MIDDLESEX COMMUNITY COLLEGE, 2014
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	On the MCC website: https://www.middlesex.mass.edu/strategicplanning/islo.aspx In the MCC Catalog: http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1215	Student demonstrations of learning (artifacts as well as behaviors) have been collected and assessed annually since 2007. See website for assessment tools and results: https://www.middlesex.mass.edu/strategicplanning/islo.aspx This assessment work has indicated clear trends in some cases (see assessment of writing in 2010), but could not be considered completely valid because sample selection was self-selecting (voluntary). In 2014-15, we will put in place an assessment process to determine	Beginning in 2014-15, ISLO assessment will be conducted by an assessment committee, to be formed under the oversight of the General Education Committee. Students will be included on these assessment committees, as they have been included in our assessment work since 2010. We have been using AAC&U's VALUE rubrics as resources and/or primary assessment tools	As a result of our assessment of Written Communication in 2007, we implemented a "Writing Coach" professional development program that provided writing consultation to faculty teaching outside the English department. Those partnerships benefitted the Writing Coaches as well as the faculty with whom they consulted outside of the English Dept. Not only were Science faculty learning about ways in which they could increase students' accountability for good writing in their discipline, and improve their writing assignments, but English faculty teaching Composition courses were learning more about the kinds of writing that are required after students complete their Composition sequence, and began to incorporate more expository writing into their writing courses.	

			student development of ISLOs within General Education courses, which will provide us with the opportunity to benchmark ISLO development within Gen Ed. When combined with ISLO assessment within Freshman Seminars and at the capstone level within programs, preferably embedded within student eportfolios, we will have clear indicators of the value-added of the MCC curricular and co-curricular experiences towards student development of these essential learning outcomes.	since 2011. Beginning in 2014-15, MCC will adopt the use of VALUE rubrics where possible and deemed useful as our primary assessment tools for ISLO assessment.	As a result of our assessment of Written Communication over time to determine "value added" of the MCC writing sequence and capstone level work in the majors, it became clear to the college community that "one course does not a writer make", leading to our General Education reform work which has resulted in the intentional integration and assessment of student development of the ISLOs in all General Education courses. As a result of our very "messy" efforts to assess Personal and Professional Development in 2008, and our General Education reform work, we are implementing the use of student eportfolios as a means for students to capture and reflect upon their academic, personal and professional development over time. These eportfolios will provide us qualitative as well as quantitative assessment data, and will allow us to look at student development longitudinally.	
For general education:	Yes (our General Education student learning outcomes are our institutional	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)**	**See above (Institutional level)** Beginning in 2014-15, our assessment of General Education will be considered a

	student learning outcomes – ISLOs)					component but not the totality of our Institutional level ISLO assessment.
ACADEMIC PROGRAMS						
Accounting	Yes	Catalog/Student Handbook Website www.middlesex.mass.edu	ISLO/PSLO	Business/Faculty	Program Review in process, will consider recommendations	1999 Currently in process
Alcohol/Substance Abuse Counseling Program	**Yes**	In Admissions Packet and in MCC Catalog URL: http://catalog.middlesex.mass.edu/preview_program.php?poid=1754&catiod=15	Required 300 hour fieldwork course (Supervised Field Placement I and II) requires portfolio/journals/assignments which confirm completion of learning outcomes. A state licensing exam for the CADAC certification and LADC license from DPH.	Faculty member in the Fieldwork courses and the AACC Program coordinator	Changes in the Placement site opportunities: Program review in 2/2011 identified the need for additional placement sites for fieldwork and that has been accomplished in the past 2 years. Rational was that diversity in placements with a broader geographic area would increase student choices and possible employment opportunities. Also an increased emphasis in the curriculum on current treatment modalities for clients with substance abuse and mental illnesses. This change was recommended by the AACC Advisory Board due to changes in patient profiles and treatment needs	2011
Automotive Tech	Yes	MCC Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1755&returnto=1237	Automotive Service Excellence (ASE) Exam pass rates gpa	Advisory Board Program faculty	Annual meetings between recruiting and advising staff initiated, taking place at the regional high school providing the technical training. This change addressed the communication issues that had arisen	2004

					between the technical service training provider and the degree-granting institution.	
BioTechnology	Yes	MCC Catalog http://catalog.middlesex.mass.edu/ Science Program Review: https://www.middlesex.mass.edu/programreview/downloads/sci08.pdf	Faculty assess student work by: • Technical skills observation • Lab reports • Exams • Homework • Ability to follow SOP • Placement in BioTech industry • Transfer to 4-year colleges/universities • Initiative to register for honors options	Faculty assess student work each semester: • Lab reports • Exams • Teamwork • Ethical/Professional behavior • Placement in industry • Transfer to 4-year institutions • Poster presentations	Program enrollment continues to increase, leading to program expansion in terms of both numbers of sections of each course offered in a semester, number of semesters in which each course is offered annually, and range of campuses offering program courses. Articulation agreement finalized with UMass Lowell – Clinical Science Dept., where they will now accept ALL credits from MCC's BioTech program (total of 66 credits) towards their bachelor's degree.	2007
Business Transfer	Yes	• Catalog http://catalog.middlesex.mass.edu/ • Student Handbook • Program Review	Annual Reviewing of ISLO/PSLO Internship	Business faculty annually	Consolidate Precalc I & II into one course and added statistics as a requirement. Offered an accelerated hybrid course to meet the needs of PT workers who wish to obtain their AS.	1998 Currently in process
CAD Technology	Yes	Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1766&returnto=1237	CAD 228 CAD Practicum Job Placement Advisory Board Review Graduate survey Career Services	Advisory Board CAD Faculty Annually	Course materials and syllabus are often modified to workforce requirements and expectations. Current program is being revamped per CAD Program review results and recommendations	2007 Currently in process

Communications	Yes	Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1765&returnto=1237	Successful completion of core courses (Mass Communications, Media Ethics and Issues, Introduction to Journalism, and Speech and successful completion of nine or more credits of 2nd tier production courses such as Journalism II (COM 201), TV Production II (COM 171) and/or specialized Communications course relevant to intended Communications specialty, such as Public Relations (COM 107); Magazine Feature Writing (COM 151); or Radio Production (COM 123)	Assessment of course instructor with oversight from Program Chair and input from Communications Program Advisory Board (which includes industry professionals and student alumni. Program chair or Assistant Dean (for full-time faculty) reviews course syllabi each semester and Program Advisory Board reviews program structure annually.	Based on most recent program review, requirements were changed to include Speech in the core requirements and to provide greater flexibility to students who will need to operate in a greater variety of communications environments beyond traditional print and broadcast media. Based on feedback from the Program Advisory Board, the program has been developing an online student newspaper that would provide students access to multi-media formats for reporting and public relations experiences.	2012
Computer Forensics	Yes	In the course catalog, and online: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1769&returnto=1237	Students take Certified Computer Examiner exam. (external certification)	N/A	N/A	New program; not yet been reviewed.
Computer Science Transfer	Yes	In the course catalog, and online: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1771&returnto=1237	Course prerequisites of C in the previous course; transfer rates to 4 year CS degree programs, including mid-program transfers (i.e. before graduation)	CS faculty, based upon articulation agreements	**Course prerequisites have been adjusted**	2008
Criminal Justice	Yes	• On CJ program website https://www.middlesex.mas	Assessment of PSLO and review of ISLO for the 2008	Program faculty by a timeline set out in	**Increased number of writing assignments with appropriate and**	2009

| | | s.edu/criminaljustice/
• Academic Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1774&returnto=1237
• Recruitment Program sheets used by admissions | -2009 program review

Assessment of quantitative literacy ISLO | program review | **consistent expectations across program.**
The Criminal Justice faculty assessed student writing within the program; analysis revealed that students are not proficient writers at the upper level courses. We determined that writing needed to be a more integral part of our program, providing students with more opportunities to develop this skill. We changed the following:
• Through Title 3 strategies for success grant we strengthened writing in our Write for Law and Order and Law and order courses

• Worked with English faculty writing coaches to improve our writing assignments and how we grade them

• Added more writing assignments across the curriculum

Redesign of Courses:
A presentation by the Writing Coaches to program faculty helped us align realistic expectations regarding student's writing skills level with their concurrent writing placement. Also the assessment of our Career PSLO showed students needed to | |

| | | | | | be more aware of career options. We made the following changes:

• Added scaffolding research projects to both CRJ 100 and 111

• Developed with Career Services career projects for CRJ 100, 111, and 151.

Changes in prerequisites:
The Writing Coaches' presentation also caused us to add English prerequisites as appropriate to courses that required student mastery of certain research and writing skills. And the assessment of our PSLO of Application of the Law showed us that students needed more experience with critical thinking. We made following changes:
*added completion of ENG 101 to Con Law and Interpersonal Comm

* added a writing intensive to Crim Investigation

* added prereq of CRJ 111 to Crim Law | |
| **Dental Assisting** | Yes | Yes
College Catalog
https://www.middlesex.mass.edu/dadepartment/competen.aspx | Dental Assisting National Board exams

Surveys: employer and graduate | The department coordinator and the faculty on an annual basis | • Curriculum changes include the following:

Externship course will now take place during spring semester. In place of the | 2012 |

						previous fall semester Externship course, we have implemented a more comprehensive pre-clinical course to better prepare the students for their externship experience. • Admission criteria changes include the following: To better prepare them for the reality of the profession, beginning in FA 2015, students will watch a video on "a day in the life of a dental assistant" as part of their application process.	
		DA Clinic Manual					
Dental Hygiene	Yes	Yes College Catalog https://www.middlesex.mass.edu/dhdepartment/competen.aspx DH Department Student Handbook	Portfolio Projects Licensure Examinations • National Board Exam (NBDHE) • Regional Board Exam (NERB) • Jurisprudence Exam • Surveys including: employer, graduate exit, alumni, faculty	Annually by the department chair and faculty	Articulation Agreements: Advanced degrees in dental hygiene allow a greater range of employment settings to our graduates in a challenging job market. Due to graduates' indicated desire to seek advanced degrees in dental hygiene, the department has sought and achieved partnerships and articulation with advanced degree programs. Transition to E-Portfolio Based on annual survey data, our Portfolio program has converted into an E-Portfolio. This allows more flexibility and portability of information as well as more active use of student portfolios in their employment search process. Alumni Outreach The dental hygiene department views alumni relations as essential to the	2010

					success of the department and college as a whole. Alumni hold the key to outcomes assessment, student and patient recruitment, career and networking opportunities for graduates, and monetary support. Over several years, outreach to alumni has included new initiatives including • Exhibitor table at Mass Dental Hygienist Association's annual session. • Dental Hygiene Alumni Facebook page. • An MCC Foundation Grant was awarded to the department to hold an alumni networking reception at our professional association, the American Dental Hygienists Association's Annual Conference in Boston.	
Dental Laboratory Technology	Yes	College Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1781&returnto=1237	• Licensure examination (Recognized Graduate – RG- Exam) • Employers and Graduates Surveys • Field Experience course	Annually by Program Coordinator and Faculty	Restructuring of course sequence, and redesign of DLT courses. This change was based on multiple factors: • The Self Study Report by the department and the report submitted by the site visitors to the Commission on Dental Accreditation in 2009 • The Program review that was completed in 2011. • The changes in the industry. • Review of peer programs and their best practices.	2011

				• And consultations with the Advisory Board. All the above factors suggested the need to restructure the DLT Curriculum, to have our students be more successful in their course study as well as when they enter the workforce.	
Diagnostic Medical Sonography	Yes	Program Review College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1782&returnto=1237	• Licensure examination (**ARDMS Global Exam**) • Employers and Graduates Surveys • Clinical experiences	Program Coordinator and faculty on annual basis	**Intended changes to program based upon external accreditation recommendations:** • Change current Associate Degree to Associate in Applied Science Degree • Add vascular and breast sonography to current DMS curriculum.	2013
Education	Yes	Program Review Syllabi Department website: https://www.middlesex.mass.edu/academics/ NAEYC Blackboard Site https://blackboard.middlesex.mass.edu/webj	• Practicum Performance • NAEYC Rubrics • Capstone Course • Student Portfolios • Student Career Placement Transfer Feedback	Each semester Program instructors review results of application of skills rubrics on student products and performance.	**Revisions to improve assessment and assignment outcomes.** • Blackboard Key Assessments were made available for faculty to download to make sure that each faculty is using the same explicit assignment. • Revised Syllabi include learning outcomes and key assessments • Assignments are written in draft form. • The draft assignments are corrected and are given to the students for revisions • Students must receive a C- for their final assignment or they have one opportunity to do the assignment over.	2012 EC, ECT, ECE, EE

					• A revised Portfolio process was created for professional development.	
English	Yes	Program Review: https://www.middlesex.mass.edu/programreview/hrc.aspx	• Course level assessment within the English Writing sequence • Departmental assessment of student writing produced by students exiting each of the courses within the writing sequence • College-wide ISLO assessment	• Faculty at the course level • Department faculty at the department level • College-wide ISLO assessment teams	**Changes to the course description for Comp I to strengthen the research assignment** based upon ISLO assessment of Written Communication which revealed weaknesses in research writing done within the disciplines. **New approaches to developmental reading and writing** based upon national best practice and research and MCC students' low persistence rates when their initial English placement is at the developmental level. ALP and Reading Writing & Reasoning courses. Internal data indicate the efficacy of the ALP model. RWR is still in the pilot stage. **Increased Professional development for part-time faculty** in such areas as the research assignment, clickable rubrics, application of the common course expectations.	2008
English/Creative Writing	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1881&returnto=1237	Not yet developed This is a new program this year.	NA	NA	NA
English/Literature	Yes	College Catalog:	Not yet developed This is a new program this	NA	NA	NA

		http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1881&returnto=1237	year.			
English Language Learner Department	Yes	College Catalog: http://catalog.middlesex.mass.edu/	At this time, program outcomes are only being assessment by means of GPA.	NA	• Flexible Studies Program Review stated that *"Flex Studies ELL courses will be aligned with classroom ELL courses."* Work is under way to align all the ELL courses across methodologies, campuses, day, evening, and weekend programs. • The FS Program review further stated that there is *"a need to design courses which enable students to accelerate and possibly skip levels in ELL"*. This design work is under way currently as two teams, comprising of both faculty members and Flexible Studies instructors, are developing 2 new courses that aim to better serve ELL students' needs, possibly enabling them to accelerate and reach their academic goals faster. *As a response to the ELL/WL Program 2007-2008 the following changes have been made.* • *"ELL Department and College Advising need to cooperate in advising new ELL students."* Advising and Testing Departments are currently working with the ELL Department on improving and	2008

					redesigning the ELL advising/placement process. • *"Temporary loss of one full-time faculty line."* This position was filled Fall 2011. • *"More coordination needed in Listening and Speaking courses between FTF and SPS. "* This is taking place currently and, as a result, a faculty member teaches a Flexible Studies Listening and Speaking course	
Entrepreneurship	Yes	• Catalog (http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1793&returnto=1237) • Student handbook	ISLOs Project Based	Business Faculty	Needs assessment and best practice study completed during Summer of 2013 in preparation for program redesign	N/A, new program
Fashion Merchandising	Yes	• Catalog (http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1795&returnto=1237) •	ISLOs and PSLOs	Program Coordinator	None yet. With a change in program leadership, this program is slated to undergo program review in 2014-15	2001
Fire Protection sand Safety Technology	Yes	Academic catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1801&returnto=1237	Currently, assessments are conducted in individual courses. As part of the revised program review process, in 2014 this program will conduct its	Currently, professors in each course	None yet. With a change in program leadership, this program is slated to undergo program review in 2014-15	2002

				first program-level assessment work.			
Graphic Design	Yes	Catalog http://catalog.middlesex.mass.edu/	-Portfolio Presentations -Juried Student Show -Annual Review of PSLOs/ISLOs	Annually by Art and Design Faculty	**Changes in Assignments and Additional Course Requirement** GD Portfolio Presentation Reviews by GD Advisory Board, alumni, and faculty indicated a need for further proficiency in presentation skills, typography, and web design. Based on written responses on individual students' presentations and follow up survey in December 2011, the following changes were made in Fall 2012: -More typographic assignments were incorporated in all levels of Graphic Design -A required Web Design course was added to the program -Graduating students are required to create a portfolio website in addition to their portfolio of professionally printed pieces. **Additional Data Collection** Due to the difficulty of acquiring voluntary data from student exit surveys through Institutional Research during program reviews, the GD program has been proactive about creating connections with graduating students and has been keeping departmental records. Keeping track of students' transfer and jobs has helped to create active alumni, who present their work in classes and attend portfolio reviews. Our	2006

					active alumni have also helped students find internships and jobs.	
Hospitality Management	Yes	• Catalog http://catalog.middlesex.mass.edu/	Event certification BUS 214 Co-op Field Experience	Program Coordinator	• **Institution of E Portfolio Fall 2012** Based on national evidence that this is a high impact practice, allows students to showcase their program work and review their development within program. • **Service Learning Program** Another nationally recognized high impact practice that helps our students develop competency with one of our Institutional Student Learning Outcomes • **New co-operative learning placements in the hospitality industry** created to diversify opportunities for students as a result of feedback from students and members of the Advisory Board. • **New course, BUS 153 Intro to Hospitality, added in Fall 2012 to address the changing climate in the Hospitality industry.** As a result of a curriculum review of other programs and discussions within the department • **Advisory Board membership upated** As part of the program's annual review of Advisory Board	2009

					membership, the number and make-up of members was reviewed and updated by the Program Director to better reflect current hospitality employment climate and to include students and alumni • **Revision of Advisory Board role** Following discussions with the Advisory Board, a need for increased involvement w/ members revealed. • **Use of ProSim Restaurant Simulation software** As part of the review of new trends, the program director budgeted for and introduced this product into Hospitality Program. • **CVent certifications added to program** result of employer feedback	
Human Services		MCC Catalog http://catalog.middlesex.mass.edu/preview-program.php?poid=1810&catiod=15	Capstone course (Supervised Field Placement) requires portfolio/journals/assignments which incorporate learning outcomes	Currently, faculty member for that particular course. However, as part of our currently ongoing program review, we have identified the need for collaboration among our program faculty for all program-level outcomes	• **Service Learning requirement added for entering Human Services majors** To provide HS majors increased experience outside the classroom to use, reflect upon and receive feedback to their use of multiple skills standards in practice, based upon their portfolio entries that primarily identified these standards in isolation. • **Conduct exit interviews and increase**	2014

				assessment work. We have identified a program outcome that will be assessed collaboratively in 2016.	**outreach efforts with students who leave HS Career track (as opposed to Transfer) program to better understand attrition issues** High rate of attrition in Career program. • **Integrate more career exploration curriculum earlier in program** To ensure that students are aware of the career market for Associate-degree majors. • **Consider elimination of HS Career program, maintaining Transfer program only, based upon institutional data and student input.** High rate of attrition in Career program.	
Information Technology	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1812&returnto=1237	Annual review of PSLOs/ISLOs	Program Coordinator and faculty	**Primary program improvements are curriculum-based, ensuring currency of program. They include:** • Update course curriculum to Incorporate more server, wireless and virtual computing concepts. • Discontinue Web Development option • Merge IT and CSNT programs/curriculum to model career options	2013
Liberal Arts and Sciences	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1815&returnto=1237	Student achievement of ISLO competencies	Dean of Foundational Studies, First Year Experience and General Education	Liberal Arts and Science Academic Deans meet regularly to discuss overlapping programs and curricula as well as LAS student success data. These meetings are in addition to ongoing Academic	1999

				with LAS Assistant Deans, Program Chairs and faculty	Council (Deans) meetings. A Liberal Arts and Sciences Weekend is held annually; students may participate in weekend for credit. The "dean cohort" formation and the LAS Weekend both contribute to an enhanced sense of identity for the LAS degree program.	
Liberal Studies	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1816&returnto=1237	Student achievement of ISLO competencies	Dean of Foundational Studies, First Year Experience and General Education with LAS Assistant Deans, Program Chairs and faculty	MCC Open House presentations now market the Liberal Studies degree as an opportunity for students to create a flexible degree program for themselves that allows for exploration and pursuit of individual interests. As part of the 2002 Program Review, Liberal Studies was found to lack a marketing focus that would attract students interested in exploring individual interests.	2002
Mathematics	Yes	In the program review and on the department website https://www.middlesex.mass.edu/math/	As these are individual courses, not a program, outcome achievement is determined by final grades, exams and projects.	The department as a whole discusses the various data and makes determinations as to changes.	**Precalculus sequence:** The precalculus courses have been changed for both the Business and the STEM programs. Each group takes a single specialized Precalculus along with a second semester of more appropriate material. Business students take MAT 177, Statistics and STEM students take a course in Trigonometry. **Ramp-Up:**	2009

					In order improve the completion rate in the developmental sequence, a new program was designed. All developmental material has been combined into a 12 module sequence. Students begin at either Module 1 (arithmetic) or Module 5 (basic algebra) and move through the material as quickly as they can. They have the potential to complete the equivalent of what was a 3 course sequence in one or two semesters. This allows them to reach a college level course more quickly.	
Medical Assisting	Yes	• Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1819&returnto=1237	• Licensure examination • Annual Review of PSLOs/ISLOs	Annually by accreditation organization, advisory board, department chair and faculty	In January 2012 a review for the Medical Assisting licensure examination was implemented to better ensure students are well prepared to take the national exam after examining our pass rate scores (50%, below the 70% required by program's accrediting agency). Pass rates have begun to climb since this review was implemented. In September 2013 the program added a course in Electronic Medical Records to better prepare students for the healthcare job market. We added this course as a result of federal legislation mandating that patients have an electronic health record for continuity of care. In March 2014 an evening option for the Medical Assisting program will be offered. The evening program will open	2007

					the doors for all those students who can't complete the program during the day. This option was added in response to the changing job market in which Medical Assisting has become one of the fastest-growing careers in the nation, according to the U.S. Bureau of Labor Statistics. Discussions with our local career centers indicated high numbers of local position vacancies.	
Music	Yes	Fine & Performing Arts Concentration– Music Option, A.A. http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1800&returnto=1237 Performing Arts Concentration-Music Option, AA http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1832&returnto=1237	Student performances juries; acceptance into university music programs, which require passing a performance audition and a written music theory exam	MCC music faculty evaluate the student performances each semester; the university jury determines who passes the entrance auditions and theory exams	**Establishment of the Fine & Performing Arts and Performing Arts Music Options** Due to the increasing number of students wishing to concentrate in Music and to transfer to four year music programs; These were established after the 2003-04 Performing Arts Program review. **Establishment of Music as a separate department** The Music area grew enormously after 2003, both in the number of students and the variety of courses. It is also easier to articulate agreements with university 4 year programs as a separate department. Approved by the provost in 2007. **Institution of the Independent Studies in Piano, Guitar, Voice, Percussion, Violin, Viola** In order to prepare students for the entrance performance auditions now required by most universities for any	2004 Performing Arts Program review. At that time Music was part of Performing Arts. Now it is a separate department.

					music major (even sound recording and music engineering) https://www.middlesex.mass.edu/music/independent.aspx	
Nursing	Yes	• Catalog • Nursing Student Handbook http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1824&returnto=1237	• Licensure examination • Annual Review of PSLOs/ISLOs	Annually by nursing faculty	**Changes in admission criteria:** In June 2010 a nursing faculty task force examined admission criteria to determine what changes should be made to better ensure qualified and prepared applicants to the program. The task force reviewed admission criteria at other Massachusetts Community Colleges, and results from the TEAS (Test of Essential Academic Skills) taken by the students starting the program. Based on this review, the following admission criteria changes were made to address applicant's academic preparation and commitment to the program. • Successful completion of the TEAS, meeting the benchmark requirement set by the Nursing Program (overall cut score of 58.7 – "Proficient") • Mandatory Attendance at a Nursing Program Information Session **Institution of Portfolio:** In 2011, during PSLO assessment of personal and professional development, faculty noted that students were provided sufficient opportunities and experiences throughout their nursing education for personal and professional development, but that students did not always clearly identify their own	2009

					development. Several changes were made, including the institution of a portfolio process that guides students to include work generated by program projects/activities. In Spring 2013 an ePortfolio was piloted, which is being expanded in Fall 2013. **Changes in assignments to make expectations more explicit:** In May 2013, faculty assessed the Communication PSLO by evaluating selected artifacts. It was determined that although the students demonstrated proficiency in oral communication, their written communication was less than proficient. Based on this review and discussion, the following changes will be made for Fall 2013. • Emphasize using proper writing skills in all written communication, not just in English courses. • Provide clear guidelines with samples of work to assist students in understanding the assignment expectations. • Hold students accountable for spelling, grammar and formatting in all of their written communications. • Students will utilize a tool such as *Safe Assign* or *Turnitin* to review their work before final submission. • Resources such as *A Writer's Reference* by D. Hacker available for faculty to utilize as needed.	

Paralegal Studies	Yes	• College Catalog http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1830&hl=paralegal&returnto=search	• PSLOs/ISLOs	Paralegal Faculty	Program Review planned for AY 2014-2015.	2001
Performing Arts	Yes	College Catalog: http://catalog.middlesex.mass.edu/preview_program.php?poid=1799&catiod=15	- Performance evaluation - Course level assessment of writing, journaling and critical analysis	- Faculty at course level - Department faculty at department level	-Adjustment in course offerings and program sequence	2004 Currently in process
Psychology Concentration (LAS)	Yes	http://catalog.middlesex.mass.edu/preview_program.php?catoid=15&poid=1837&returnto=1237	As a result of our current program review, we have begun a process of fulltime faculty members assessing student artifacts representing student achievement of one or more of our Program SLOs. Although we do not have a formal capstone course, we have recently increased the math requirements for PSY 138 (Research Methods) to a level that will ensure that students complete this course near the end of their time in the program. As such, this course can serve as a "benchmark" course and success in this course would be an indicator of student competency in four out of seven program	This evidence is interpreted by full-time faculty annually as an element of a curriculum enhancement project.	• **Provide increased opportunities for students taking Psychology courses to use and receive feedback on their use of APA format.** Level of professionalism of student writing needs increased focus, in alignment with ongoing institutional assessment of effective written communication skills within and across disciplines. • **Increase program alignment with APA standards and transfer institutions' student learning outcomes expectations.** A result of collaborative curriculum development work with Psychology faculty at primary transfer institution, UML. • **Increase math prerequisite for Research Methods course to Statistics.** Also a result of collaborative	2014

			student learning outcomes. Success in the other three outcomes is best indicated by student success in other second-tier courses.		curriculum development work with Psychology faculty at primary transfer institution, UML. Psychology Bachelor degree programs require a second Research course with heavy statistical component. Making Statistics a pre-req of Research Methods I allows MCC instructors of that course to provide students with a stronger statistical foundation that will better prepare them to be successful after transfer.	
Radiologic Technology	Yes	Catalog Rad Tech Student handbook Rad Tech web site https://www.middlesex.mass.edu/RadiologicTechnology/	Certification examination Bi annual review of ISLO's	Advisory board, Assessment committee, and program faculty	**Strengthened Student Development of Quantitative Literacy skills**. In spring 2012, the students did not meet the benchmark for QL, generated changes in curriculum that provided increased opportunity for students to develop these skills. **Changes to improve annual program retention rate, including increased opportunities for students to practice applying course content in advance of their work in clinical settings, and changes to our advising process.** In academic year 13, the program retention benchmark was not reached. Additionally, The advisory board has critiqued the admission requirements and offed input on how we can make changes to improve retention. **Strategies to improve certification exam**	2008

					1st time pass rate, based upon national best practice have been implemented Scores in physics and the quality control continue be our lowest scores on our certification exam .	
Reading	Yes	On individual syllabi; Catalog http://catalog.middlesex.mass.edu/reading https://www.middlesex.mass.edu/programreview/hrc.aspx		Program faculty	**To improve retention rates** -In spring and summer 2012, we examined data and evidence from other institutions across the country to improve college retention rates in developmental courses. We developed a minigrant which accelerated the path to college level courses. These new pilot courses collapse our current developmental reading program and combine reading and writing courses into a new, contextualized 6 credit one semester course. **To improve college textbook reading comprehension** -Many students at MCC have difficulty with reading comprehension, particularly with college level textbooks. The Reading Apprenticeship Program developed by West Ed. offers successful techniques to educators to improve reading proficiency. We have expanded our Reading Apprenticeship Program to promote the use of these successful techniques in reading and writing in content area courses. MCC reading faculty has run training sessions for college and high school educators.	2012
Science	Yes	1) MCC catalog	Faculty assess student work	Faculty assess	**Restructuring of the Introduction to**	2007

		2) Science Program Review https://www.middlesex.mass.edu/programreview/downloads/sci08.pdf	through lab reports, homework assignments, graphing exercises and exams. Additionally, some students are enrolled in the second course of a two part course sequence (i.e. A&P I and A&P II). Enrollment in the second sequence course indicates that the student successfully completed the first course with a "C" or better.	student work through lab reports, homework assignments, graphic exercises and exams. As a department, we do not have a formal method of interpreting the evidence. Instructors within the same course often have conversations regarding specific topics for a particular course. Full-time faculty serve as unofficial mentors to new adjuncts when asked. If a situation arises that needs further discussion, then the topic is discussed at department meetings.	**Biology course** Based upon Title III grant guidelines for increased student success in gateway courses. **Offering STEM research courses** The Dept. feels that research is an important part of science education and we needed more opportunities for all students, not just those who get REU's. MCC STEM research courses give students an exposure to research which may be a much desired skill for employment opportunities and transfer to BS programs. Additionally, students continuing on to MS and PhD programs at other colleges/universities will be performing research projects as a major part of their degree requirements. P**rerequisite changes in several courses** Prior to the changes students were having difficulty comprehending textbook reading, grasping mathematical concepts in science courses, and were weak in basic concepts necessary for higher level courses. Prerequisite changes were implemented to ensure student preparedness for courses. **Offering more on-line and hybrid courses** The Dept. felt there was a need for on-line courses so that students have more options to take courses that fit their	

| | | | | | schedules. Many science courses are prerequisites to enter Health Career programs. Students often cannot access the campus due to employment or family obligations, and scheduling science courses is difficult because the majority of courses have a 2 or 3 hour lab component once a week in addition to the lecture class. Web based courses alleviates the scheduling conflicts and gives students greater access to these courses.

New course offering - Introduction to Geology
ENV 141 was created in part as a course that would have good transfer capabilities to other 4 year colleges. Additionally, the course was categorized under ENV to avoid misinterpreting this course as a Geography course (which it is not).

Changes for Life Science Transfer concentration due to revised articulation agreement with UML.

Change in Computer Science requirement for Life Science and Physical Science concentration majors. Students in these concentration majors will be able to understand how computer program will be written. The rationale is that today's students should have programming skills especially if they go | |

					into bioinformatics, so we now offer computer science courses which teach programming as an additional option that counts towards their degrees.	
Studio Art	Yes	Catalog http://catalog.middlesex.mass.edu/	-Portfolio Reviews -Juried Student Show -Annual Review of PSLOs/ISLOs	Annually by Art faculty	**More opportunities for Personal and Professional Development** The institution of a juried student show in May 2011 has helped develop personal and professional skills. Students fill out a prospectus, mat and mount work for display, and submit pieces that are judged by a panel of art faculty. Exhibiting students and their friends and family attend an opening reception and awards ceremony. **Transfer Portfolio Workshops** After reviewing student surveys in 2010 that indicated students' limited knowledge of the portfolio requirements for transfer to a four-year art college, faculty developed a festive workshop (including pizza) to inform students of the process. Successful students transfer students presented their portfolios and a CD with key information was given to each participant. **Upgrading Art Advising** All art students are assigned an art advisor, who helps them to become aware of career directions and guide them in the transfer process throughout the program.	2008
World Languages	Yes	College Catalog:	At this time program	NA	The 2010 Flexible Studies Program	2008

| | | | | outcomes are not being assessed other than GPA | | review stated that there was *"A pressing need for guidance, coordination, and curricular support for program consistency in World Languages Program."* To respond to the need: a Flexible Studies World Languages/ELL Coordinator position was created and filled.

In response to the ELL/WL Program 2007-2008 the following changes have been made:

• *"Educate students about majoring or minoring in a world language."*
 o World Languages Option created with in depth advising materials on the college website.
 o WL/ELL Chair is currently advising all the WL students

• *"Explore the issue of false beginners. Placement test needed."*
 o This problem continues to be discussed in World Languages meetings.

• *"Meet periodically to share experiences and ideas with each other."*
 o World Languages meetings are held regularly. | |

(http://catalog.middlesex.mass.edu/)

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
CJ (Criminal Justice) **BHE- Quinn Bill**	2011	none		TBD
DH Commission on Dental Accreditation	December 2009	Full Accreditation (7 years)	• Program completion rates • Employment rates • Success of graduates on state licensing examinations • Success of graduates on national board exams • Surveys of alumni, students, employers, and clinical sites • Program goals and outcomes • Evidence of improvement as a result of assessment • Ongoing documentation of change implementation	Fall 2016
DLT (Dental Laboratory Technology) Accredited by the	February 11, 2011	The Commission determined that the recommendations cited in the August 2010 site visit report have been met	• Course Completion and Graduation Rates. • RG Exam pass Rates.	The next site visit for the program is scheduled for 2016.

Commission On Dental Accreditation (CODA) of the American Dental Association (ADA)		and adopted a resolution to change the program's accreditation status to "approval without reporting requirements."	• Employment rates.	Regular 7 year cycle review.
DMS Joint Review Committee in Diagnostic Medical Sonograpy. . (JRC-DMS)	April 2011	Full Accreditation (10 years) Submit Annual Report each year with the following information; • Any program or personnel changes • Changes in clinical affiliate and/or clinical instructor(s). • Attrition rate • Job placement rate • Credential success rate	Ongoing/annually surveys from the following; • ARDMS pass rate • Employer survey • Graduate survey • Personnel survey • Program goals and outcomes. • Evidence of improvement as a result of assessment.	April 2022
EDU (Education Department)	2009 National Association For The Education of Young Children (NAEYC) Early Childhood Education Early Child hood Education Transfer Early Childhood Education, Certificate Elementary Education	Committed compliance of NAEYC Key Assessments	Assessments of NAEYC Standards and Sub Standards http://www.naeyc.org/files/academy/file/OverviewStandards.pdf http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf	Spring 2014 Self Study is submitted. Fall 2014 Site Visit
Medical Assisting certificate: Accredited by CAAHEP	Fall 2006	Full Accreditation (10 years)	• Medical Assisting exam rate • Graduation Rate • Employment • Program Satisfaction (graduate and employer)	Fall 2016

Nursing: Accredited by ACEN (formerly NLNAC)	Fall 2006	Full Accreditation (8 years)	• NCLEX-RN Pass Rate • Graduation Rate • Employment • Program Satisfaction: (Graduate & Employer)	Fall 2014
All three of our paralegal program are approved by the American Bar Association (ABA) through its Standing Committee on Paralegals	August 2010	• Continued adherence to the ABA's Guidelines for the Approval of Paralegal Education Programs, which includes, maintaining a program for the education of paralegals that is designed to qualify its graduates to be employed in law-related occupations http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prlgs_2013_paralegal_guidelines.authcheckdam.pdf • Completion of an Interim Report three years after the most recent approval (submitted August 2013) • Apply for re-approval every seven years, which involves the preparation of a self-evaluation report and supporting documents, review by educational consultants from the ABA, and hosting a site visit to the program by the ABA	• Use of practical assignments that develop paralegal skills and job competencies • Responsiveness to the changing needs of the legal community that the paralegal program serves • Employment in law-related occupations • Graduate Performance	August 2017, next program re-approval date
Rad Tech. Joint Review Committee on Education in Radiologic Technology (JRCERT)	2011	Rotate students between large and small clinical sites, provide assurance that clinical capacity is never exceeded, provide rational for semester break rotation, and analyze ISLO's with communities of interest,	Certification exam pass rates, employment rates, and attrition rates.	2014