

**MIDDLESEX COMMUNITY COLLEGE**

**ACADEMIC DEPARTMENT REVIEW**

**FOR**

**Honors Program**

**2006 – 2007**

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# MIDDLESEX COMMUNITY COLLEGE

## Academic Department Review

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## Middlesex Community College

### Academic Department Review

#### Section I: Introduction

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

**MCC began offering Honors courses in 1997; today, under the direction of a Program Coordinator, students can register for a variety of courses that emphasize critical thinking, development of research skills, and independent and interdisciplinary learning. Student responsibilities include class presentations, development of course materials, service learning, and research projects. After reading and writing from primary sources, student learning incorporates critical analysis and demonstration of mastery of course content. Teaching methodologies include interactive, collaborative and service learning experiences.**

**The target population for the Honors Program at MCC is the talented and motivated student with completion of 12 college credits and a cumulative GPA above 3.2. The attempt to form a community of scholars is enhanced by small classes, taught by outstanding full-time faculty with educational, cultural and social collaboration. Honors courses are designed to develop creativity and scholarship in those who fully invest themselves in their learning. Through dynamic learning experiences offered in the Honors Program, students enrich their intellectual development and problem solving skills as well as strengthen their preparation for further academic work.**

**Unique to the Honors Program, the student population can be enrolled in any of the college's programs. Each semester, the college offers six to ten Honors courses from the Business, English, Humanities, Science, and Social Science divisions. If a student is interested in exploring the content of a non-honors course at an advanced level, there is an Honors Option Contract available. This consists of an arrangement of specific tasks reflecting independent Honors work that is developed by the student and professor. MCC offers incoming qualified students, those who place high on the college's Accuplacer test, English Composition courses at the Honors level. Honors students enrolled in these courses are advised and mentored by the Program Coordinator. Two courses of note are *The American Dream*, which requires an extensive research paper, and *Women***

***Leaders of the 20<sup>th</sup> Century***, which has a Service Learning component requiring a summary PowerPoint oral presentation. (See Appendix B for a list of all Honors courses.)

The Honors Program at MCC is diverse in course content and variety of learning experiences. Endorsements and support for the program are college-wide. The administrative assistant for the Assistant Dean of Academic Programs and Articulations is shared with the Honors Program. All Advising personnel help Honors students. The Transfer Counselor and Honors Program Coordinator are in daily communication. Testing, Career Services, and division secretaries are available to help and are advocates for the Program. Furthermore, faculty recognize the needs of a specific student population and volunteer to develop an enriched Honors curriculum that melds their expertise with advanced learning. Examples of the new courses addressing specific topics are:

- ***Creative Writing Honors Seminar***: a seminar that advances writing skills as the student assumes the roles of editor, critic and author-reader roles.
- ***Health Psychology/Honors Option***: studies mind-body connections, stress management, prevention and diagnosis through recent research and case studies.
- ***The Middle East Honors Seminar***: addresses contemporary issues in the context of respect, modeling and mentoring the connection of ideas to correct misconceptions. This course was added under the auspice of a Title VI grant on the *Plurality of Islam*.
- ***Effects of the Environment on Health***: a popular online course that uses case studies and online research to analyze the etiology of environmentally associated human ailments.

Student inquisitiveness in specific Honors topics is validated by the additional courses that student's enroll in after completing the Program's requirements. Those students often excel beyond course expectations as they present scholarly research, which applies the skills they have learned at MCC. To fulfill the Program requirements, students must maintain a 3.2 GPA and complete a minimum of three Honors courses, including one that is interdisciplinary. Individual Honors courses are noted on the student's transcript by a "/Honors" next to the course title. Students completing the Honors Program have the designation "Honors Scholar" on their permanent transcript and receive special recognition at graduation.

Extracurricular opportunities specific to Honors students exist outside of the classroom. There are informative, hands-on workshops involved with scholarships, transfer credentials, interview skills, and recruitment by visiting colleges. There are in-class thank you gatherings with food and a lunch for prospective students with admission representatives from Columbia University, Wellesley College, Smith

College, and Mount Holyoke College. Each semester there is an evening at the Merrimack Repertory Theatre with a pre-theater reception. Graduating students are celebrated with a light meal and a visit to the MFA's *Art in Bloom* or *The Celebrity Series*. Participation by Honors students is sought after for college-wide events such as the Leadership Retreat, SUGA, scholarship opportunities, and graduation.

The Honors Coordinator promotes Honors students for the following activities:

- Presentations at the Massachusetts Statewide Undergraduate Conference
- MCC's graduation speakers and marshals
- Fund-raisers
- College-wide international fellowships
- Student governing board, SUGA
- Develop activities that support or showcase student research
- Participation in the Leadership Retreat and One-World Series

## **Section II: Mission and Goals**

1. State the mission of the department/area. Please indicate if the mission statement is new or has been significantly revised as part of a prior departmental review process.

**As part of the review process the mission statement of the Honors Program, as approved by the Honors Committee October 12, 2006, reads as follows:**

**The Middlesex Community College Honors Program is designed to provide motivated and academically talented students with the opportunity to engage in learning activities that will challenge their abilities and enrich their learning experience at the college. The Program offers a nurturing environment to promote excellence in advanced courses and is an alternative to the first half of a baccalaureate program at the more costly four-year institutions. Once the BHE application is approved, qualified students will be able to participate in the statewide Commonwealth Scholars Program.**

**The Honors Program focuses on students graduating with the following learning outcomes gained in Honors classes and outside activities:**

- **Use acquired knowledge as the foundation for achieving academic excellence in a rigorous program of study,**
- **Interpret and analyze information at a higher level through problem-based learning and independent research,**
- **Communicate logically and effectively through reflective or abstract writing.**

**The following cannot extend to the entire Honors population but are important outcomes for those students who select a Service Learning course or participate in Honors extra-curricular activities.**

- **Demonstrate an advanced social responsibility through Service Learning or research experiences,**
- **Expresses appreciation of art and theatre through Honors Program extracurricular activities.**

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

**The Honors Program mission is closely aligned to the mission of the College as the Program seeks to provide students with a high level learning experience that is dynamic, collaborative, and challenging. Honors students, diverse in age and ethnicity, mirror the community MCC serves. The program serves this population with attention focused personal and intellectual growth, independence, social responsibility, and appreciation of the arts. The program**

encourages creativity and scholarship to foster enhanced potential for college transfer and future employment. Honors courses have small classes offering more personal, educational, cultural, and social exchanges.

**The College mission is as follows:**

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.

- b. Please explain what specific institutional goal(s) the department/area satisfies. You may include any goals referenced in the College Mission Statement or any goals illustrated in the Pillars of the College Mission Statement.

**Below are the six pillars that represent the values MCC seeks to impress upon its graduates. The Honors Program experience closely parallels these goals that support the college's mission.**

#### ***A Dynamic Learning Environment***

The Honors Program offers diverse and intellectual experiences for all participants. Each course has its own set of established criteria, which enhance student research capabilities at the library, or the laboratory, or off-campus. Humanities Honors courses, in particular, engage students outside of the classroom in theatre, concerts, film and painting; science Honors courses require problem-based research. Extracurricular opportunities are designed to cross a broad spectrum of interests.

#### ***A Supportive Caring Community***

Community building is part of the Honors experience at MCC. Students receive individualized experiences and guidance in the Honors Program. Honors students are well respected and supported by the college's faculty and staff. As a commuter school, students tend to leave at the conclusion of their classes establishing few connections with the college. To address this issue, Honors courses have small class numbers offering more individual attention. In addition, the Program Coordinator serves as the ongoing Honors student advisor. The availability of personnel in the Enrollment Center provides on-demand personal guidance for students identifying with Honors. Extracurricular activities designated for Honors students are unique events that add a supportive social interaction. Honors students are celebrated and distinguished in a variety of activities.

### ***Responsive to Workforce Development***

All students graduating from the Program transfer to four-year institutions and therefore do not directly enter the workforce. The problem-based and research skills that are required in each Honors course translate into a Community College Honors student that is actively recruited by selective colleges and universities. (See Appendix C for a 2005 Time magazine article reflecting this.) The scholarships that the Honors students have received are a testament to the preparation associated with the Honors Program.

### ***Active Civic Engagement***

The linchpin of an Honors course is the service or cooperative learning experience infused into the curricula. Service Learning is integrated into one Honors course, *Women Leaders of the 20<sup>th</sup> Century*, with the student responsible for linking community needs with the curriculum. Honors Internships, in the form of the Honors Option Contract, are available upon student request and are used in the Honors Program as independent studies. Honors students have participated in college sponsored study abroad experiences in China, Ireland, Spain, and the Netherlands. Capstone courses are identified as those that give the student the tools for success at four-year institutions. *The American Dream*, *Women Leaders of the 20<sup>th</sup> Century*, and *The Middle East Honors Seminar* are usually the last courses taken before graduation due to their extensive research and cosmopolitan pedagogy.

### ***Extended Learning Opportunities***

The Honors Program courses and activities have been developed to expose the student to multi-faceted learning pursuits. Humanities Honors courses, in particular, engage students outside of the classroom in theatre, concerts, film, and painting; science Honors courses require problem-based research. A Program outcome from exposure to scholastic and extracurricular activities is the development of an exemplary student in multiple domains.

### ***A Community of Excellence***

While the faculty that are involved in the Honors Program are self-selecting, they represent the most dynamic, committed group at the college. They are master teachers with years of service, and their Honors courses represent progressive curriculum developed after exposure to years of teaching and professional development. Faculty develop Honors courses from their own academic passion or to address a perceived need, the 80% success rates of these classes attests to their relevancy. These veteran professors claim that their Honors students are their refuge and motivation.

### 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 departmentally developed surveys or focus questions in the Appendix of the review.

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

**Institutional data indicates over a 136% increase in student enrollments in Honors courses from 45 in 2001 to 123 in 2005. The Honors Program has 81% enrolled in day courses while 19% enrolled in evening courses; college-wide the figures are 75% and 25% respectively. This indicates the necessity of an Honors Program Coordinator to oversee the Program to continue this trend.**

**When averaging day and evening Honors course completion rate data, a similarity is found with 73.2% completing Honors courses and a 74.4% completion rate college-wide. The day completion rates are 4% lower than the college-wide figure of 73% and the evening rates are 23% higher at 91% versus the college-wide 78%. This indicates a more committed student is taking evening Honors courses.**

**The data shows an 11% higher rate of failure for those taking the more difficult Honors courses, 20.9% for Honors courses versus all-college at 10.3%. This reflects conversations with the faculty teaching Honors courses where the demands of life or the lack of motivation affect student completions. Students who are committed to completing the Program demonstrate high proficiency with the average GPA of 3.77.**

- ***More needs to be done to raise the completion rates in Honors courses. As an example, Harvard Medical School does not fail its students rather they are given a second chance to succeed.***

- ***Effort should be made to promote success and improve performance in the classroom; the coordinator must be more proactive with these students.***

Full-time faculty teach all designated Honors courses and the data collected from fall 2004 through fall 2006 is summarized as follows:

Principles of Marketing/Honors	94% completion	0% failed
English Composition I/Honors	62% completion	14% failed
English Composition II/Honors	79% completion	9% failed
Poets of New England/Honors	73% completion	0% failed
Effects of Environment on Health/Honors	78% completion	3% failed
Creative Writing Honors Seminar	90% completion	0% failed
Water and the Living World/Honors	67% completion	0% failed
The Middle East Honors Seminar	83% completion	8% failed

- ***There is a collective 16% withdrawal rate from all courses listed above indicating more emphasis must be directed at students entering English Composition I/Honors and focus on the English Composition II/Honors student for future Honors applicants.***

Taking the above data and averaging the advanced Honors courses that achieve proficiency, excluding the English Composition courses, the completion rate rises to 80%. This is acceptable but should be higher as most of these students have taken an Honors course previously.

- ***Improve completion rates in upper level Honors courses.***

Full and part-time faculty use the Honors Option Contract for the selective student. *The American Dream* and *Women Leaders of the 20<sup>th</sup> Century* are Honors Option courses and students may elect to take them for Honors credit. There is no penalty for not completing a contract although a B or better is required to have the /Honors designation placed on the student's transcript. From fall 2004 through spring 2007, 142 students completed Honors Option Contracts and 21 students or 12% did not finish their Contracts. This represents an 88% success rate. (Appendix E is summarized as follows:)

Fall 2004	7 contracts	7 completions
Spring 2005	28 contracts	24 completions
Summer 2005	1 contract	1 completion
Fall 2005	36 contracts	28 completions
Spring 2006	36 contracts	33 completions
Fall 2006	23 contracts	20 completions
Spring 2007	32 contracts	29 completions

- ***Continue to use the Honors Option Contract as a successful method of rewarding student interest and superior work.***
- ***Consider faculty stipends for the extra work that must be performed in the Honors Option Contract.***

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

**The Honors Program offers two modalities; students may use an Honors-by-the-course for a single experience or students can apply to the Program and after the completing three Honors courses receive the designation of Honors Scholar. The latter are tracked closely by the Coordinator and have been successful in transferring their Honors courses and gaining distinction and scholarships at the four-year institutions of their choice. In the past two years, the graduating Honors students received over \$330,000 in scholarships to continue their education at the following institutions: Columbia University, Emerson College, Merrimack College, Smith College, Tufts University, UMASS Boston and UMASS Lowell, and Wellesley College. In the fall 2006, four Honors students received MCC Foundation scholarships.**

- c. 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)

**Data from the student evaluation of the Program, found in Appendix F, suggests an excellent rate of satisfaction with the Program, with the courses, and with the availability and responsiveness of the**

**Coordinator. 100% appreciated the challenge and enhancement to learning. 82% strongly agreed that the Program helped them stay focused and gave them the confidence to achieve their goals. 100% of the students surveyed will graduate from MCC and attend a four-year institution. There were suggestions for Honors courses in the Humanities and Social Science.**

**A strong foundation for an excellent Honors Program has been developed over the past three years. The positive feedback from this survey may explain an increased level of student interest. Presently, there are 32 completed applications and 25 pending completion, 28 have graduated from the Program over the past three years with an average GPA of 3.77.**

## Section IV: Department/Area Analysis

### ***Target Populations:***

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

**The Honors Program targets a specific student group that can demonstrate academic preparedness and the potential to achieve at level of excellence beyond normal course expectations. MCC's Honors students are motivated, goal-oriented, and independent thinkers. In today's college market, selective four-year institutions recruit MCC's Honors students with proven ability. This is the student profile that is encouraged to apply to the Honors Program. Students with a cumulative GPA of 3.2, 12 college credits, and completion of English Composition I must be willing to take challenging courses that are developed for high achievers.**

- b. Are there plans to market the courses in this program to any new or different groups that are not currently being served by this department/area? Please explain.

**At this time, the Program and its courses are marketed to all students who meet the Honors criteria. These students are contacted through personal letters, posters, peer recruitment, the Club Resource Fair, as well as faculty and staff referrals. The application process includes an essay, a recommendation, an interview, and the approval of the Honors Committee. These strategies have resulted in the growth of the Program in three years from 0 applications in 2004 to 60 active participants.**

**In order to expand the Program, there needs to be more proactive marketing and tracking, which requires secretarial support that does not exist at present. With assistance, there could be an immediate application process for incoming gifted and talented students who achieve Honors status on the Accuplacer test. The Honors Committee recommends half-time assistance for correspondence, effective tracking of high achievers in non-honors courses, recruitment for those in Honors classes, and organizing Honors Option Contracts. The Program should have a three-fold brochure for advertisement.**

- ***It is recommended that the Program receive half-time administrative assistance for tracking and recruitment.***

- ***A tri-fold glossy brochure to advertise the Program needs to be printed from material addressed in existing flyers.***
- c. Are there plans to change or add to strategies currently in place to assess the department/area's fit with student interest and market demand?

Currently, it is the faculty member who perceives an unmet need and develops an Honors Option or an Honors course. Student input is in the form of developing the Honors Option Contract by designing individualized Honors level assignments to be accomplished within a semester course. The latter melds student interests with high level of coursework expectations. The complete list of Honors Option Contracts in Appendix E indicates an enviable completion rate of 88%. Students place high expectations upon themselves and speak of pride in their work. This strong corollary between student success and involvement in curriculum development needs further investigation. The student Program evaluation in Appendix F suggests more Humanities and Social Science Honors courses.

The topics addressed in Honors courses are varied and creative: heritage, leadership, crises in the Middle East, wellness, literary scholarship, and the environment. To continue the growth of the Program, to a target level of 200 students, response to student scholastic interests is required. The Honors Option Contract success is student driven, in the future, student focus groups should have a substantial input into course development and refinement.

- ***Students should have extensive input into curriculum development of future Honors courses via a set of questions administered to international, SUGA, and 3.5 GPA students to meld the type of Honors courses and assignments that fit their needs, the demands of four-year institutions, and the autonomy of the faculty.***
- ***As assessment criteria are developed, a consistent thread imbedded in each Honors course as well as a public display of student research should be considered in addition to the collection of snapshots of student work.***

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

**MCC's Academic Planning Centers support the Program. The Academic Advisors have applications and Honors course schedules on their desks at all times, the Program Coordinator works closely with all members of the Centers, including the administrative assistants, on both campuses. The Transfer Councilor, who also teaches an Honors course, consistently identifies Honors level students, encourages their applications, and sends appropriate referrals. The Admissions office personnel have an Honors package (see Appendix G) that is distributed to local high schools. The Testing Center personnel have an invitation (see Appendix H) that is given to every student who places high on the college's Accuplacer test. The Testing Center administrators take a personal interest in potential Honors candidates and make sure that these students receive preferential treatment and register for English Composition I/Honors.**

**Despite the current level of support, there is no clear indication that there is a concerted effort by all college constituencies to encourage applications or course registrations. Help has been sought at FSA and division meetings. It is the Coordinator who registers most of the students for Honors courses; one person cannot guarantee sufficient registrations for all courses. College-wide recruitment is crucial to the health of the Program and cannot be the sole responsibility of the Coordinator.**

- ***Develop a college-wide recruitment tool to promote the Honors Program among all constituencies.***

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

**The Coordinator actively recruits students and suggests courses throughout the year. It seems that the varied areas where the Honors Program is advertised would be too intrusive, yet it is not. Flyers everywhere, strategically placed posters, Newscaster, The Campus Report, the semester Advising Manual, letters sent to all students with a 3.3 GPA or above, Open House, and the Club Resource Fair are the tools used for Honors awareness. Faculty recruitment is course specific. Those teaching the advanced level Honors courses are mindful of the fate of low enrollments and two**

**courses have flyers and posters to advertise and recruit from their classrooms. The low enrollment phenomenon in advanced Honors courses is not only an MCC problem, it is a problem for Honors Programs statewide.**

**Beginning in the fall of 2006, the admissions department brought Honors information packages to the local high schools. Fall 2007 enrollment in the English Composition I/Honors classes will indicate the success of this recruitment method.**

**Future recruitment tools include:**

- **On Opening Day have an Honors student speak at the sessions. In the session with students in English Composition I/Honors, the Coordinator should learn about each student and reinforce the importance of Honors and the help available.**
- **Place a flyer in the student Handbook.**
- **Implement a faculty recommendation form for student referrals.**
- **Expand awareness of Honors at every division meeting.**
- **Develop an Honors Handbook for students.**
- **Have students sell the Program as they are better than faculty (for every Honors student there are usually two to three students that follow them into the college.)**
- **Use the phrase “I can do it!” and use lots of rewards and praise.**
- **Find more scholarships as they are the best recruitment tool.**
- **Meet with advisors and put lots of materials on their desks.**
- **The minute there is student contact get an interview and create an open network through frequent personal contact.**
- **After Placement tests see an Honors specific advisor.**
- **Develop a trifold flyer.**

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

**To enter to the Honors Program, a newly enrolled student with no previous college experience must meet the following criteria:**

- **A high school diploma with a GPA of 3.2 or better in an academic program,**
- **Placement in *Honors English Composition I* on the college’s Accuplacer test and register for this course in Bedford or Lowell**

**For GED recipients, the Accuplacer test criteria are applied; for advanced placement courses, there is a defined procedure applied on a case-by-case basis.**

**For currently enrolled Middlesex students and students transferring to Middlesex from another college who have not graduated from a Commonwealth Honors Program, the following criteria are required for Honors Program eligibility:**

- **Have GPA of 3.2 or better after earning 12 or more college credits,**
- **One of the courses completed must be *English Composition I* or its equivalent,**
- **Enroll in a certificate or associate degree program.**

**Any qualified student may take an Honors course or participate in an Honors learning experience such the Honors Option Contract. However, to earn MCC's Honors Scholar distinction with an associate degree, and in the future, graduate as a Commonwealth Honors Program Scholar, students are required to:**

- **Maintain a minimum cumulative grade point average of 3.2, on a 4.0 scale,**
- **Complete a minimum of nine credits of Honors course or seminar work with a B or better as part of the credits required for graduation (an Honors project involving independent research may be substituted for up to three Honors credits),**
- **Complete at least one Honors seminar or course that is interdisciplinary.**

**Middlesex has established criteria in the Commonwealth Transfer Compact for students applying to the state four-year institutions. Students who graduate from the MCC Honors Program should be guaranteed admission to the Commonwealth Honors Program at a Massachusetts Community College, State College, or UMASS campus.**

**To further emphasize these points, the level of instruction in the MCC Honors Program should guarantee acceptance of Honors courses for transfer to four-year institutions. In the past two years, students have been able to transfer all of their MCC Honors courses to the UMASS campuses, Emerson College, Smith College, Columbia University, Tufts University, and Wellesley College. Five Honors students have received full scholarships to the UMASS system, two have received full scholarships to Wellesley College, and one Honors student was awarded a full scholarship to Smith College. Honors students are inclined to focus on applications to selective colleges of follow scholarship incentives.**

***External Perspectives:***

5. a. Based on a review of other college catalogs, list the colleges in our general area that have similar departments/areas and comment on significant differences from the MCC offerings that bear further exploration.

**The Program Coordinator is a member of the Commonwealth Honors Council, a group of Honors directors from all state institutions that meet three times a year. From discussions in these meetings, it is apparent that the courses and extracurricular activities of MCC's Program are equivalent to other state Honors Programs. To date, MCC has not applied for BHE approval of our Honors Program although the application was completed in October 2006 and received Honors Committee approval in November 2006. MCC and Roxbury Community College are the only two state colleges that have not received Commonwealth College status. Without BHE approval, MCC's Honors Program graduates may not be recognized as Honors students at state institutions.**

**In September 2005, all Community College Honors Directors met to review and compare their programs. MCC has an excellent selection of Honors courses. Some Community Colleges only offer courses when they have a sufficient cadre; others offer only Honors Contracts and have a pay scale of 10 contracts per one reassignment time. Bristol Community College will allow an Honors course to run with five students. Budget is a huge issue among all constituencies, Bunker Hill Community College has a budget of \$25,000; Mount Wachusett Community College with 200 Honors students has a budget of \$14,000, while Northern Essex Community College has a \$3,000 budget.**

**Other state Honors Programs offer leadership workshops or the lecture series similar to what MCC offers college-wide. These successful events are not under the auspice of MCC's Honors program. Honors budgets are spent on brochures, scholarships, student conference travel and research, and extracurricular activities. Some colleges offer a capstone course while UMASS Amherst has a "Dean's" book that is the focus of discussion in Honors courses.**

- ***Monies should be dedicated to provide MCC students with travel and research, scholarships, and open discussions focused around food.***

- ***MCC needs to showcase the Honors students with a daylong program open to all faculty and staff and take an active part in the Massachusetts Undergraduate Conference.***
  - ***Based on Honors Programs at other Community Colleges, MCC should provide more incentive in remuneration for faculty teaching Honors Contracts as suggested by the Provost in an April 2006 meeting with funding under the control of the division deans.***
- b. Based upon the committee's knowledge of institutions beyond our geographical area that have exemplary departments/areas or are known for their 'best practices,' comment on significant similarities or differences from the MCC offerings that bear further exploration.

**In November 2006, the Coordinator and an Honors Committee member attended the National Collegiate Honors Council Conference with Honors Directors and students from across the USA.**

**One goal sought from this conference was how to implement a capstone course at MCC; this goal changed while listening to other Community Colleges. Valencia and Miami-Dade Community Colleges found that this was not appropriate at our level but was good for terminal degrees. Capstone courses are difficult to administer in divisions, with faculty, and on multi-campus; they do not have a place or are add-ons in transfer agreements; they are not a good use of time, resources and logistically add extra credits to a 60-credit degree. Remuneration of faculty was also a problem.**

**The NCHC recommended Service Learning as the main theme in the development of an Honors Program. This appears to fit with the 2005 Service Learning Program Review which states that integration of service within the Honors Program will strengthen MCC's commitment to meet the needs of the communities we serve as well as meet the rigors of Honors level courses. The Service Learning Mission statement below mirrors the values and expectations of Honors students.**

*“By promoting and supporting the integration of relevant community based service with teaching and learning, the MCC Service Learning Program connects the classroom to the community and engages the college in the civic life of the larger community. Students strengthen their understanding of democratic values, citizenship and community responsibility by combining intellectual exploration with practical skills, as well as broadening their practical application of community based skills.”*

In response to the information gathered at the National Collegiate Honors Council Conference, the MCC Honors program will strive to implement service activities into future Honors offerings. Using resources from MCC Professional Development funds, Service Learning faculty workshops are offered each academic year. Workshop participants create a Service Learning course and explore how service aligns with pedagogical practice in higher education. Presenters demonstrate how professors are energized by the challenges of meeting both course learning objectives and real community needs. This is effective in integrating liberal arts learning and professional preparation.

The Service Learning Program is linked with many courses across the college and will actively assist in raising awareness of the Honors Program as well as encourage identified students to apply to the Program. In addition, effective spring 2007, MCC instituted an Engaged Scholar recognition process, which acknowledged students who have consistently been involved in course based service.

A second goal encouraged at the National Collegiate Honors Council Conference workshops was the development of an Honors Portfolio; portfolio creation and management are constantly discussed at MCC's Honors Committee meetings. These are excellent assessment tools that can be used by site visitors and to date all Honors Option Contracts recommend an exit portfolio.

NCHC workshops portrayed portfolios as comprehensive and cohesive student works demonstrating direct evidence of student learning and a powerful tool showcasing student work. A portfolio also functions as feedback for the Honors Coordinator with reflective questions directed towards 'why are you choosing to enter the Honors Program'. We have an entry essay for the Program's application and should require a reflective concluding essay to measure the Honors experiences while thinking outside course curricula. They should be aware that there is no right answer.

- *Honors courses developed in the future should have a Service Learning component.*
- *An Honors student should graduate with a portfolio.*

**Portfolio best practices that the Program needs to address are:**

- 1. Align portfolio with the college mission.**
  - 2. Use the portfolio as an assessment tool and an application package for selective colleges; the Honors portfolio should contain works throughout the years attending MCC.**
  - 3. Collect short reflections of student work throughout the semester as part of the outgoing Honors Student Portfolios.**
  - 4. Direct measurement of Honors learning outcomes (surveys are indirect) can be assessed through the portfolio containing tests, essays, opinions, reflections, websites, and photographs.**
  - 5. Portfolio development requires a reader and evaluator.**
6. Please describe mechanisms or procedures currently in place to monitor the currency and fit of the content areas and teaching methodology with the educational interests and needs of our students. Explain how these groups have contributed and/or impacted the department's/area's offerings.
- a. Relevant external parties, such as professional organizations, content skill standards, local, state, and national task forces, etc.

**MCC is a member of the National Collegiate Honors Council, a nationwide organization that continuously updates Honors Programs through emails, Honors in practice articles, journals, and their annual convention. The NCHC has an impact on MCC's program through:**

- Recruitment suggestions,**
- Providing models for scholarship in the development of Honors courses,**
- Emphasizing that course grades should not be used as an assessment tool.**

**All Program criteria from admissions, courses, and graduation follow the Board of Higher Education guidelines and have been approved by the Faculty Staff Association. As an example, the criteria for an Honors course must be three of the following:**

- Additional reading and writing components, mainly from primary sources.**
- A research project, which incorporates critical analysis demonstrating mastery of course content.**
- Teaching methodologies that emphasize interactive and/or student collaborative learning, experiential learning, Service Learning, or cooperative learning experiences.**
- Student responsibility for class presentation and development of course material (i.e., devising testing questions, course guides, presentation of course topics, etc.)**

The criteria for an Honors Option Contract must be:

- Additional reading and writing beyond the course requirements,
- Mutually scheduled conferences with the instructor to discuss additional readings and writings,
- In addition, it is strongly recommended that a student submit a portfolio at the end of the course which consists of the completed Honors level work and a reflective journal on the mutual meetings.

The BHE guidelines for Honors Programs that are incorporated into MCC's Honors Program include: the Honors Centers on the Bedford and Lowell campuses, admissions criteria, academic performance standards, an appropriate budget, extracurricular Honors activities, and learning options such as outside speakers, seminars, workshops, and social activities. The only criterion that MCC needs to address is the lack of an adequate and consistent budget.

- *A budget is needed that is adequate to grow the Program and follow BHE guidelines.*

Two honors courses were developed under the aegis of Phi Theta Kappa's Honors Study Topics, *The American Dream* and *Water and the Living World*. *The American Dream* is a seminar limited to 15 students that focuses on the heritage of ideals that are uniquely American. Poetry, field trips, guest speakers, artist's presentations, and a research project are part of this interdisciplinary course. Of note, are the guest speakers who add their expertise to each session. *Water and the Living World* is offered in the summer to take advantage of both laboratory and field research. Site visits include guest speaker presentations before experimentation begins. For example, during a visit to the ground water tanks at UMASS Lowell, typhoid fever is explained and then students experiment with ground water pollution.

- b. 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.

**Not Applicable; prerequisites are stated in Department/Area Analysis Section IV 4f.**

***Program Effectiveness:***

7a. Identify your program outcomes of effectiveness, efficiency, and stakeholder satisfaction.

**Outcome 1: The Honors Program has experienced a steady increase in growth over the past three years.**

**Outcome 2: The Honors Option Contracts have proven to be 88% effective with students developing a one-on-one relationship with the faculty.**

**Outcome 3: The Honors Program enables students who graduate from MCC to successfully transfer to the four-year institution of their choice, including selective colleges and MCC's rigorous health programs.**

**Outcome 4: Honors Program students are recognized for their steadfastness and are receiving substantial scholarships for continued study.**

**Outcome 5: In accordance with the BHE guidelines, the extracurricular events are establishing an Honors community and appreciation of the arts.**

7b. Please describe your program's plan for ongoing, annual assessment of Program Outcomes

**There is ongoing collection of data on the rate of growth, Honors Option Contract completions, the four-year institutions where students continue their studies, scholarships received, and evaluations of extra-curricular events. These are assessed to ensure the Program's effectiveness and changes would be made if any outcome should falter.**

7c. Please indicate how each outcome is achieved and how the achievement is assessed.

<b>Program Outcome</b>	<b>What are the processes in place to achieve this outcome?</b>	<b>How is this outcome assessed for effectiveness and efficiency within the program?</b>	<b>How do constituents outside of the program assess this outcome for effectiveness?</b>
<b>Outcome 1 Increased growth in the number of participants</b>	<b>Submission and approval by the Honors Committee of student applications</b>	<b>Collection of data on year-end numbers of completed applications</b>	<b>The internal recognition of the effectiveness of the Program and achievement of student goals  Growth in numbers annually by at least 50%</b>
<b>Outcome 2 Success of Honors Option Contracts</b>	<b>Honors Option Contracts available at the college's website</b>	<b>Collection of Honors Option Contract Completion forms at end of semester</b>	<b>Through the 88% success rate with personal attention by faculty from all divisions</b>
<b>Outcome 3 Successful transfer</b>	<b>Personal contact with each Program participant and recommendation</b>	<b>Collection of data from Program graduates</b>	<b>The 100% Program completion rate and transfer to four-year institutions is now being recognized at the Honors Night and onstage at graduation</b>
<b>Outcome 4 Honors Program students receive substantial scholarships</b>	<b>Coordinator actively advocates the worthiness of these students</b>	<b>Collection of data from Program graduates</b>	<b>\$330,000 in scholarships to four year institutions have been awarded in the past two years to Honors Program graduates</b>
<b>Outcome 5 Community building and appreciation of the arts</b>	<b>Three extra-curricular events targeting only Honors students each semester</b>	<b>A survey on the effectiveness of the event</b>	<b>Participation by students and faculty across all divisions</b>

7d. What do assessment data reveal about the effectiveness, efficiency and satisfaction that result from current systems and procedures?

**The increase in applications indicates the blossoming understanding of the worth and outcomes that the Honors Program can provide.**

**The impact of the Honors Option Contracts develops a close one-on-one student/faculty relationship while indicating that student involvement in curriculum development at the Honors level results in 89% completion with a B or better.**

**Over the past three years, no student who has completed the requirements of the Honors Program has failed to graduate from MCC and pursue further education. Making connections, guiding and listening to the students, and the faculty support are responsible for this legacy.**

**The Program is proud of the diligence and esteem awarded to Honors students with substantial monies from the MCC Foundation, the UMASS campuses, Wellesley College, and Smith College. (Please see Appendix I for MCC Foundation Scholarships and Transfer Scholarships awarded to the Honors Program students.)**

**The Honors Program espouses peer and faculty interaction among academic high achievers through extracurricular activities. Two events emerge as the most popular with good attendance, one is the workshop on scholarship and transfer and the other is the evening at the Merrimack Repertory Theatre each semester. From the student questionnaire, there is positive feedback on community theatre and connections among classmates.**

**Appendix J is the evaluation sheet given to students after attending an evening performance at the Merrimack Repertory Theatre. The survey indicates that 50% of Honors students have previously been exposed to live theatre and 71% are enthusiastic about attending another play or recommending one. All students knew the location of their local theatre and endorsed this form of art, an outcome emphasized by the Program. For the faculty who also attend, the response is this extracurricular event is a rich experience for everyone.**

## **Section V: Curriculum**

### **Departmental Student Learning Outcomes (DSLOs)**

7. a. Identify your Departmental Student Learning Outcomes
  - **Honors Program students will be able to use acquired knowledge as the foundation for achieving academic excellence in a rigorous program of study.**
  - **Honors Program students will be able to interpret and analyze information at a higher level through problem-based learning and independent research.**
  - **Honors Program students will be able to communicate logically and effectively through reflective or abstract writing.**
  - **Honors Program students will be able to demonstrate an advanced social responsibility through Service Learning or research experiences.**
  - **Honors Program students will be able to express appreciation of art, theatre, and creative endeavors by participating in extracurricular activities.**

- b. Please describe your department's plan for ongoing, annual assessment of its DSLOs.

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Students will be able to communicate logically and effectively through reflective or abstract writing</b>	<b>Students will be able to express appreciation of art and theatre through Honors Program extracurricular activities</b>	<b>Students will be able to interpret and analyze information at a higher level through problem-based learning and independent research</b>	<b>Students will be able to use acquired knowledge as the foundation for achieving academic excellence in a rigorous program of study</b>	<b>Students will be able to demonstrate advanced social responsibility through Service Learning or research experiences</b>
<b>Students will be able to demonstrate advanced social responsibility through Service Learning or research experiences</b>			<b>Students will be able to communicate logically and effectively through reflective or abstract writing</b>	

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

**Not applicable**

- d. Map the way in which your department provides opportunities for students to progress towards achievement of each Departmental 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 DSLOs**

DSLO	Course	Course	Course	Course	Course	Course
Acquired Knowledge	Introduction to Marketing <b>D</b>	Effects of the Environment on Health <b>P</b>	The American Dream <b>P</b>	The Middle East Honors Seminar <b>P</b>	Water and the Living World <b>P</b>	
Interpret and Analyze Information	Health Psychology <b>P</b>	Effects of the Environment on Health <b>P</b>	The American Dream <b>P</b>	The Middle East Honors Seminar <b>P</b>	Water and the Living World <b>P</b>	Women Leaders of the 20 <sup>th</sup> Century <b>P</b>
Communicate Effectively	English Composition I/Honors <b>D</b>	English Composition II/Honors <b>P</b>	Creative Writing Honors Seminar <b>P</b>			
Service Learning	Women Leaders of the 20 <sup>th</sup> Century <b>P</b>					
Extra-curricular Appreciation	MRT night <b>P</b>	Workshops	Admissions Directors Meetings			

- e. Please comment on the **sequencing of** opportunities for students to develop and achieve each DSLO within the department, as noted on Curriculum Map I.

**This is a sequence specific to the Honors Program**

**Semester I                      English Composition I/Honors**

**Semester II                     English Composition II/Honors**

**Semester III                  Health Psychology  
Introduction to Marketing  
Water and the Living World  
Effects of Environment on Health  
Creative Writing Honors Seminar  
Honors Option Contract**

**Semester IV                  The American Dream  
Women Leaders of the 20th Century  
The Middle East Honors Seminar**

**Students begin their Honors courses in any semester at MCC. Those who are successful in English Composition classes take two or more specific content courses according to their interests. Most students take four Honors courses and complete their Program requirements with the courses listed in semester IV. There is adequate opportunity to develop proficiency in each DSLO.**

**Students also use the Honors Option Contract with one-on-one guidance from faculty to meet their specific program needs or course requirements.**

- f. On the following pages, please indicate **how each DSLO is attained** and **how the attainment of each is assessed**. If the strategy for attainment of a DSLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

**DSLO III**

Students completing significant coursework within the Honors Program will be able to communicate logically and effectively through reflective or abstract writing.

Strategies for Attainment		Assessment Strategies
Course	Activities	
<b>ENG 101 English Composition I/Honors</b>	<b>Essay writing including drafts Small group tutorials Research paper and editing sessions Oral presentations Peer editing/group work</b>	<b>Evaluation of a research paper at the end of the semester reflecting peer editing and instructor tutorials</b>
<b>ENG 102 English Composition II/ Honors</b>	<b>Same range of activities listed above as applied to literature</b>	<b>Evaluation of a research paper articulating advanced abstract ideas and additional criteria such as standard documentation and appropriate use of sources</b>
<b>ENG 901 Creative Writing Honors Seminar</b>	<b>Advanced writing assignments with editing and rewriting following peer review comments</b>	<b>Critique of a manuscript that includes peer and instructor assessment</b>

Describe how this Honors Student Learning Outcome is **assessed for proficiency** at the **department level**.

***ENG 101 English Composition I/Honors***

*English Composition includes prewriting, writing, and revising essays of exploration, analysis, persuasion, and research. Students write at least 3 papers of 3-5 pages and one position paper of 5-10 pages requiring formal research and documentation. The course emphasizes reading and informal writing as methods through which ideas are developed.*

***Prerequisite: Entrance through written placement exam and by recommendation.***

**The procedure for an entering MCC student to take an Honors level English course by placement on the Accuplacer test or recommendation. Through the writing and research completed in this course, the student gains proficiency in the communication skills they already possess.**

Students write three 4-6 page papers with an 8-10 page concluding research paper. The complexities of their arguments, knowledge of grammar and sentence skills, as well as the length of the work are assessed for Honors status. Students also read three books and various essays by student and professional authors. They present to the class the results of their work on their research papers. Students often present through PowerPoint or other multimedia avenues and meet in small peer editing groups with the instructor.

Assessed for proficiency of a capstone research paper:

- The writing effectively addresses the writing task; the main idea is clear.
- The writing is well-organized and well-developed.
- The writing employs clearly appropriate details to illustrate ideas.
- The writing uses effective word-choice which gives a sense of style.
- There are few, if any, errors in spelling, grammar, and usage.

What does the department's data analysis reveal about student achievement of this DSLO within the department?

**4 Advanced Achievement**

**3 High Achievement**

**2 Moderate Achievement**

**1 Poor Achievement**

<b>Performance on a research paper assessed for proficiency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>The writing effectively addresses the writing task; the main idea is clear</b>	62.5%	25%	12.5%	
<b>The writing is well-organized and well-developed</b>	62.5%	25%	12.5%	
<b>The writing employs clearly appropriate details to illustrate ideas</b>	62.5%	25%	12.5%	
<b>The writing uses effective word-choice which gives a sense of style</b>	62.5%	25%	12.5%	
<b>There are few, if any, errors in spelling, grammar, and usage</b>	62.5%	25%	12.5%	

**The students in English Composition I/Honors are good writers; they are gaining proficiency and are not developing as expected; 87.5 % demonstrate written communication skills that are at the level of high achievement or better.**

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

**The tutorial style in small group sessions is so effective that no changes are anticipated.**

### **ENG 102 English Composition II/Honors**

*A continuation of ENG 101, this course is an introduction to literature with an emphasis on learning to write analytical essays through readings of fiction, poetry, and drama. Honors students will be expected to read extensively in short fiction, novel, poetry and drama, and conduct scholarly research for a final project.*

*Prerequisites: Honors ENG 101, or 12 credits with a GPA of 3.2 and completion of ENG 101 with an earned grade of "A or A-" or by recommendation. Students must register in person for this course.*

**Students who have completed ENG 101 with an A or A- are eligible for the sequential English Composition II/Honors. What distinguishes this course from a non-honors English course is the expectation that the student will develop skills as deep thinkers and collaborators while analyzing more connections between literature and their lives.**

**Assessed for proficiency of a capstone research paper:**

- **Same strategies as above but applied to literature.**
- **Evaluation of research writing that indicates advanced abstract ideas through valid interpretation and analysis.**
- **Explanation of components to written meaning.**

What does the department's data analysis reveal about student achievement of this DSLO within the department?

- 4 Advanced Achievement**
- 3 High Achievement**
- 2 Moderate Achievement**
- 1 Poor Achievement**

<b>Performance on a research paper assessed for proficiency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Valid interpretation of ideas</b>	56.6%	37.2%	6.2%	
<b>Accurate (analysis) identification of text components</b>	32.4%	49.6%	18%	
<b>Explanation of components to written meaning</b>	44.2%	37.2%	12.4%	6.2%

Discussion with the English Composition II/Honors faculty led to the following assessments:

- When a class is superlative, enjoy them!
- Over 80% of the class reach high achievement or above.
- The level of discourse is much higher than in a non-honors course.
- Students are seeing connections in literature to their lives and express this at a high level of discourse.
- Students show a breadth of understanding and innovative thinking while supporting their ideas clearly.

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

- More in class activities identifying components of literature and their connections to meaning.
- For some, there is the need to be more selective in who registers for the course. The Institutional Data in Appendix D reflects the high attrition rate, which will be addressed.

### ***HUM 901 Creative Writing Honors Seminar***

*This course examines the techniques of fiction and poetry through works of selected writers and through workshop discussion of student manuscripts. Students will learn how to put their writing into manuscript format with the intent of submission consideration for small presses, contests, chapbooks and magazines. This is an intensive seminar in which each participant is expected to assume, at various and appropriate times, the roles of author-reader, critic and editor.*

*Prerequisites: 12 credits with a GPA of 3.2, ENG 102, Creative Writing I or permission of instructor through a sample of your writing or by recommendation.*

**Written communication proficiency in the Honors Program is reflected further in the Creative Writing Honors Seminar. This intensive seminar was developed to target the student with superior writing skills. Each participant is expected to assume the roles of author-reader, critic, and editor using rewrites that are peer proofread for coherence, character development, imagery, diction, metaphor, and language.**

**Assessed for proficiency of a capstone manuscript:**

- Work exhibits quality writing after revisions.
- Ideas are consistent and support a central theme.
- Adherence to peer editing.
- Work is of publication quality.

What does the department's data analysis reveal about student achievement of this DSLO within the department.

- 4 Advanced Achievement**
- 3 High Achievement**
- 2 Moderate Achievement**
- 1 Poor Achievement**

<b>Performance on a capstone manuscript assessed for proficiency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Work exhibits quality writing after revisions</b>	70.4%	29.6%		
<b>Ideas are consistent and support a central theme</b>	70.4%	29.6%		
<b>Peer editing has been followed</b>	53.8%	46.2%		
<b>Work is ready for publication</b>	53.8%	46.2%		

**Performance on the final papers of this Honors course indicate 100% of the students develop high proficiency in written communication through writing, editing, and rewriting a 35-40 page manuscript.**

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

**This course develops further proficiency in written communication after students have shown promise in Honors English Composition courses. The changes that will be made to the course include requiring more reading of authors by providing the students with a packet of author's work and requiring a subscription to poetry and writers journals to expose the student to professional authors.**

- The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

**From the range of assessments for the Honors English courses, there are no introductory or developing students, rather their backgrounds and placements attest to an advanced level of skill from a well-prepared writing background.**

- The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning needs

**Three English courses offer the Honors student a progressive proficiency in communicating through reflective and abstract writing. There is the opportunity to focus on writing for three semesters enabling a student to successfully complete this department and institutional learning outcome. Faculty are pleased with the depth of the learning experience and student ability. Please see Appendix K for an example of a writing assignment and faculty appraisal.**

## DSLO IV

Student coursework within the Honors Program will include engaging in activities associated with civic responsibility.

Strategies for Attainment		Assessment Strategies
Course	Activities	
SO 361 Women Leaders of the 20 <sup>th</sup> Century	22 hours of Service Learning imbedded within the course Reflection log Job shadow and interviews with women leaders Assume leadership roles in service	Evaluation of oral presentations  An Exit Survey

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

### ***SO 361 Women Leaders of the 20th Century/Honors Option***

*This course is a seminar that actively engages students in the study of the global leadership role of women of the 20<sup>th</sup> century. Placing women's experiences at the center of interpretation, women's lives are examined with particular emphasis on the motivators to become local, regional, national, and global leaders. The central aim of the course is to foster critical reading and thinking about women's roles as leaders in the 20<sup>th</sup> century as a means to promote civic engagement in the 21<sup>st</sup> century. Women's professional lives will be investigated in various capacities including business, healthcare, literature, and politics. This course has a Service Learning/civic engagement component.*

*Prerequisite: Placement above or successful completion of ENG 101.*

*Prerequisites for Honors Credit: At least 12 credits with a GPA of 3.2 and successful completion of ENG 101.*

**Service Learning courses are integral to Honors Programs. At this time, there is one Honors Option course that has a mandatory Service Learning component and focuses on civic responsibility. While the Program recognizes the importance of this outcome, not every Honors student is exposed to Service Learning. In this course, Honors students are given the opportunity to serve or work in their community as a tool to merge academics with life-long goals. Community service is the chance to put into practice what this course has emphasized; empowerment, engagement, and challenge.**

**Assessed for proficiency of a capstone oral presentation:**

- **Presentation demonstrates Service Learning and empowerment by the leader chosen.**
- **Proficient in articulating subject matter.**
- **Shows leadership in presentation.**
- **Demonstrates understanding of commitment to civic engagement**

- Ability to field questions on subject indicating breadth of knowledge.

As a member of the community, an Honors student should demonstrate good citizenship at a level where knowledge of diverse community issues allows the student to engage in resolution. An exit survey subsequent to this leadership course assesses the development of this outcome.

What does the department's data analysis reveal about student achievement of this DSLO within the department?

4 Advanced Achievement  
 3 High Achievement  
 2 Moderate Achievement  
 1 Poor Achievement

Performance of a capstone oral presentation assessed for proficiency	4	3	2	1
Presentation demonstrates Service Learning and empowerment by the leader chosen	87.5%	12.5%		
Proficient in articulating subject matter	62.5%	25%	12.5%	
Shows leadership in presentation	62.5%	25%	12.5%	
Demonstrates understanding of civic engagement in persona presented	87.5%	12.5%		
Ability to field questions on subject indicating breadth of knowledge	87.5%	12.5%		

The oral presentations illustrated how composed the students are in public speaking. The women leaders chosen were exceptional models for demonstrating how to impact society. Students, generally, have advanced ability to articulate their beliefs.

The Exit Survey demonstrated an indecisive understanding of the needs of the community with past involvement. Following this Service Learning

**course, 100% of the students recognized their civic responsibility and expect to continue their commitment through volunteer efforts in a variety of projects. The survey results distinguish the Honors student as understanding social responsibility and ways to engage in resolving community problems. (See Appendix L for survey results.)**

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

**“Current happenings” articles are so strong that more should be incorporated into assignments and presentations. Furthermore, journals should be passed in more frequently to assess Service Learning. Each student should be responsible for at least one oral history from the National Park Service.**

**Revise the exit survey and add a pre-course survey.**

- The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities  
**When first involved in community activities, the student makes no connection between the community and problem solving. Subsequent to this course, an Honors student demonstrates competency by connecting community issues and activities that can solve identified problems in a long-term endeavor.**
- The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning needs  
**While there are many assessment tools in this course, they culminate in an oral presentation on a leader that serves as a role model for community service. From the exit survey, 100% of the students recognized their responsibility to the community and their ability to resolve community issues while their view of the community has not changed. The short answer section illustrated the course increased the sense of social responsibility with students continuing their participation in local projects.**

**8. Institutional Student Learning Outcomes**

(see **Appendix A** for detailed listing of MCC’s Institutional Student Learning Outcomes)

- a. Please describe your department’s plan for ongoing, annual assessment of MCC’s ISLOs that are supported to proficiency within your department.

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Students will be able to communicate logically and effectively through reflective or abstract writing</b>	<b>Students will be able to express appreciation of art and theatre through Honors Program extracurricular activities</b>	<b>Students will be able to interpret and analyze information at a higher level through problem-based learning and independent research</b>	<b>Students will be able to use acquired knowledge as the foundation for achieving academic excellence in a rigorous program of study</b>	<b>Students will be able to demonstrate advanced social responsibility through Service Learning or research experiences</b>
<b>Students will be able to demonstrate advanced social responsibility through Service Learning or research experiences</b>			<b>Students will be able to communicate logically and effectively through reflective or abstract writing</b>	

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

**Not Applicable**

- c. As appropriate, map the way your department 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: Departmental Opportunities for Student Progress toward ISLOs**

	Course	Course	Course	Course	Course
Knowledge & Skills	Introduction to Marketing D	Effects of the Environment on Health P	The American Dream P	Water and the Living World P	The Middle East Honors Seminar P
Critical Thinking	Health Psychology P	Effects of the Environment on Health P	The American Dream P	Water and the Living World P	Women Leaders of the 20 <sup>th</sup> Century P
Communication	English Composition I Honors D	English Composition II Honors P	Creative Writing Honors Seminar P		
Global Perspectives	Effects of the Environment P	The Middle East Honors Seminar P	Water and the Living World P		
Social Responsibility	Women Leaders of the 20 <sup>th</sup> Century P				
Personal & Professional Development	Merrimack Repertory Theatre P	Honors Workshops P			

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

**This sequence, specific to the Honors Program, offers the Program graduate the ability to gain proficiency in two to four ISLO's in Honors level courses.**

<b>Semester I</b>	<b>English Composition I/Honors</b>
<b>Semester II</b>	<b>English Composition II/Honors</b>
<b>Semester III</b>	<b>Health Psychology Introduction to Marketing Water and the Living World Effects of Environment on Health Creative Writing Honors Seminar Honors Option Contract</b>
<b>Semester IV</b>	<b>The American Dream Women Leaders of the 20th Century The Middle East Honors Seminar</b>

- e. Please indicate on the following pages as appropriate **how each ISLO is supported to proficiency achievement within the department and how that achievement is assessed. Where ISLO achievement is directly supported by DSLO achievement, you can refer the reader back to that section in Question 7, rather than re-writing it.** If the strategy for attainment of an ISLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

## Communication

*The MCC graduate will communicate, use information and employ technology effectively.*

Strategies for Attainment		Assessment Strategies
Course	Activities	
<b>ENG 101 English Composition I/Honors</b>	<b>Essay writing including drafts Small group tutorials Research paper and editing sessions Oral presentations Peer editing/group work</b>	<b>Evaluation of a research paper at the end of the semester reflecting peer editing and instructor tutorials</b>
<b>ENG 102 English Composition II/ Honors</b>	<b>Same range of activities listed above as applied to literature</b>	<b>Evaluation of a research paper articulating advanced abstract ideas and additional criteria such as standard documentation and appropriate use of sources</b>
<b>HUM 901 Creative Writing Honors Seminar</b>	<b>Advanced writing assignments with editing and rewriting following peer review comments</b>	<b>Critique of a manuscript that includes peer and instructor assessment</b>

Describe how this Honors Student Learning Outcome is **assessed for proficiency** at the **department level**.

### ***ENG 101 English Composition I/Honors***

A capstone research paper is assessed for proficiency:

- The writing effectively addresses the writing task; the main idea is clear.
- The writing is well organized and well-developed.
- The writing employs clearly appropriate details to illustrate ideas.
- The writing uses effective word-choice which gives a sense of style.
- There are few, if any, errors in spelling, grammar, and usage.

**ENG 102 English Composition II/Honors**

A capstone research paper is assessed for proficiency:

- Same strategies as above but applied to literature.
- Evaluation of research writing that indicates advanced abstract ideas through valid interpretation and analysis.
- Explanation of components to written meaning.

**HUM 901 Creative Writing Honors Seminar**

A capstone manuscript is assessed for proficiency:

- Work exhibits quality writing after revisions.
- Ideas are consistent and support central theme.
- Adherence to peer editing.
- Work is of publication quality.

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **departmental level**.

Ability	4	3	2	1
Ideas are well formulated and clarified	Comp I 62.5% Comp II 56.6% Creative 70.4%	Comp I 25% Comp II 37.2% Creative 29.6%	Comp I 12.5% Comp II 6.2%	
Appropriate use of syntax	Comp I 62.5% Comp II 32.4% Creative 70.4%	Comp I 25% Comp II 49.6% Creative 29.6%	Comp I 12.5% Comp II 18%	
Organization is consistent with honors level work	Comp I 62.5% Comp II 44.2% Creative 53.8%	Comp I 25% Comp II 37.2% Creative 46.2%	Comp I 12.5% Comp II 12.4%	Comp II 6.2%
Grammar and punctuation are near perfect	Comp I 62.5% Comp II 56.6% Creative 53.8%	Comp I 25% Comp II 37.2% Creative 46.2%	Comp I 12.5% Comp II 6.2%	

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

**The table above demonstrates the high achievement that Honors students reach in written communication skills. Their arguments are complex, the length of their work reflects Honors status, and their knowledge of grammar and sentence structure suggest proficiency. 80% of the English Composition II Honors students have developed skills as deep thinkers and collaborators in their interpretation of literature. All students in the Creative Writing Honors Seminar have gained proficiency in editing, critiquing, and proofreading manuscripts.**

- What curricular and/or instructional changes are planned within the courses as a result of this data?

**For the English Composition II/Honors classes, instructional changes include more in class activities identifying components of literature and their connections to meaning. For some students in these courses, there is the need to be more selective in who registers for the course. The institutional data reflects the high attrition rate, which will be addressed.**

**In the Creative Writing Honors Seminar the changes include requiring more reading of authors by providing the students with a packet of author's work and requiring a subscription to poetry and writers journals to expose the student to professional authors.**

- The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

**From the range of assessments for the Honors English courses, there are no introductory or developing students, rather their backgrounds and placements attest to an advanced level of skill from a well-prepared writing background.**

- The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning needs

**MCC's Honors Program has an excellent sequence of three English courses that support and advance the level of writing proficiency. Student success in the sequence reflects the validity of this ISLO and the achievement of an Honors Program outcome. The faculty teaching these**

**courses are pleased with the depth of the learning experience and the student's capability of accurately communicating through reflective and abstract writing.**

## Social Responsibility

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

Strategies for Attainment		Assessment Strategies
Course	Activities	
SO 361 Women Leaders of the 20 <sup>th</sup> Century	<p>Oral presentation emulating civic leadership</p> <p>Service Learning activities outside of the college that promote civic responsibility and address the needs of the community.</p>	<p>Evaluation of oral presentations</p> <p>An Exit survey</p>

Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **departmental level**.

### *SO 361 Women Leaders of the 20<sup>th</sup> Century*

Assessed for proficiency of a capstone oral presentation:

- Presentation demonstrates Service Learning and empowerment for leader chosen.
- Proficient in articulating subject matter.
- Shows leadership in presentation.
- Demonstrates understanding of commitment to civic engagement
- Ability to field questions on subject indicating breadth of knowledge.

Ability	4	3	2	1
Presentation demonstrates Service Learning and empowerment by the leader chosen	87.5%	12.5%		
Proficient in articulating subject matter	62.5%	25%	12.5%	
Shows leadership in presentation	62.5%	25%	12.5%	
Demonstrates understanding of civic engagement in persona presented	87.5%	12.5%		
Ability to field questions on subject indicating breadth of knowledge	87.5%	12.5%		

Please see Appendix L for the student remarks on the exit survey.

What does the data analysis reveal about student achievement of this ISLO within the department?

**The table above demonstrates the high achievement that Honors students reach in assuming social responsibility. In this course, they have developed values through engagement in diverse community issues and will continue volunteering based on personal values. The oral presentation and exit survey reveal a commitment to resolve community issues that is consistent with Honors and Institutional outcomes. The student completing this course is empowered and engaged.**

What curricular and/or instructional changes are planned within the course as a result of this data?

**“Current happenings” articles are so strong that more should be incorporated into assignments and presentations. Furthermore, journals should be passed in more frequently to assess Service Learning. Each student should be responsible for at least one oral history from the National Park Service.**

- The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

**From the range of assessments for this capstone course, there are no introductory or developing students, rather their oral PowerPoint presentations and commitment to the community demonstrate proficiency in social responsibility.**

- The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning need

**In the Honors Program, Service Learning and the awareness of civic responsibility that develops from the experience is optional. This Honors Option course is an interdisciplinary capstone course with a mandatory Service Learning component and offers the chance to put into practice what the Honors courses have emphasized. All students demonstrate social responsibility through this experience but at the Honors level practice in problem solving, the remedy of potential issues to the benefit of the community, and the development of model values are Honors competencies. This course leads to proficiency of all students in assuming their social responsibility.**

**It is suggested that all new Honors courses that are developed have a Service Learning component.**

***Additional Curricular Opportunities:***

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

**A requirement for graduation from the Honors Program and a obligation of the BHE is the completion of one interdisciplinary Honors course with a B or better. There are five Honors liberal arts courses with components that integrate and synthesize work across various disciplines. There are sufficient sections of interdisciplinary experiences for students to complete this requirement in a timely manner.**

- a. ***Health Psychology* melds psychology and human services as a new career exploration. The focus on stress, coping skills, stages of illness, patient issues, medical education, and treatment are related to major issues in the twenty-first century. This course is taken as an Honors Option Contract.**
- b. ***Water and the Living World* utilizes field research and analysis with the expertise of guest speakers that are authorities in their environmental area. This course is considered a capstone science course by the Program.**
- c. ***Effects of the Environment on Health* offers an online component to the contemporary topic of environmental degradation using research and case studies. The course relies on extensive online analytical discussions subsequent to research.**
- d. ***The American Dream* correlates the US western movement with the family heritages of the student. Course requirements include oral presentations, a research paper, field trips, and guest speakers which are underwritten by the Humanities division. This course is considered a capstone humanities course by the Program and is taken as an Honors Option Contract.**
- e. ***Women Leaders of the 20<sup>th</sup> Century* is the only honors level course with a mandatory Service Learning component. The focus on the study of global leaders through PowerPoint presentations, research, and events outside of the college promotes civic engagement. This course is considered a capstone Social Science course by the program and is taken as an Honors Option Contract.**

10. Please comment on experiential learning opportunities with the department/area (i.e., 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?

**At this time, Honors level courses are dedicated face-to-face or online with credit granted for work performed within one semester. Life experiences are not appropriate but the Honors Committee does have the authority to recognize and approve Internships or Service Learning as Honors coursework.**

**Internships fall under the Honors Option Contract and must have faculty oversight. There is only one Service Learning course, *Women Leaders of the 20<sup>th</sup> Century*, requiring students to perform 22 hours of service to the community during the semester.**

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 department/area objectives and/or new needs identified through the assessment process?

**One of the strengths of the Honors Program is that full-time college employees teach all Honors courses and have a strong commitment to the success of the student and the Program. The course sequencing is appropriate for Honors students who are proficient in communication skills even in their first Honors course. Note that registration for Honors English Composition I requires placement or recommendation, while all other courses have the following prerequisites: 12 college credits, a 3.2 GPA, completion of English Composition I, or faculty recommendation.**

**The Honors English Composition content is determined by the English Department and there is the expectation that student writing reflects the complexity of argument, synthesis, knowledge of grammar, and sentence structure at an advanced level. The English Composition II/Honors course assumes the skills learned previously can be applied to literature. Commitment and uniformity of this sequencing are demonstrated by the fact that two of the four Honors English Composition faculty have been members of the Honors Committee for the past three years.**

**In addressing the flow and relationship of upper-level courses within the Program, students select two or more courses from the myriad of**

stand alone offerings. They demonstrate the ability to grow intellectually, assume added responsibility, and connect to peers. However, at this time, there is no interconnection among these advanced courses, there is no instrument for Honors faculty discourse, nor is there a mechanism in place to showcase Honors level work.

***In the future, connections within the Honors Program should be made through:***

- ***A portfolio entry at the end of each course,***
- ***A day to showcase the work done in Honors classes,***
- ***Workshops or round table discussions that allow students to express the knowledge gained within Honors course,***
- ***A student and faculty focus group should direct the flow and relationships of courses.***

12. a. Please comment on the role of developmental courses within your department/area. Which ones are relied upon by significant numbers of students in the department/area? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

**Developmental courses are not applicable to the Honors Program.**

- b. Please comment on the role of developmental courses outside your department/area. Which courses in the department/area are relied upon by significant numbers of students, and which courses outside the department/area 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?

**Over the past three years there have been two students recommended into English Composition I/Honors from a Basic Writing course. The faculty recommendation is the only vehicle to identify outstanding students in developmental courses that have the potential for success in Honors level coursework.**

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 Honors courses at MCC are diverse in instructional methodologies with a comprehensive variety of learning experiences. Each semester the college offers six to ten Honors courses for declared students in the Liberal Arts, Liberal Studies and Business programs. If a student is interested in exploring the content of a non-honors course at an advanced level, there is an Honors Option Contract available.**

**Students select an Honors course according to their interests and degree requirements. The Honors Program instructional methods expose the student to face-to-face courses, online and hybrid courses, independent research, problem-based learning, case studies, and Service Learning. All methods of teaching require scholarly, self-directed research with standards at an advanced level.**

**In 2005, there were four Honors courses added to the existing offerings demonstrating diverse topics and instructional methods.**

- ***Effects of the Environment on Health***
- ***Creative Writing Honors Seminar***
- ***Health Psychology/Honors Option***
- ***Women Leaders of the 20<sup>th</sup> Century/Honors Option***

**In 2006, under the auspices of a Title VI grant on the *Plurality of Islam*, an additional Honors course, *The Middle East Honors Seminar* was offered. Not only does this course investigate contemporary issues but as a hybrid will incorporate the college's latest web technology.**

## Section VI: Instructional Support

14. a. Please discuss the adequacy of the staffing level in the department/area to teach students enrolled in the department/area.

**The array of Honors courses gives the student many opportunities to encounter professors who are experts in their fields. The Honors courses are part of the faculty contract load and at present there are sufficient courses but insufficient numbers of registrants.**

- b. Please discuss the adequacy of the staffing level in the department/area to advise students enrolled in the program.

**The Honors Coordinator is the advisor to all students in the English Composition I/Honors and II/Honors courses on both campuses and the advisor to those entering the Program. The Coordinator fields 125 visits to the Bedford and Lowell Honors Centers per semester and has an advisee load of 38 students. There is the daily response to emails, phone calls, referrals, and passing inquiries. The volume of work realistically requires a 25-hour per week commitment to administering the Honors Program tasks.**

- ***Staff support with the administrative responsibilities is desperately needed so that the coordinator can develop the Program and spend less time on administrative duties.***

15. What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, and service learning) does this department/area require? Please comment on the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.

**Honors students have access all support services offered at the college which appear to be adequate to meet their needs.**

16. How adequate and appropriate are department/area facilities and equipment? Please be specific about any current deficiencies or projected needs.

**Presently, there are two Honors Centers with computers and file storage as well as pleasant areas to converse with students. To celebrate the challenge and earnestness of Honors courses, some should be taught in the Trustees House when requested by faculty.**

17. Please describe any professional development needs of department faculty or staff.

**The development of Honors courses is under the monetary sponsorship of PTK or MCC's Professional Development funds and, for the near future, financial resources are better utilized for other areas of the Program such as funding Honors Option Contracts and student incentives.**

**The college is a member of the National Collegiate Honors Council; money should be available for annual attendance at the NCHC conference for the Coordinator and a faculty member. This conference is so important to the growth of the Program that it should be fully funded each year through monies outside of the Program budget as recommended in the BHE guidelines.**

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

**Honors Program funding is a huge area of debate, one which goes to the very heart of the commitment of the college to the Program's growth. In the past three years, funding has been sporadic and inadequate. There are no financial incentives to attract the potential Honors students or faculty commitment. Funds have been denied for certificates for books, small scholarships, and a token remuneration for the extra work involved in managing Honors Option Contracts.**

**There are limited funds requested of the MCC Foundation for social activities such as the Honors Merrimack Repertory Theatre evening or The Celebrity Forum. The BHE is very specific on the type of funding required in an Honors Program; the Commonwealth Honors Council advises that budgets should not include reassignment time costs, costs of attending conventions, or administrative support. The budget should be exclusively for the Program's constituents and include scholarships (such as a \$100 incentive when taking the fourth Honors course), outside speakers, support for research and travel, showcasing Honors work, and focus groups.**

- ***A adequate budget to support the Honors Program is needed now.***

## **Section VII: 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**.

### Department Strengths

(Bulleted List with reference to the question(s) numbers in the department/area review where this strength is noted.)

- **Institutional Data reflects a 136% increase in student enrollment in Honors courses from 45 in 2001 to 123 in 2005. (III 3.a)**
- **Students who complete the Program demonstrate a high proficiency in department and institutional outcomes with an average GPA of 3.77. (III 3.a)**
- **According to Institutional Data, there is an 80% completion rate in upper level Honors courses. (III 3.a)**
- **Honors Program graduates receive substantial scholarships. (II 3.b) (IV 7.a)**
- **There is an excellent rate of satisfaction with the Honors Program at MCC. (II 3.c)**
- **All Honors Program graduates transfer to four-year institutions. (III. 3.c)**
- **Unique to the Honors Program is that it is designed for MCC's motivated, goal-oriented, high achieving students. (IV 4.a)**
- **There is a substantial application process that has experienced impressive growth from 0 students in 2004 to 60 acceptances through spring 2007. (IV 4.b)**
- **The 88% completion rate of Honors Option Contracts indicates a direct corollary between student success and involvement in curriculum development. (IV 4.c)**
- **The Program Coordinator works closely with the Academic Planning Centers, Testing Center, Admissions, and the Transfer Councilor. (IV 4.d)**
- **There is intrusive, college-wide marketing of the Program. (IV 4.e)**
- **Program graduates have gained admissions to an impressive list of transfer institutions. (IV 4.f)**
- **MCC's Honors Program is equivalent to other state Honors Programs. (IV 5.a)**
- **There is in place a series of outstanding extra-curricular activities to promote an Honors community. (IV 7.a)**
- **Honors Program espouses peer and faculty interaction among academic high achievers. (IV 7.d)**

- Students who complete Honors English Composition I demonstrate proficiency in written communication and are not labeled developmental as was expected. (V DSLO III)
- Student achievement in Honors English Composition II courses reach a level of discourse that is much higher than in a non-honors course. (V DSLO III)
- The performance of manuscript writing in the Creative Writing Honors Seminar course is at high or advanced achievement. (V DSLO III)
- Honors students demonstrate high achievement in presentation skills and comprehension of leadership. (V DSLO IV)
- Exposure to Service Learning demonstrates student commitment to continue to serve the community and address its problems. (V DSLO IV)
- The Honors Program offers innovative interdisciplinary courses that address contemporary issues. (V 9.)
- Faculty who are masters in their field and full-time college employees teach Honors courses. (V 11.)
- The Honors Program Coordinator advises Program participants and is dedicated to their success. (VI 14.b)
- There are excellent Honors Centers on both the Lowell and Bedford Campuses. (VI 16.)

B. Department Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

<b>Department Needs</b> (Reference the question in the program review where this need is explained.)	<b>Proposed Plans for Improvement</b> (Bulleted list of suggestions.)	<b>Financial Needs to Make Improvements</b>	<b>Proposed Timelines for Implementation</b>
<b>The completion rates in Honors courses must be raised.</b>	<ul style="list-style-type: none"> <li>• <b>The Coordinator should actively seek the Honors student identified as failing a course</b></li> <li>• <b>Emphasis must be directed at students entering English Composition I/Honors</b></li> <li>• <b>The Coordinator</b></li> </ul>	<b>Small meetings around food during activity hour</b>	<b>3 years to assess effectiveness</b>

	<b>needs close contact with faculty to monitor student success</b>		
<b>(III 3a)</b>		<b>\$400</b>	
<b>Consider faculty stipends for the extra work that must be performed in the Honors Option Contract using other state college models.</b>	<b>Discussion among Deans, Provost and Honors Committee in the 2007-2008 academic year</b>	<b>\$ 100 per contract with a limit of 30 per semester</b>	<b>When a sufficient budget is established</b>
<b>(III 3.a) (IV 5.a)</b>		<b>\$6,000</b>	
<b>It is recommended that the program receive half-time administrative assistance for tracking and recruitment.</b>	<b>In progress</b>		<b>In progress</b>
<b>(IV 4.b) (VI 14.b)</b>		<b>\$0</b>	
<b>A tri-fold glossy brochure to advertise the program needs to be printed from material addressed in existing flyers.</b>	<b>This has been addressed by the Honors Committee and Publication, monies not available</b>		<b>When a sufficient budget is established</b>
<b>(IV 4.b)</b>		<b>\$700</b>	
<b>Students should have extensive input into curriculum development of future Honors courses and direct the flow and relationships of Honors courses.</b>	<b>A focus group from SUGA, international, and Program students to design Honors courses and assignments that fit their needs, the demands of four year institutions, and the autonomy of the faculty</b>		<b>Within three years</b>
<b>(IV 4.c) (V 11.)</b>		<b>\$0</b>	
<b>Develop a college-wide recruitment tool to promote the Honors Program among all</b>	<b>See IV 4.e for list of suggestions</b>		<b>Within three years</b>

constituencies. (IV 4.e)		\$0	
MCC needs to showcase the Honors students with a day long program open to the college at large.  (IV 4.a) (IV 4.c) (V 11.)	<ul style="list-style-type: none"> <li>• Showcase student work in prominent area of the college at the end of each semester as a prelude to the Undergraduate Conference</li> <li>• Workshops or round table discussions that allow students to discuss knowledge gained in their Honors courses</li> </ul>	\$600	As developed
All new Honors courses should have a Service Learning component. (IV 5b) (V 10.)	This is a role for the Honors Committee to oversee in conjunction with Dean approval	\$0	As developed
An Honors student should graduate with an Honors portfolio.  (IV 5.b) (V 11.)	<ul style="list-style-type: none"> <li>• Encourage this in all Honors courses and grade accordingly,</li> <li>• Seek FSA approval as Program develops</li> </ul>	\$0	As developed
An adequate budget is needed to grow the program and follow BHE guidelines.	<ul style="list-style-type: none"> <li>• Money for small group meetings</li> <li>• Faculty stipends for Honors Contracts</li> <li>• A tri-fold glossy brochure</li> <li>• A day to showcase Honors work and open discussions</li> <li>• Dedicated monies for student travel</li> </ul>	<p>\$400</p> <p>\$6,000</p> <p>\$700</p> <p>\$600</p> <p>\$300</p>	

(IV 5.a) (IV 6.a) (VI 18.)	and research and scholarships		
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The Honors Committee as active participants in this Program Review would like to make the following recommendations that do not fall within the context of this document:

<b>The job description for the Coordinators position is unrealistic; the Coordinator is stretched too thin.</b>	<ul style="list-style-type: none"> <li>• Use a team approach or job share</li> <li>• Revisit the position description to accurately reflect the time commitment and range of responsibilities</li> <li>• Add a resource person exclusively for the Lowell campus</li> </ul>		
<b>There should be more direct contact between the Provost and Honors Coordinator</b>			
<b>Timely submission of documents pertaining to the Program is suggested</b>			
<b>To grow the courses and the Program let the lower enrollments run and use student recruiters to talk about scholarships and all the good things that happen to Honors graduates</b>			
<b>Spend \$ on a professional brochure</b>			

The Honors Committee requests a discussion with those reading this Program Review.

***Mediocrity always attacks excellence!  
May the College support the Honors Program at all levels!***