as possible within the constraints of everything expected of a full-time faculty member. Since there are a total of 91 declared Communications majors, most of the advising of these students falls to faculty members who do not primarily teach Communications courses. These people can certainly give the students some guidance, but specific career and course selection decisions would be better placed in the hands of those who teach in the program and have first-hand experience with the program requirements. Thus, more full-timers teaching in the concentration is the optimum solution.

Too few full-time faculty and advisers continue to be hardships placed on the two full time professors as well as the Communications students; however, the increase in adjunct faculty numbers from 11 in 2000 to the current 15-19 has offered some relief.

- 15. What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, service learning) does this program require? Please comment on the availability and adequacy of these services.*

Be specific about any current deficiencies or projected needs.

One of the strengths of the concentration, as noted in previous program reviews, has been the central role played by the student newspaper, *The Campus Report*. This award-winning publication has served as the laboratory for the Journalism courses. In fact, all students enrolling in the Journalism I (required of all Communications students) and Journalism II course automatically joined the newspaper staff. Classroom assignments

were also *Campus Report* assignments, enabling students to write their stories and produce a newspaper for an actual audience, rather than merely as a class exercise. The system allowed students to develop their own portfolios as published journalists, further preparing themselves for employment in the field.

There is, however, no student newspaper at Middlesex Community College at this time. Both it and an annual student magazine were simultaneously defunded by the college administration in 2009. The decision had an immediate and extremely deleterious effect on the LACM concentration and the education of its students. The absence of these publications also affects the quality of student life at both campuses as well as the cohesion of the college community in general. Every surviving campus publication reflects only the views of the college administration. There are no independent channels of communication. The Communications Department Chair is specifically prohibited from teaching any Newswriting course at the college and all the department faculty are barred from serving as student newspaper adviser, ostensibly to prevent what it calls a "conflict of interest."

The Department puts its highest priority on lifting these restrictions and resuming publication of both *The Campus Report* and *Middlesex Magazine*. Not only is this essential to serving the educational needs of the Middlesex Communications majors, but more importantly, it is indispensable to preserving freedom of expression and providing a diversity of voices at every institution of higher education in the United States. This must also include Middlesex Community College.

An important support service need remains unfilled for the non-print production courses. Students learn the basic procedural and creative sets of skills in the classroom and studios, but they must spend time practicing these skills before they can build a degree of proficiency. Their individual and crew projects provide them with the opportunity to develop this, but only a few students can access the equipment in any given classroom session. The generally accepted solution to the problem is to provide students with supervised after-hours access. Any such access, however, depends entirely on the TV or Radio instructor's availability to supervise it. The solution to this problem requires that more advanced students be hired on both campuses to oversee out-of-class access, assist students and maintain regular schedules of access hours.

This will result in students gaining more production experience and increasing their level of proficiency. It will also make it possible for instructors to require individually-based production assignments in addition to their currently assigned crew-based projects. Rather than rely on the most experienced crew member's video editing skills, for example, individual editing assignments would help assure that all crew members demonstrate their proficiency in this area.

In addition, more time should be devoted to finding media outlets in the Greater Lowell and Greater Boston areas that are in need of interns. Placing students in the right setting takes time – which the current full-time course load does not permit. Therefore, faculty members who devote a portion of their day to seeking internship opportunities should be paid or given course release time. Ideally, all Communications majors should be required to participate in a one-semester internship as part of the program. With the current level of staffing, this is impossible.

*16. How adequate and appropriate are program facilities and equipment?
Please be specific about current deficiencies or projected needs.*

At the time of the last Program Review in 2000, the print media area had no computers for student newspaper production and the non-print area was still based on analog tape production, rather than on digital, computer-based technology. Both needs were discussed in that report and were remedied thereafter.

The print area gained four dedicated computer stations and a printer. The subsequent defunding of the two student publications and the reassignment of its office space, however, marked the end of its brief period of usefulness for journalism students.

In the non-print area, the department purchased its first digital camcorder, soon after the last program review. Today there are a total of four digital camcorders, two on each campus as well as a computer-based video editing station at each. The Bedford TV studio benefitted from a major grant-funded studio equipment replacement effort, including three studio cameras, a digital production switcher and a digital recording deck, transforming it from a non-functional one-camera studio into a capable digital production facility. In Radio, space was secured for an audio editing production suite behind a classroom in Lowell. It now contains two digital audio workstations while a third was established in Bedford, allowing the two radio courses to be offered on both campuses. The department also purchased digital audio and video editing software for both facilities, which have been upgraded since then.

In the future, the department hopes to rebuild its print journalism capabilities with the restoration of the student newspaper, space for a newsroom facility and computers for digital word processing and photography. It further plans to add a second video editing system on each campus so two TV production crews can work on their projects simultaneously. There is still no TV studio in Lowell.

17. Please describe any professional development needs of program faculty and staff.

The department's two full-time faculty members have increasingly been required to teach courses they had not taught previously. Professor Sergi, now prohibited from teaching Journalism I & II, has replaced those courses in her teaching schedule with Speech I sections. Professor Matorin has taught and occasionally continues to teach non-departmental courses, such as English Composition II. Since the last program review, he began teaching all Radio Programming sections on both campuses, taught Media Ethics and Issues in Fall 07 and his first Speech I section in Spring 2010.

The college's professional development program appears to meet the current needs of most Communications faculty members. The Humanities Division plans, however, to change the computer platform used for all its courses to Apple Macintosh. Some departments within the Humanities Division already use this technology, but the Radio and Television production courses have been based on the PC platform. Consequently, faculty members teaching those courses will be required to learn Mac-based hardware and software operations before developing their own proficiencies to a level necessary to teach their students.

The on-going process of upgrading the Communications curriculum and facilities will require the faculty to extend or deepen their skills in certain areas. Funding should be anticipated for training, workshops or conferences to support this process.

- 18. Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?*

FY2011 budget

Equipment/software updates

Quantity	ITEM	UNIT COST	TOTAL
3	Datavideo 25 foot Tally Light Cables for Bedford TV Studio	\$ 25.00	\$ 75.00
1	Datavision DV-15 15-pin Sub-VGA/RGB female to male Y-cable – Bedford TV studio.	25.00	25.00
	Bedford TV Studio Maintenance from Unique Media Systems, Boylston MA	300.00	300.00
2	Sony ECM-44B omnidirectional condenser lapel microphones	174.00	348.00
1 5-pk	Pearstone foam windscreens for Sony ECM-44B mics	40.00	40.00

1 5-pk	Lav mic tie clips for Sony ECM-44B mics.	40.00	40.00
2	Alesis Palm Track Handheld digital audio recorder	150.00	300.00
1	Audio Technica AT897 short condenser shotgun microphone	120.00	240.00
2	Buffalo 1TB Drive Station duo external hard drive – one per campus.	180.00	360.00
Total			\$1728.00

Cost Center Manager Bob Matorin

Account Number 201105

Title of Proposal Proposed FY 2011 Communications Department budget

Est. Proposal Cost \$1728.00

Est. Date of Implementation FY 2011

Section VIII: Program Evaluation Summary

This section should be completed based upon review and consideration of both

The data supplied in Section II and the questions posed in Sections III, IV, V,

VI and VII.

19a. Program Strengths

(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

Program Strengths	Report Reference
<ul style="list-style-type: none"> ● Enrollment <ul style="list-style-type: none"> ◊ Increase in enrollment ◊ Application Trend ◊ Enrollment Trend 	<ul style="list-style-type: none"> ◊ Section III Q3a p 6. ◊ Section V-B Q12b p 25.
<ul style="list-style-type: none"> ● Academic Progress <ul style="list-style-type: none"> ◊ Course completion rates have increased and are higher than that of the college as a whole ◊ Fewer LACM majors need developmental courses before placing into English Comp I compared to the college as a whole. ◊ Increasing numbers of transfer students are graduating with an associate degree ◊ Assessment of students' speech skills revealed that students completing Speech I have strong content and delivery speech skills. 	<ul style="list-style-type: none"> ◊ Section III Q3a p 6 & Appendix A pp. 19-21 ◊ Section II 3b p 6 & ◊ Section V-B Q12b p 25. ◊ Section III-B p 9. ◊ Section V-A Curriculum-PSLOs Q7e p 22.

Program Strengths (con't)	
<ul style="list-style-type: none"> ● Increase in course offerings. <ul style="list-style-type: none"> ◊ Growth of Speech I sections and establishment of Speech II. ◊ New Scriptwriting course. ◊ Multitrack Music Recording sections on both campuses 	<ul style="list-style-type: none"> ◊ Section IV-A Q4b p 12. ◊ Section IV-B Q6b p 20. ◊ Section V Q7e p 22 & 8d p 24. ◊ Section IV-A Q4b p 12.
<ul style="list-style-type: none"> ● Faculty <ul style="list-style-type: none"> ◊ Increase in number and diversity of adjuncts. ◊ Ongoing cooperation among faculty in methods and texts. 	<ul style="list-style-type: none"> ◊ Section II Q2 p 5. ◊ Section V-C Q12b p 25.

19b. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

Program Needs <i>(Reference the question in the program review where the need is explained.)</i>	Proposed Plans for Improvement <i>(Bulleted list of suggestions.)</i>	Financial Needs to Make Improvements	Proposed Timelines for Implementation
More full time instructors. (Section V-B Q10 p 24 & Section VI Q14 p 29.)		Salaries	Fall 2011
Reinstate The Campus Report student newspaper. (Section VI Q15 pp. 29-30 & 16 p 31.)		Budget	Spring 2011
Reinstate Middlesex Magazine. (Section VI Q15 & 16 pp. 30 & 31.)		Budget	Spring 2011
Advisory Board (Section III 3a p 6 & Section IV-B Q6a p 19.)	<ul style="list-style-type: none"> ● Establishing board ● Hold first meeting Fall 2010 		Fall 2010
Student Transfers Most LACM students transfer before earning their degrees. (Section III 3b p 9.)	<ul style="list-style-type: none"> ● More investigation needed. ● Work with Academic Programs & Articulation 		

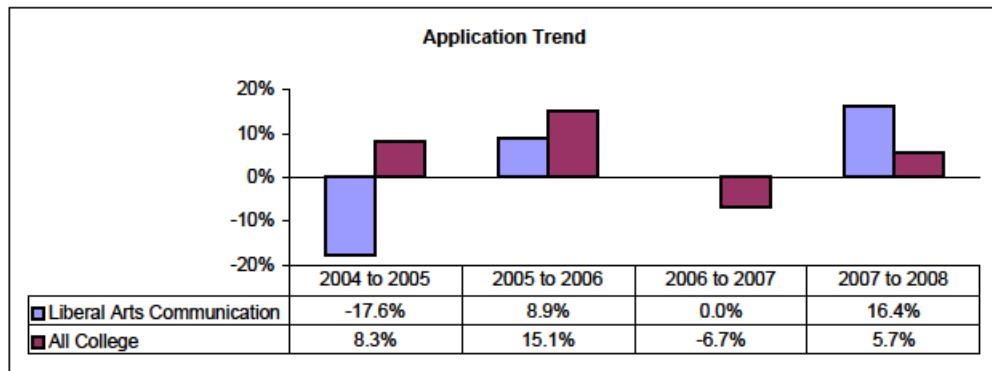
Program Needs (con't)			
Articulation Agreements (Section III Q3a p 6 & Section IV-A Q4e p 13 & 4f p 14.)	<ul style="list-style-type: none"> Work with Academic Programs & Articulation to establish articulation agreements 		
Student Speech skill Development (Section V-A Curriculum - PLSOs, Q7e p 22.)	<ul style="list-style-type: none"> Focus instructional time on improving students' speech organization and eye focus skills, as a result of 2009-10 assessment of these skills 		
Target population(s) (Section IV-A Q4a p 12.)	<ul style="list-style-type: none"> Work with advising & enrollment offices 		
Target new/ or different groups (Section IV-B p 15.)	<ul style="list-style-type: none"> Prioritize recruitment of more women and minority students 		
Additional student recruitment efforts (Section IV-B Q4c p 12.)	<ul style="list-style-type: none"> Work with Advising and Enrollment offices to arrange opportunities to speak with high school students visiting MCC 		
External Perspectives (Section IV-C 4c p 13.)	<ul style="list-style-type: none"> Use Advisory Board to gauge program's fit with market demand 		
Distinguish between print & broadcast Communications courses. (Section V-B Q11 p 25.)	<ul style="list-style-type: none"> Write explanatory sheet to help guide students in elective course selection 		See draft of Suggested Communications Courses chart, <i>(Appendix E)</i>
Provide system for supervised TV/Radio lab access. (Section VI Q15 p 30.)	<ul style="list-style-type: none"> Establish access hour system and schedule Hire and train student monitors 	Salaries	Fall 2011

Appendix A**Data from Institutional Research Office
Updated LACM Final Report Fall 2008**

**Middlesex Community College
Liberal Arts Communication Program Review Data
Application Trend**

Liberal Arts Communication	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Completed Applications	68	56	61	61	71
Change from Previous Year		-12	5	0	10
% Change from Previous Year		-17.6%	8.9%	0.0%	16.4%

All College	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Completed Applications	7429	8043	9257	8638	9133
Change from Previous Year		614	1214	-819	495
% Change from Previous Year		8.3%	15.1%	-6.7%	5.7%



Appendix B-1 Degree Requirements

Liberal Studies Associate in Science BEDFORD CAMPUS & LOWELL CAMPUS - DAY & EVENING

Program Description: The Liberal Studies Associate in Science degree Program is a flexible program, allowing students to explore a variety of subject areas. With its generous elective options, this program not only allows students to design their own area concentrations, but also can accommodate the diverse academic experiences that many students have prior to attending Middlesex.

The program provides the broadest range of electives of any at the college; students can tailor a degree program to meet their individual needs.

Career & Transfer Outlook: Students in the Liberal Studies program pursue a variety of career and transfer options after graduation. Careful planning with career and academic/transfer counselors at MCC is essential.

Program Requirements: Total Credits: 60-61

Course #	Course Title
ENG101	English Composition I
ENG102	Eng Comp II: An Intro To Lit
	Humanities Elective
	Mathematics Elective*
	Science Elective
	Behavioral Science Elective
	Social Science Elective
	General Education Elective**
	Elective**
	Elective**
	Elective**
	Elective**
	Elective**
	Elective**
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	Elective**
	Elective**
	Elective**

	Elective**
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* Must be above MAT070.

** If math, must be above MAT070.

Note: Additional coursework may be required based on college placement testing. Students are urged to meet with their academic advisor for proper course sequencing.

Helpful Hints: Students should begin their Middlesex experience by taking the foundation-level courses (English and mathematics) prior to, or along with, their electives. Writing and mathematics are fundamental to every subsequent course that students experience in the Liberal Studies program.

It is also recommended that students sample courses from a variety of discipline areas each semester, rather than focusing on the areas they are most interested in at the beginning of their studies and leaving the courses they find less interesting until the end of their program coursework.

Program Outcomes: Graduates of the Liberal Studies Program are prepared to:

Use knowledge acquired at MCC as a foundation for continued study and/ or practical application;

- Interpret and analyze information in order to engage in critical thinking and problem-solving.
- Communicate, use information and employ technology effectively.
- Communicate an understanding of the world from a global perspective.
- Demonstrate social responsibility within the college community.
- Demonstrate the capacity for on-going personal and professional development.

For more details about the program, including admissions information, call 1-800-818-3434 or email admissions@middlesex.mass.edu.

If you need help meeting college expenses, MCC's Financial Aid Office is available to assist you. Contact our Financial Aid Office in Bedford at 781-280-3650 or Lowell at 978-656-3242 or email us:

financialaid@middlesex.mass.edu. For more information and to download applications, visit our website: www.middlesex.mass.edu/financialaid.

Program Coordinator: Catherine Pride, B.A., M.Ed., University of Maine; Ph.D., Boston College

Appendix B-2.

Liberal Arts and Sciences – Communication Concentration (LACM) **Associate in Arts, Liberal Arts and Sciences** **BEDFORD CAMPUS & LOWELL CAMPUS - DAY & EVENING**

Program Description: Students in the Communications Concentration, Liberal Arts and Sciences Associate in Arts degree program pursue interests in the print and visual media while exploring other academic disciplines through the general education requirements of a Liberal Arts education. This program qualifies for MassTransfer, which guarantees credit transfer to Massachusetts state colleges and the University of Massachusetts.

Career & Transfer Outlook: Most students in the Communications Concentration continue their studies toward a bachelor's degree. Students should check the requirements of the transfer institution and meet with career and academic/ transfer counselors at MCC for specific program planning. Students may pursue careers in such fields as journalism, film and radio production, public relations and advertising.

Program Requirements: Total Credits: 61-65

Course #	Course Title
COM101	Mass Communications
COM102	Media Ethics and Issues
COM150	Intro to Journalism
COM201	Journalism II
<i>Choose one of the following:</i>	
COM122	Radio Programming
COM123	Radio Production OR
MUS101	Music Appreciation
<i>Choose one of the following:</i>	
COM124	Broadcast Writing OR
ENG150	Creative Writing I
<i>Choose one of the following:</i>	
Film Studies Course OR	COM105 Film Analysis & Production, COM106 Film, Video & Society OR
COM121	Introduction to TV Production
ENG101	English Composition I
ENG102	Eng Comp II: An Intro to Lit
HST130	History World Civ. before 1500
HST131	History World Civ. after 1500
	Mathematics Elective *

	Laboratory Science Elective
	Behavioral Science Elective
	Approved Computer Elective
	2 nd Level Production OR Specialized Communications course
	Literature Elective
	General Education Elective**
<i>Choose Lab Science or Non-Lab Science Option:</i>	
Lab Science Option	Mathematics** or Science Elective
Lab Science Option	Laboratory Science
Non-Lab Science Option	Science Elective
Non-Lab Science Option	Science Elective

Note: ** General Education Electives: ANT, ART, BIO, CHE, COM, CSC, DAN, ECO, ENG (Must be above 102), ENV, ETH, GEO, GGY, GOV, HST, HUM, LAN, LGL, * MAT (See *math requirement note*), MUS, PHL, PHY, PSY, REL, SCI, SOC, THE.

Math Requirement Note: * Must be from one of the following: MAT 120, MAT 177, MAT 180, MAT 185, MAT 189, MAT 190, MAT 250, MAT 270, MAT 271, MAT 290, MAT 291. Additional coursework may be required based on college placement testing. MAT 060, MAT 065, MAT 070, MAT 075, MAT 077 and MAT 080 will not satisfy any requirement in this program. Students are urged to meet with their academic advisor for proper course sequencing.

** If math, must be MAT100 or above

Behavioral Science Electives: ANT, PSY, SOC

Social Science Electives: ECO, GGY, GOV, HST, LGL

Humanities Electives: ART, COM, DAN, ELL (Max 6 credits, 075, 076, 085, 086)

ENG: (Must be above 102), ETH, HUM, LAN, MUS, PHL, REL, THE.

Helpful Hints: Students should begin their Middlesex experience by taking the foundation-level courses (English & Mathematics) prior to, or along with, their communications courses. Internships in television, radio and the print media are available through internship contracts or through work experience co-ops.

Program Outcomes: Graduates of the Communications Concentration Program are prepared to:

- Write a news story and a feature story of some consequence;
- Edit and layout the pages of a newspaper;
- Produce a radio program practicing the vocabulary used in the field;
- Produce videos;
- Write news releases, documentaries, public service announcements, promotions, commercials and dramatic scripts;
- Deliver a formal speech and interact in informal discussions.

For more details about the program, including admissions information, call 1-800-818-3434 or email admissions@middlesex.mass.edu.

If you need help meeting college expenses, MCC's Financial Aid Office is available to assist you. Contact our Financial Aid Office in Bedford at 781-280-3650 or Lowell at 978-656-3242 or email us: financialaid@middlesex.mass.edu. For more information and to download applications, visit our website: www.middlesex.mass.edu/financialaid .

Program Coordinator: Rose Sergi, B.A., M.A. Northeastern University

Appendix C-1

MCC Institutional Student Learning Outcomes

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer.
- Professional skills for career track (degree or certificate).

Critical Thinking (2008-09)

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis and Evaluation.
- Quantitative and Scientific Reasoning.
- Knowledge Integration, Reasoning and Problem-Solving Across Disciplines.

Communications (2009-10)

The MCC graduate will communicate, use information and employ technology effectively. Effective Written, Presentation and Numeracy Skills and Information Literacy and Technology Fluency

Global Perspectives (2008-09)

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility (2010-11)

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

- Multicultural and Diversity Awareness
- Ethics, Values and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development (2010-11).

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning.
- Professionalism and Accountability.
- Collaboration.
- Managing Responsibilities and Adapting to Change.
- Initiative and Self-Advocacy.
- Self Assessment.

Appendix C-2

Speech I Grading Rubric

Speech Evaluation Form

Name _____ Topic _____
Type: Informative

1= needs improvement 2= satisfactory 3=excellent

I. Content of Speech

relevant to audience interest	1	2	3
supported with sufficient detail	1	2	3
contained data that enhanced Interest	1	2	3
exhibited credibility	1	2	3

II. Organization of Speech

Introduction

stated purpose of speech	1	2	3
provided preview of main concepts	1	2	3
provided strategy to motivate audience	1	2	3

Main Body

Ideas arranged properly	1	2	3
transitions provided	1	2	3

Conclusion

summarized main ideas	1	2	3
offered comment or insight	1	2	3

III. Delivery

volume	1	2	3
vocal variety	1	2	3
vocal clarity	1	2	3
sufficient eye contact	1	2	3
appropriate posture	1	2	3
controlled body movement	1	2	3

IV. Comments

Appendix C-3

Speech Survey Fall 2009 p. 1 – Total Results

Speech Evaluation Form

Campus: Both

Time: All (N=49)

	1 (Needs Improvement)	2 (Satisfactory)	3 (Excellent)
Content of Speech			
Relevant to audience interest		15 (31%)	34 (69%)
Supported with sufficient detail	7 (14%)	10 (20%)	32 (65%)
Contained data that enhanced interest	6 (12%)	20 (41%)	23 (47%)
Exhibited credibility	6 (12%)	10 (20%)	33 (67%)
Organization of Speech			
Introduction			
Stated purpose of speech		11 (22%)	38 (78%)
Provided preview of main concepts	2 (4%)	25 (51%)	22 (45%)
Provided strategy to motivate audience	9 (18%)	20 (41%)	20 (41%)
Main Body			
Ideas arranged properly	2 (4%)	18 (37%)	29 (59%)
Transitions provided	6 (12%)	19 (39%)	24 (49%)
Conclusion			
Summarized main ideas	4 (8%)	20 (41%)	25 (51%)
Offered comment or insight	5 (10%)	14 (29%)	30 (61%)
Delivery			
Volume	1 (2%)	14 (29%)	34 (69%)
Vocal variety	1 (2%)	9 (18%)	39 (80%)
Vocal clarity	2 (4%)	15 (31%)	32 (65%)
Sufficient eye contact	9 (18%)	15 (31%)	25 (51%)
Appropriate posture	4 (8%)	7 (14%)	38 (78%)
Controlled body movement	9 (18%)	6 (12%)	34 (69%)
Comments			
<i>I shaded numbers that might suggest a need for additional focus in future semesters.</i>			

Appendix C-3

Speech Survey Fall 2009 p. 2 – Bedford Day Students

Speech Evaluation Form

Campus: Bedford

Time: Day (N=16)

	1 (Needs Improvement)	2 (Satisfactory)	3 (Excellent)
Content of Speech			
Relevant to audience interest	[0%]	5 (31%) [31%]	11 (69%) [69%]
Supported with sufficient detail	1 (6%) [14%]	1 (6%) [20%]	14 (88%) [65%]
Contained data that enhanced interest	[12%]	12 (75%) [41%]	4 (25%) [47%]
Exhibited credibility	3 (19%) [12%]	1 (6%) [20%]	12 (75%) [67%]
Organization of Speech			
Introduction			
Stated purpose of speech	0 [0%]	[22%]	16 (100%) [78%]
Provided preview of main concepts	1 (6%) [4%]	9 (56%) [51%]	6 (38%) [45%]
Provided strategy to motivate audience	1 (6%) [18%]	10 (63%) [41%]	5 (31%) [41%]
Main Body			
Ideas arranged properly	0 [4%]	9 (56%) [37%]	7 (44%) [59%]
Transitions provided	2 (13%) [12%]	12 (75%) [39%]	2 (13%) [49%]
Conclusion			
Summarized main ideas	0 [8%]	9 (56%) [41%]	7 (44%) [51%]
Offered comment or insight	0 [10%]	2 (13%) [29%]	14 (88%) [61%]
Delivery			
Volume	1 (6%) [2%]	5 (31%) [29%]	10 (63%) [69%]
Vocal variety	0 [2%]	0 [18%]	16 (100%) [80%]
Vocal clarity	0 [4%]	4 (25%) [31%]	12 (75%) [65%]
Sufficient eye contact	3 (19%) [18%]	7 (44%) [31%]	6 (38%) [51%]
Appropriate posture	1 (6%) [8%]	4 (25%) [14%]	11 (69%) [78%]
Controlled body movement	6 (38%) [18%]	1 (6%) [12%]	9 (56%) [69%]
Comments			
<i>Second set of percentages in each cell reflects overall totals for all classes, both campuses, for purposes of comparison</i>			

Appendix C-3

Speech Survey Fall 2009 p.3 – Bedford Evening Students

Speech Evaluation Form

Campus: Bedford

Time: Evening (N=14)

	1 (Needs Improvement)	2 (Satisfactory)	3 (Excellent)
Content of Speech			
Relevant to audience interest	[0%]	2 (14%) [31%]	12 (86%) [69%]
Supported with sufficient detail	2 (14%) [14%]	3 (21%) [20%]	9 (64%) [65%]
Contained data that enhanced interest	2 (14%) [12%]	3 (21%) [41%]	9 (64%) [47%]
Exhibited credibility	[12%]	5 (36%) [20%]	9 (64%) [67%]
Organization of Speech			
Introduction			
Stated purpose of speech	0 [0%]	7 (50%) [22%]	7 (50%) [78%]
Provided preview of main concepts	1 (7%) [4%]	10 (71%) [51%]	3 (21%) [45%]
Provided strategy to motivate audience	3 (21%) [18%]	3 (21%) [41%]	8 (57%) [41%]
Main Body			
Ideas arranged properly	1 (7%) [4%]	3 (21%) [37%]	10 (71%) [59%]
Transitions provided	0 [12%]	4 (29%) [39%]	10 (71%) [49%]
Conclusion			
Summarized main ideas	2 (14%) [8%]	5 (36%) [41%]	7 (50%) [51%]
Offered comment or insight	1 (7%) [10%]	7 (50%) [29%]	6 (43%) [61%]
Delivery			
Volume	0 [2%]	2 (14%) [29%]	12 (86%) [69%]
Vocal variety	0 [2%]	2 (14%) [18%]	12 (86%) [80%]
Vocal clarity	0 [4%]	3 (21%) [31%]	11 (79%) [65%]
Sufficient eye contact	4 (29%) [18%]	1 (7%) [31%]	9 (64%) [51%]
Appropriate posture	0 [8%]	2 (14%) [14%]	12 (86%) [78%]
Controlled body movement	0 [18%]	2 (14%) [12%]	12 (86%) [69%]
Comments			
<i>Second set of percentages in each cell reflects overall totals for all classes, both campuses, for purposes of comparison</i>			

Appendix C-3

Speech Survey Fall 2009 p. 4 – Lowell Day Students

Speech Evaluation Form

Campus: Lowell

Time: Day (N=11)

	1 (Needs Improvement)	2 (Satisfactory)	3 (Excellent)
Content of Speech			
Relevant to audience interest	0 [0%]	5 (45%) [31%]	6 (55%) [69%]
Supported with sufficient detail	2 (18%) [14%]	4 (36%) [20%]	5 (45%) [65%]
Contained data that enhanced interest	4 (36%) [12%]	4 (36%) [41%]	3 (27%) [47%]
Exhibited credibility	3 (27%) [12%]	2 (18%) [20%]	6 (55%) [67%]
Organization of Speech			
Introduction			
Stated purpose of speech	0 [0%]	4 (36%) [22%]	7 (64%) [78%]
Provided preview of main concepts	0 [4%]	5 (45%) [51%]	6 (55%) [45%]
Provided strategy to motivate audience	3 (27%) [18%]	4 (36%) [41%]	4 (36%) [41%]
Main Body			
Ideas arranged properly	0 [4%]	3 (27%) [37%]	8 (100%) [59%]
Transitions provided	1 (9%) [12%]	2 (18%) [39%]	8 (100%) [49%]
Conclusion			
Summarized main ideas	1 (9%) [8%]	5 (45%) [41%]	5 (45%) [51%]
Offered comment or insight	3 (27%) [10%]	2 (18%) [29%]	6 (55%) [61%]
Delivery			
Volume	0 [2%]	5 (45%) [29%]	6 (55%) [69%]
Vocal variety	1 (9%) [2%]	5 (45%) [18%]	5 (45%) [80%]
Vocal clarity	2 (18%) [4%]	6 (55%) [31%]	3 (27%) [65%]
Sufficient eye contact	2 (18%) [18%]	5 (45%) [31%]	4 (36%) [51%]
Appropriate posture	3 (27%) [8%]	1 (9%) [14%]	7 (64%) [78%]
Controlled body movement	3 (27%) [18%]	1 (9%) [12%]	7 (64%) [69%]
Comments			
Second set of percentages in each cell reflects overall totals for all classes, both campuses, for purposes of comparison			

Appendix C-3

Speech Survey Fall 2009 p. 5 – Lowell Evening Students

Speech Evaluation Form

Campus: Lowell

Time: Evening (N=8)

	1 (Needs Improvement)	2 (Satisfactory)	3 (Excellent)
Content of Speech			
Relevant to audience interest	[0%]	3 (38%) [31%]	5 (63%) [69%]
Supported with sufficient detail	2 (25%) [14%]	2 (25%) [20%]	4 (50%) [65%]
Contained data that enhanced interest	[12%]	1 (13%) [41%]	7 (88%) [47%]
Exhibited credibility	[12%]	2 (25%) [20%]	6 (75%) [67%]
Organization of Speech			
Introduction			
Stated purpose of speech	0 [0%]	0 [22%]	8 (100%) [78%]
Provided preview of main concepts	0 [4%]	1 (13%) [51%]	7 (88%) [45%]
Provided strategy to motivate audience	2 (25%) [18%]	3 (38%) [41%]	3 (38%) [41%]
Main Body			
Ideas arranged properly	1 (13%) [4%]	3 (38%) [37%]	4 (50%) [59%]
Transitions provided	3 (38%) [12%]	1 (13%) [39%]	4 (50%) [49%]
Conclusion			
Summarized main ideas	1 (13%) [8%]	1 (13%) [41%]	6 (75%) [51%]
Offered comment or insight	1 (13%) [10%]	3 (38%) [29%]	4 (50%) [61%]
Delivery			
Volume	0 [2%]	2 (25%) [29%]	6 (75%) [69%]
Vocal variety	0 [2%]	2 (25%) [18%]	6 (75%) [80%]
Vocal clarity	0 [4%]	2 (25%) [31%]	6 (75%) [65%]
Sufficient eye contact	0 [18%]	2 (25%) [31%]	6 (75%) [51%]
Appropriate posture	0 [8%]	0 [14%]	8 (100%) [78%]
Controlled body movement	0 [18%]	2 (25%) [12%]	6 (75%) [69%]

Appendix D

Internship Contract



INTERNSHIP CONTRACT

Semester: _____

GPA: _____

First Term Attended: _____

Registration: _____ Classes

"Students in good standing (a minimum 2.00 GPA) may develop in cooperation with a faculty member a program of study which is not formally offered at the college. An internship can only be pursued in the second semester of student's first year or during their second year. A maximum of six semester hours may be taken under such an arrangement. Contracts for internships must be approved by the cooperating faculty member, the division dean, and the Provost."

Middlesex Community College 1997-1998 Academic Catalog

Student Name/Address _____

Student SS# _____ Today's Date _____

Sponsoring Faculty Member _____ Department _____

Title of Independent Study Project: _____

Start date: _____ / _____ / End date: _____ / _____ /

Location of Project (in case of emergency): _____

Credits to be Awarded _____ Type of Grade (check one): Pass/Fail Letter Grade

Statement of Objectives

Please be as complete as possible. Additional information may be attached if desired.

Planned Activities or methods which will be used to meet objectives

Please be specific.

Criteria for Evaluation

Papers, examinations, Log of Activities, etc. Please be specific

Student Signature _____ Date _____

Sponsoring Faculty Member Signature _____ Date _____

Division Dean Signature _____ Date _____

Provost Signature _____ Date _____

Office Use Only: Course ID Assigned: _____ Date _____

4/98 indstdy.ppt

Appendix E - - Suggested Communications Courses