

MIDDLESEX COMMUNITY COLLEGE

CO-CURRICULAR PROGRAM REVIEW

International and Multicultural Affairs

2011-2012

Program/Department Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Co-curricular Program Review

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SECTION I: INTRODUCTION

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

When Middlesex Community College first opened the Lowell Campus at Wannalancit in 1987, one of the first programs that was established was the Prepare to Attend College (PAC) program for Lowell's most recent immigrants. This program filled a critical gap in services available to refugees, immigrants and foreign students through intensive English instruction and support services as part of the Community Outreach Department. The Department also supported minority students through the establishment of the International Club whose mission is to promote multicultural awareness among members and throughout the college community by sharing their cultures and sponsoring a variety of programs. As the college grew and moved to its current site in downtown Lowell, support services and opportunities for English instruction expanded and developed into what is offered today. The Community Outreach Department evolved into the International and Multicultural Office which identifies needs for specific groups of students. The Office provides non-credit courses in English instruction, Multicultural Programs, International Fellowships and provides support services for minority and international students.

Throughout the years, various partnerships and collaborations have developed within the MCC community and throughout the Lowell area. Many of these relationships have developed and evolved into lasting associations that continue today. Additionally, community collaborations continue to develop in order to provide outreach to residents of the Lowell area. Programs offered by the Office such as the English Learner Institute and its expanded course offerings continue to fulfill the needs of the community.

This is our first program review. Our meetings were held to discuss specific sections of the Program Review with the person or people directly responsible. Much time and engagement were dedicated to the various components of the Program Review process.

SECTION II: PROGRAM MISSION AND SUPPORT OF COLLEGE'S STRATEGIC PLAN

1. State the mission of the program.

The International and Multicultural Office of Middlesex Community College promotes the recruitment, retention and successful completion of educational programs for international and minority students. Students are assisted in developing skills necessary to assure college success in an environment that is safe, nurturing and welcoming. The Office fosters a college climate that embraces and develops cross cultural awareness, personal growth and a deeper sense of the benefits of a pluralistic society.

Our department regularly services international and minority students from very diverse socio-economic, educational and multicultural backgrounds and provides educational programs and services that support personal growth and development.

Guidance is provided for students in a positive, welcoming atmosphere that helps with next steps in their education. Opportunities are provided for community service and active civic engagement through community partnerships, specialized trainings and workshops. Students are encouraged to promote their cultures and specific areas of expertise through a variety of programs and activities. We continue to highlight our students' unique perspectives and introduce them to dynamic learning environments. The Office serves diverse students including international, multicultural and minority students as well as the college community at large.

2. Middlesex Community College's Strategic Directions are listed below. Describe how your program is actively supporting, or intends to support, one or more of these directions.

- *Improve access and advance student success by strengthening evidence-based practices and resource allocation.*
- *Foster greater college engagement through improved communication, personal connections and collaborative partnerships.*
- *Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.*

The International and Multicultural Office affirms and supports the variety of identities and interests that MCC students present by sponsoring a variety of programs, activities and services that enhances students' well-being and celebrates their differences. Through many opportunities for student involvement, the Office fosters the concept that individual identities and experiences are respected and that the unique contribution of each student is valued.

- *Empower all members of the college community to be educators, mentors, advocates and life-long learners.*

For the past six years the International and Multicultural Office has developed and implemented a mentoring program to support minority students that fosters student aspirations and achievement through the Multicultural Achievement Peer Program (MAPP). Since that time the program has continued to grow and expand engaging almost 100 students per year.

- *Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.*

- *Build partnerships that stimulate innovation and address the educational, social, economic and workforce development needs of our communities.*

SECTION III: STUDENT LEARNING OUTCOMES AND ASSESSMENT

Program Student Learning Outcomes (PSLOs)

3. Identify your Program (Area) Student Learning Outcomes (PSLOs) – how students should change, what they should be able to do with the knowledge, skills, abilities and ways of thinking they have developed as a result of participating in your program? As appropriate, consult professional standards as you develop your PSLOs.
 - Students actively participating in programs sponsored by the International and Multicultural Office will develop self confidence as demonstrated by their ability to assume leadership roles, to take initiative or communicate orally in a group situation.
 - Students actively participating in programs sponsored by the International and Multicultural Office will connect with members of the college community in order to help each other become more successful.
4. Identify your Program Outcomes as appropriate. Program Outcomes are goals for your program’s effectiveness and efficiency. **(Note: if your Program Outcomes result in changes in or impact on students, please rephrase them as PSLOs.)**
 - This program will provide support services to international and multicultural students.
5. Provide your program’s timeline for ongoing, annual assessment of its PSLOs and Program Outcomes (as appropriate).

2011-12	Students actively participating in the program will develop self confidence
2012-13	Students actively participating in program will connect with members of the college community
2013-14	
2014-15	
2015-16	
2016-17	

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

Not applicable

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

Note:

- This is an exercise to create a map of what “is”, not what “should be”. It is an opportunity for your program staff to think about and articulate which program learning outcomes the activities they offer currently support, and to what degree they impact students. Once this map of “what is” has been created, as a group you can identify gaps that you want to address to better enable student achievement of your goals for their learning and development (see question 8 below).
- At the Competency level, PSLOs and ISLOs should be reflected in activity publications, etc.

Curriculum Map:

PSLO	ISLO supported by PSLO	Activity	Activity	Activity	Activity	Activity
Develop self confidence (leadership, initiative, oral communication)	Personal & Professional Development Written and Oral Communication	<i>Elect students to IC, E-Boards officer positions</i>	<i>Elect students to Latino Unidos E-Board</i>	<i>Students serve on panel to discuss with Russian Visitors</i>	<i>Recruit students for International Student Dinner/Fashion Show/Culture Fest</i>	<i>Students serve on panel of Diversity Students & their experiences</i>
Connect with members of the college community	Personal & Professional Development Written and Oral Communication	<i>Avance Latino Asian Connections International Student Orientation</i>	<i>MAPP</i>	<i>IC Passport Program</i>	<i>MaCIE Conference</i>	<i>Etiquette Event</i>

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

No

MCC ISLOs

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

Assessment

9. Please select one Program Student Learning Outcome (PSLO) or one Program Outcome (if applicable) to assess as part of this program review. You will be sent an Assessment Update form each year in order to continue your assessment work. **(Note: if your Program Outcomes result in changes in or impact on students, please rephrase them as PSLOs.)**

Students actively participating in programs sponsored by the International and Multicultural Office will develop self confidence as demonstrated by their ability to assume leadership roles, to take initiative or communicate orally in a group situation. Students were introduced to opportunities to assume leadership roles during the Orientation programs sponsored by the International and Multicultural Office. Special Orientation programs including Avance Latino and Asian Connections have been designed and developed for specifically targeted groups and are offered during August and again in January for new incoming students on the Lowell Campus.

Avance Latino is a specially designed program to support Latino students and to ease their transition to college by helping them to explore the steps needed to be successful students. The program gives students the opportunity to meet other students as well as faculty and staff members and to build a relationship with them. As a result, the majority of the students that participated in the orientation were able to connect ahead of time with professors, use appropriate resources and join various student focused organizations.

Asian Connections provides opportunities to Asian students to get connected, to establish a sense of community among themselves and with the Multicultural Center staff so they can openly share and celebrate their cultures and heritages. The program helps students to ease the transition to college by identifying available resources at the college in order to assist them to become more successful college students.

Over the past 5 years the Orientations have evolved from one hour introduction to MCC services to full day programs offered to Latino and Asian students and now include a program for international students. Outreach to these groups is done through direct mailings, e-mails and personal phone calls. A full day program for these students included an orientation of the Lowell campus, surrounding areas, academic support, ice breakers and student speakers. We believe our format was enhanced and improved by going to a full day format in order to provide additional necessary information to students. **Appendix A** includes an agenda of the International Orientation offered this past summer.

10. Assessment Planning:

What in particular would you like to know with regard to student achievement of this PSLO or effective program achievement of this Program Outcome? How can you get that information? **(Note: The Institutional Research Office can provide relevant data for your use. Your committee is encouraged to develop questions that you expect to be able to answer with institutional data, as well as to develop and conduct alternative assessments.)**

A cohort of students will be selected and a survey will be developed and distributed that will measure students involvement in leadership roles and their ability to communicate with a variety of people with diverse backgrounds. A survey will be developed and distributed to students who attended an Orientation program.

11. Assessment Process:

Describe the process by which this PSLO or effective program achievement of this Program Outcome was assessed. Include in your description as appropriate:

We selected International students as this is a particular group of unique students that we serve. From the cohort the sample selection chosen was incoming international students who attended an International Orientation program. These students both completed a survey and participated in a focus group to determine program effectiveness. Student engagement in Multicultural Clubs, leadership activities in clubs, presentation of passport programs, and participation in panel discussions all contribute as evidence of student learning and achievement. The quality of a Passport Program presentation, active participation with panel discussion as well as attendance at events were all used to assess students. **Appendix B** includes the international student survey that was developed. All staff members collected and reviewed and evaluated the surveys.

12. Assessment Results:

What did your program learn about student achievement of this PSLO or program achievement of this Program Outcome?

For the fall 2011 semester 41 international students were enrolled. 14 were new international students and 100% participated in the orientation program during August. 14 international students responded to the survey. The other international students attended international orientation programs during previous years but we focused only on new incoming for the fall 2011 semester.

- 67% served in a leadership role in one or more of the Multicultural Clubs or programs
- 83% became more confident due to their involvement in Office sponsored programs
- 100% indicated they have learned and understand more about other cultures
- 92% have become better at understanding and cooperating with students of diverse backgrounds
- 100% believe that the Multicultural Center creates opportunities for students to develop camaraderie with peers from diverse backgrounds and fosters a climate that embraces and develops cross cultural awareness and personal growth

Students who participate in an orientation program before classes begin frequently engage in co-curricular programs and activities offered by the International and Multicultural Office. As a result of this connection students develop self confidence and connect with members of the college community in a meaningful way.

13. Closing the Loop:

What changes are planned within the program as a result of this assessment work (if any)? Please consult current research/best practice in the field to inform these changes, and note that information here. (These changes should be noted as part of your action plan in **SECTION VII**, the Summary section of this document.)

Colleagues at area colleges and universities were surveyed about their best practices regarding Orientation programs for international students. After investigating what other colleges do to support their international and minority students we have observed that there are both similarities and differences in what we offer and in what other colleges offer. Most offer programs one week before classes begin that vary in length of time and offer various activities and workshops. Information gained encourages us to continue with the full day model with multiple workshops and opportunities for student engagement. Because of our success with Avance Latino and Asian Connections as well as International Student Orientations our goal is to expand our outreach to include other minority groups such as Veterans and Adult students. Although we will keep our format similar we will integrate some suggestions for continuing connections throughout the semester with these cohorts.

Appendix C contains the survey distributed to area colleges concerning international student orientation programs. **Appendix D** contains a summary of the results.

SECTION IV: PROGRAM DESCRIPTION WITH A LOOK TOWARDS BEST PRACTICE

- 14. LOCAL:** Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration. If appropriate, discuss steps that MCC could take towards implementing these best practices in this program. Also if appropriate, include steps in action plan of Section VII, Summary.

Research was conducted at the following local Community Colleges and indicates they have fewer programs and clubs for International and Multicultural students than at Middlesex Community College. Almost all of local community colleges contacted do not have a designated space available for these populations but see the need to implement one.

Mass Bay Community College has an office on their Wellesley campus, but not a place for students to gather. They have an International Student Club and host one orientation once a year for their international students. They do not offer any services on their Framingham campus.

Bristol Community College does not have a Multicultural Center or any clubs other than a Portuguese Club because there is a large Portuguese speaking community in the area.

Although Northern Essex serves a similar population as Middlesex there is no evidence that they offer programs for multicultural or international students.

Bunker Hill has two campuses one in Charlestown and a smaller one in Chelsea. The two campuses are connected by a 10 minute shuttle. They have a large International Center in Charlestown which was established in 1999 to serve the needs of the international student population which currently is over 800 students and their Study Abroad programs. In their fact book for the fall 2011 semester they have 29% white and 71% minority student populations. Although they offer 10 Multicultural Clubs they are not run out of the International Office but the Student Activities Office. The Clubs do not meet in the Center but in the Student Activities Office and classrooms across campus. The International Center does not offer programs for the college community but focuses only on international students.

15. NATIONAL BEST PRACTICE: Based upon research on institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' discuss significant similarities or differences at MCC and identify areas that bear further exploration. If appropriate, discuss steps that MCC could take towards implementing these best practices in this program. Also if appropriate, include steps in action plan of Section VII, Summary.

University of Rhode Island is the closest model for us. They have a very large Multicultural Center in a free standing building on their Kingstown Campus. They do not have a "Center" on their Providence Campus, but they do try to collaborate with the Student Life Office in Providence to provide programs there. They have had success with webcasting (live cast) programs, speakers and events to other campuses and have planned entire events revolving around a live webcast. They run most of their programs on the Providence Campus because each campus serves very different unique populations.

Research was also conducted at Valencia Community College, Florida which serves over 70,000 students. There are 5 campuses, 2 of which have separate, independently running LASO (Latin American Student Organization) Clubs with their own set of officers. The students at each club/campus choose their own activities and sometimes collaborate. Although VCC is a large community college its offerings for minority students is extremely limited in comparison to MCC.

The International and Multicultural Office at MCC offers more varied programs that engage the entire college community including faculty, staff and students. The established of the Multicultural Center on ground floor of the Lowell Campus in 2008 was a pivotal point in our success in engaging a large number of international and minority students. The Multicultural Center is a place for students to meet and participate in educational, social and cultural activities that foster mutual understanding and appreciation of various cultures. The Multicultural Center has computers for student use and is a quiet place for study and conversation. Multicultural Achievement Peer Program, Latinos Unidos, African Student Association and the International Club all meet and host programs and workshops in the Multicultural Center. Professional staff are available to assist students in developing the skills necessary to assure college success in an environment that is safe, nurturing and welcoming. Between all of the Clubs and programs sponsored by the Office almost 200 students are connected and engaged on the Lowell Campus throughout the semester.

16. INNOVATION AND SUCCESSFUL STRATEGIES: Describe any innovative practices of your program that may not be described above, and how you are assessing effectiveness/impact. This could include making the learning explicit for students in your activities, providing opportunities for students to reflect on their learning as part of activities, partnering with faculty to integrate student learning experiences that connect in-class and out-of-class learning, etc. Include in your description, as appropriate, limitations to these practices and how those limitations might be minimized or improved.

The International and Multicultural Office offers a variety of diverse programs and events at the Lowell campus which are well attended by students, faculty and staff. Some of our favorites include Soup and Stories, International Education Week, Diversity Days, Asian Celebration Month and Language Café. **Appendix E** includes a selection of this year's programs with more detailed information.

We often hold focus groups and provide opportunities for assessment and reflections for students who have participated in these events. As you review our offerings you will note that we often partner with faculty and staff as presenters, moderators, panelists Faculty many times bring their classes to connect classroom learning with real life experiences.

Our current practice is to offer the majority of programs on the Lowell Campus with a minimum of programming in Bedford due to space limitations and staffing. The limitation of space and visibility on the Bedford Campus severely impacts our ability to provide increase awareness of global perspectives as stated in the strategic direction: "We will drive enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity." An example of this need on the Bedford campus occurred recently when a new program Language Café, a program that connects native world language with language learners was offered on the Lowell Campus. Bedford faculty requested that Language Café be brought to the Bedford campus so that their students could participate in the same experience. Our research and experience indicates that Multicultural Centers are successful when they are producing enriching experiences, programs and effective support. Naturally, each one is different, based on their unique population. A Multicultural/International presence on the Bedford Campus would have to modify and adjust to the particular student populations.

According to Clare O'Brien, external consultant, the relevance of having an understanding and appreciation for global diversity continues to gain importance within our globally interactive world. Students who complete college degrees without this essential knowledge are in danger of being left behind when it comes to their next step in life, whether this step involves further education or entering the competitive job market. An institution of higher learning which does not allow students to become cross-culturally aware and expose them to others from differing backgrounds does not provide its students with the tools they need for their future. There are a variety of methods which can provide the global learning required for all graduates. Although faculty can incorporate global perspectives into their curriculum, direct interaction with others from diverse backgrounds can also make an impact provided there is support for these types of interactions.

The International and Multicultural Office at MCC at the Lowell Campus goes above and beyond these expectations in both supporting the students of minority groups and in providing successful opportunities for learning and experiencing other cultures to the rest

of the students on campus. The inability to have a full-time staff member located at the Bedford campus has a direct negative effect on achieving these fundamental goals.

17. EQUITY: Do all students in your program, regardless of campus, day/evening, and/or modality of instruction, have equal access to your services and learning/engagement activities and opportunities? If not, discuss how you can increase equity opportunities. (Include in your action plan as appropriate.)

The number and percentage of students identifying as minorities have increased on both the Lowell and Bedford campuses. Recent statistics compiled by the Institutional Research office shows the increase growth from the fall of 2003 to fall of 2011.

Appendix F includes more detailed information. The minority classification includes the following groups: American Indian or Alaskan Native, Cape Verdean, Black or African American, Asian, Hispanic, Native Hawaiian or Other Pacific Islander, and Two or More Races.

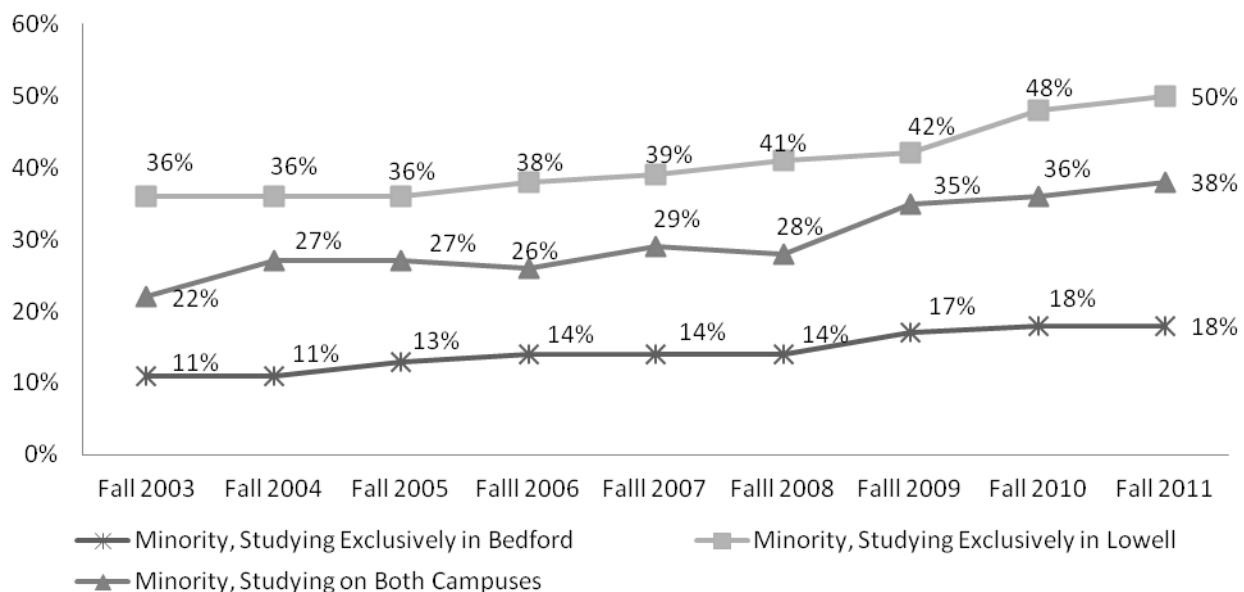
Minority Classification By Campus:

Campus classification was divided three ways: 1) students who studied exclusively in Bedford, 2) students who studied exclusively in Lowell, and 3) students who studied on both campuses.

In fall 2003, 11% of students who studied exclusively on the Bedford campus were minority, increasing to 18% in fall 2011.

In fall 2003, 36% of students who studied exclusively on the Lowell campus were minority, increasing to 50% in fall 2011.

In fall 2003, 22% of students who studied on both campuses were minority, increasing to 38% in fall 2011.



Among all minority groups, the greatest increase was seen among Hispanic students on both campuses.

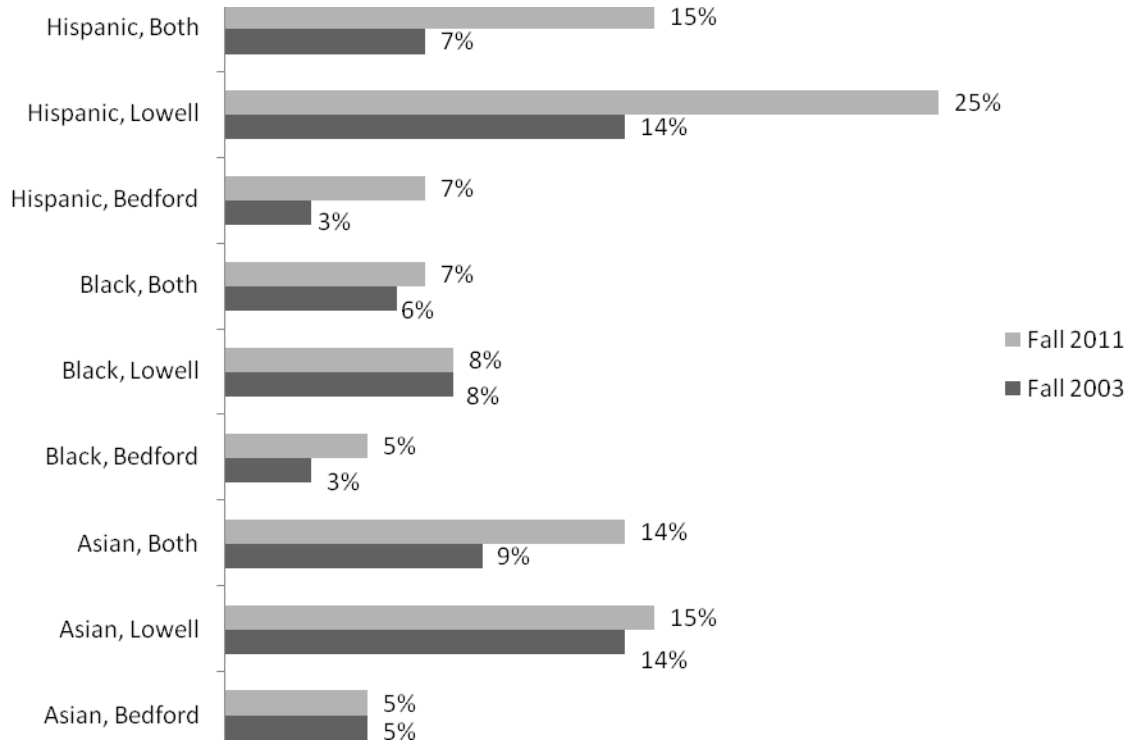
In fall 2003, 3% of students who studied exclusively on the Bedford campus identified as Hispanic, increasing to 7% in fall 2011.

In fall 2003, 14% of students who studied exclusively on the Lowell campus identified as Hispanic, increasing to 25% in fall 2011.

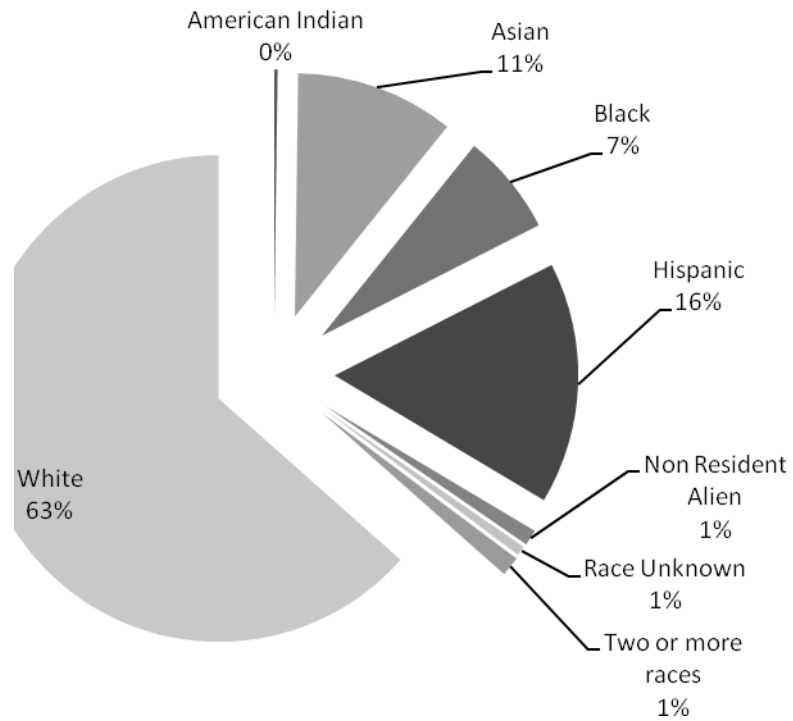
In fall 2003, 7% of students who studied on both campuses identified as Hispanic, increasing to 15% in fall 2011.

In fall 2011, 63% of students taking classes on either campus identified as White, 16% as Hispanic, 11% as Asian, and 7% as Black.

	Fall 2003	Fall 2011
Asian, Bedford	5%	5%
Asian, Lowell	14%	15%
Asian, Both	9%	14%
Black, Bedford	3%	5%
Black, Lowell	8%	8%
Black, Both	6%	7%
Hispanic, Bedford	3%	7%
Hispanic, Lowell	14%	25%
Hispanic, Both	7%	15%



**Fall 2011 Race Breakdown
MCC Students Taking Courses on Campus**



In order to provide services and increase opportunities for our international and multicultural students on both campuses we need a presence on the Bedford campus. This should include adequate space and staffing that will insure success in engaging these students in order to increase persistence and retention rates.

- 18. ABILITY TO ACHIEVE PROGRAM GOALS:** Discuss the program's ability to achieve its goals for student learning and program effectiveness with regard to staffing, facilities, equipment, etc. Be specific about deficiencies and/or needs and their impact on student learning. (Include in your action plan as appropriate.)

We continue to meet our goals on the Lowell campus based on the success of the effectiveness of the International and Multicultural Office. Due to an increase number of minority students on the Bedford campus it has become more evident that we need space and staffing to support international and minority students with a Multicultural Center in order to provide appropriate support services and programs.

This point was also raised by the external consultant, Clare O'Brien. She reported that the changing times and the increase in international and minority students on the Bedford campus make it imperative to have a staff member present at least 20 hours a week to offer the basic supports and education these students need to succeed. The schedule for this staff member needs to be consistent, and the space utilized by the International and Multicultural Office should be conducive to creating a community with a private office allowing for confidential issues to be discussed if necessary. The lack of similar services offered to the students on the Bedford campus jeopardizes the ongoing success of achieving the goals of the International and Multicultural Office and has a direct impact on the culture of the Bedford campus. As explained by a few students from minority groups, "The faculty and students on the Bedford campus do not welcome us, they avoid us." and "I try to keep my head down when I am there for fear of not fitting in" and "I think I am the only student from another country who is taking classes there so I do not want to emphasize my background to others."

One minority student explained that he utilizes whatever transportation he can find (including a bike!) in order to get to the programming and diversity club meetings at the Lowell campus because these events help him to feel less isolated.

One of the greatest struggles exists for the international, F-1 visa holding students. These students are usually in the US for the sole purpose of earning their degree. Since they are here for a limited time, they have much to offer American students in terms of cross-cultural exchange. The Department of Homeland Security requires that the hosting institution keeps track of these students. Periodic contact with these students is necessary in order for them to stay in status with Homeland Security. Most of these students do not have cars, and it becomes a struggle for them to get to the Lowell Campus regularly when they need to check in, get a signature for travel or seek an answer on a difficult immigration issue. If there was a Designated Officer from the International and Multicultural Office working in Bedford, it would save these students the challenge of going to Lowell. More importantly, it may assist MCC with being approved to continue having F-1 students during upcoming site reviews from Homeland Security Officials. In addition to the increase in minority student numbers over the past 6 years, the Bedford campus is primarily a white campus and, as demonstrated by some of the comments

mentioned above, the Bedford students and possibly even the faculty need more exposure to global perspectives.

The idea of having a presence on the Bedford campus should not be abandoned because the level of extra-curricular involvement has traditionally been low from the Bedford students. Just as in the early stages of the Lowell campus being opened, the services required for multicultural students were low, but over time the number of students taking advantage of the services grew and those services were expanded as students learned more about the types of support they could receive. If there is a consistent presence of a multicultural staff member at the Bedford campus, there will be extra support for the students who are presently there and more global education will occur for the non-minority students.

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

SECTION V: PROGRAM EVALUATION SUMMARY AND ACTION PLAN

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

Orientation programs for specialized populations are an effective way to provide students with opportunities for student engagement and leadership development.
(Question #9, 10, 11, 12)

Students who participate in Multicultural Clubs and programs have developed self confidence due to assuming leadership roles in a variety of ways. (Question #3)

Students who actively participate in programs sponsored by the International and Multicultural Office connect with members of the college community to become more successful (question #3)

Clare O'Brien, external consultant, reports high retention rates among the students from minority groups reflect the high level of assistance provided to the international and minority students at MCC. The academic and personal success of these students is accomplished through an extensive orientation program which addresses the specific needs of each minority group. This trend continues with the peer mentoring program and the many opportunities students have to learn, socialize and develop leadership skills through their involvement. The support offered from accessible and approachable staff members provides an all-encompassing backdrop of support which instills each student's academic and personal success. The variety and amount of diversity programming, including holding meetings for three different minority clubs, is equal or surpasses the programming offered by a typical four year university. It is astounding that the administrators of the International and Multicultural Office are able to consistently hold highly attended events. These offerings are well-appreciated by all students on the Lowell Campus and help to contribute to their global knowledge and understanding.

The location of the International and Multicultural Office on the Lowell campus is conducive to achieving its goals. The fact that the building is well utilized by all students on a daily basis helps to make it an easy place to visit. The open space seating area and the computers available for student use make the office space attractive to students. One student even described it as “a home away from home.

The level of programmatic involvement of the faculty and administrators from across the Lowell Campus clearly indicates the impact that the International and Multicultural Office has had on the college community as a whole.

A final recommendation includes the need to continue to encourage faculty to identify international and minority students in their classrooms who would be willing to share their cultural backgrounds with their classmates as part of the course curriculum. Peer to peer learning is often very effective and it could help in creating a welcoming environment for the students from minority groups.

B. Program Action Plan for Improvements, Budgetary Implications, Timelines

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
#17	Establishment of a Multicultural Center on the Bedford campus for international and minority students. Staff to support the needs of the students in Bedford.	\$20,000 to support a part time professional staff at 25 hours per week	Fall 2012

Appendix A: Program Review International and Multicultural Affairs

International Student Orientation Agenda

Thursday, August 30, 2011

9:00 – 9:15 **Welcome and Introductions**

Put students in pairs, interview a student that you don't know
(Collect information about country, languages, major, hobbies, etc)

9:15 – 10:30 **Keeping status**

12 credits, passport, sign I-20, change of personal information
Change of address – MCC, SEVIS, International Office
Return form for next semester, Travel Re-entry
I-20 signed, valid passport, valid entry visa into the US,
travel to a country other than home country may need an entry visa
Work Options: on campus, CPT, OPT, social security number, Tax Filing Form 8843,
Driver's license, Banks

10:30 – 10:45 **Video International Students**

10:45 – 11:00 **Where to turn to for answers?**

Health issues, Academic problems, Career Counseling, Transfer,
Tuition, Personal Counseling, Visa
International Office,

11:00 – 11:15 **Social Activities**

Boston
Lowell

11:15 – 11:45 **Multicultural Clubs and Programs**

International Club
Latinos Unidos
MAPP
African Cultural Club
Multicultural Center

11:45 – 12:00 **Ice Breaker**

Human Bingo

12:00 – 1:00 **Lunch**

Student Panel
Evaluation

1:00 – 2:00 **Student Tours**

Future Workshops

Thurs Sept 16	Culture Shock	2:00 pm	Multicultural Center
Thurs Sept 30	Lowell Trolley Tour	2:30 pm	

Appendix B: Program Review International and Multicultural Affairs

International Student Survey

December 2011

Check all that apply:

MAPP	Mentor	Mentee	
Latinos Unidos	Member	Officer	E –Board
International Club	Member	Officer	E-Board
African Cultural Club	Member	Officer	E-Board

Have you served on a panel?	Yes	No
Have you presented a Passport Program?	Yes	No
Have you introduced a guest?	Yes	No
Have you given a speech this semester in class or in the Multicultural Center?	Yes	No

Because of my involvement I have become more confident:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

I feel more confident speaking in public:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

I have learned and understand more about other cultures:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

I am better at cooperating with students from diverse backgrounds:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

I have become a more compassionate person:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

The Multicultural Center encourages use of MCC resources:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

The Multicultural Center creates opportunities for students to develop camaraderie with peers from diverse backgrounds:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

The Multicultural Center fosters a climate that embraces and develops cross cultural awareness and personal growth:

Very True	Often True	Sometimes True	Not True
-----------	------------	----------------	----------

Appendix C: Program Review International and Multicultural Affairs

Middlesex Community College Survey **International Student Orientation Programs**

The International and Multicultural Office is conducting a program review and would like to get your feedback on services that you offer to your international students.

1. When does your international student orientation program take place and what is the length of time?

2. What specific activities and ice-breakers do you use in your international student orientation program?

3. What are one or two of your most effective activities and workshops that you use during your international student orientation and/or at other times throughout the year?

4. Which other offices or departments do you collaborate with? Can you provide one or two examples of how this works?

5. Which other offices or departments do you collaborate with? Can you provide one or two examples of how this works?

Appendix D: Program Review International and Multicultural Affairs

Middlesex Community College Survey Summary

International Student Orientation Programs

The International and Multicultural Office is conducting a program review and would like to get your feedback on services that you offer to your international students.

1. When does your international student orientation program take place and what is the length of time?

One week before classes begin, run for 2 days.

One day before classes begin

One week before classes begin, run for 3 days

During 1st week in Sep for 2 ½ hours, every 2 weeks Jan-Dec for 2 hours

One week before each session: Summer, Fall, Spring

We have 3 populations: ESL students (orientation takes place same day as their English placement test); Undergrads (int'l orientation takes place day before regular orientation for domestic undergrads which Intls join); and Grads (2 part orientation, with part 1 taking place Friday afternoon before classes start, and part 2 taking place from 12-2 on second day of their classes).

We have 3 populations: ESL students (orientation takes place same day as their English placement test); Undergrads (int'l orientation takes place day before regular orientation for domestic undergrads which int'ls join); and Grads (2 part orientation, with part 1 taking place Friday afternoon before classes start, and part 2 taking place from 12-2 on second day of their classes).

2. What specific activities and ice-breakers do you use in your international student orientation program?

Human Bingo

Cocktail Party

Welcome Dinner

Time for introduction and networking

Introduction, Draw a Home

Sometimes we use a Get Acquainted Bingo to get students interacting + meeting one another. Otherwise we use mostly guest speakers and PowerPoint.

Sometimes we use a Get Acquainted Bingo to get students interacting + meeting one another. Otherwise we use mostly guest speakers and PowerPoint.

3. What are one or two of your most effective activities and workshops that you use during your international student orientation and/or at other times throughout the year?

Using the student mentor to share their experience on campus

Scavenger Hunt

Welcome Dinner, American Culture

F1, OPT, Travel Issues, Permanent Resident Seminars

Jeopardy Game, "Invite people on campus"

The students find most useful the presentations by; 1) academic advisors who include demonstrations of our online registration system, and 2) career center staff who focus on strategies for continuing to improve English skills and on networking skills, to help prepare students for later internships and OPT jobs.

The students find most useful the presentations by; 1) academic advisors who include demonstrations of our online registration system, and 2) career center staff who focus on strategies for continuing to

improve English skills and on networking skills, to help prepare students for later internships and OPT jobs.

GET ACQUAINTED BINGO

Try to find a different person to fill in each square on your bingo board. Make sure they sign their names legibly. Fill in the entire sheet.

Find someone with black hair.	Find someone who has a pet.	Someone who plays a musical instrument.	Someone who arrived in the US within the last 3 days.	Someone with the same birth month as you.
Someone who can say hello in 5 languages.	Someone who's from an island country.	Someone who plays basketball.	Someone who has a sister.	Someone with brown eyes.
Someone who observes Ramadan.	Someone who does <u>not</u> like chocolate.	Someone who has a relative in the US.	Someone who plays soccer.	Someone who is in the US for the first time.
Someone who has a friend already at SNHU.	Someone who is left-handed.	Someone who eats with chopsticks.	Someone from a country that does <u>not</u> border an ocean.	Someone who transferred from another US college.
Someone with glasses.	Someone who enjoys listening to music.	Someone over 30 years old.	Someone who has the same favorite color as you.	Someone who is the youngest in his/her family.

4. Which other offices or departments do you collaborate with? Can you provide one or two examples of how this works?

Transfer Counseling, a faculty speaker, Student payment, Tutoring and Academic Support Center, Student Activities

Student Development, Internship Office

See above

Learning Center, Campus Center, Student Activities

We have staff from our various offices come talk with the students about their services: Wellness Center; Residence Life; Campus Programming; Community Service; Career Services; Academic Advising; Financial Aid (to talk about the process of finding a job on campus); Dining Services (just for ESL orientation); and Public Safety.

We have staff from our various offices come talk with the students about their services: Wellness Center; Residence Life; Campus Programming; Community Service; Career Services; Academic Advising; Financial Aid (to talk about the process of finding a job on campus); Dining Services (just for ESL orientation); and Public Safety.

5. What are your top 2-3 suggestions for running a good international student?

Orientation program (topics, speakers, workshops, etc.)? Would you be willing to share your agenda? Have short breaks, Keep the students occupied, and be able to speak with the students and not to students

Take attendance at the meetings and reward the ones that attend

Make it strictly mandatory

Power point presentation+ hard copy for notes, Introduction to ISSO website, Individual review of visa stamp, I-94 card + I-20

Focus on introducing new students to different offices on campus that are there to serve them, but know that the students will absorb at orientation very little of the actual information being conveyed, so have handouts and online resources students can review later as their questions come up. We provide orientation folders when our international students “check in” upon arrival on campus, so they have lots of the key information even if they miss part of the orientation for one reason or another. Do they read it all? Of course not, but at least it’s available to them. We also try to include social events during the new students’ first few days on campus, and invite active returning students to attend those events in order to connect the two groups; this connection is formalized through our ongoing Cousins Program for int’l undergrads, is less formal (through a karaoke event and luncheon) for our ESL students, and we do not do this per se for our int’l grad students.

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Appendix E: Program Review International and Multicultural Affairs

The following is a selection of this year's programs:

Asian Month Celebration

African Cultural Month

Diversity Days

International Education Week

Kevin O'Hara; Irish Storyteller

Multicultural Center Goes Healthy

Language Café

Lowell Women's Week 2012

Passport Programs

Soup and Stories

Appendix F: Program Review International and Multicultural Affairs

Minority Status of Students by Campus

Fall 2011

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	732	18%	2117	50%	304	38%
Non Minority	3188	80%	2061	48%	489	61%
Other	27	1%	56	1%	12	1%
Unknown	28	1%	28	1%	1	0%
	3975		4262		806	

9043

Fall 2010

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	757	18%	1942	48%	292	36%
Non Minority	3357	81%	2062	51%	508	62%
Other	31	1%	53	1%	13	2%
Unknown	22	1%	26	1%	2	0%
	4167		4083		815	

9065

Fall 2009

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	677	17%	1670	42%	306	35%
Non Minority	3313	81%	2196	55%	553	63%
Other	22	1%	59	1%	12	1%
Unknown	57	1%	47	1%	8	
	4069		3972		879	1%

8920

Fall 2008

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	489	14%	1553	41%	217	
Non Minority	2859	84%	2130	56%	519	28%
Other	17	0%	46	1%	15	68%
Unknown	56	2%	68	2%	17	2%
	3421		3797		768	2%

7986

Fall 2007

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	471	14%	1389	39%	193	%
Non Minority	2825	84%	2091	59%	470	29%
Other	24	1%	39	1%	10	70%
Unknown	46	1%	42	1%	2	1%
	3366		3561		675	0%

7602

Fall 2006

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	477	14%	1330	38%	210	%
Non Minority	2830	85%	2114	60%	585	26%
Other	16	0%	32	1%	9	73%
Unknown	14	0%	44	1%	1	1%
	3337		3520		805	0%

7662

Fall 2005

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	459	13%	1234	36%	202	%
Non Minority	2922	84%	2111	62%	544	27%
Other	14	0%	18	1%	8	71%
Unknown	77	2%	45	1%	8	1%
	3472		3408		762	1%

7642

Fall 2004

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	402	11%	1211	36%	219	%
Non Minority	3038	85%	2009	60%	574	27%
Other	16	0%	27	1%	11	70%
Unknown	132	4%	110	3%	13	1%
	3588		3357		817	2%

7762

Fall 2003

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>	
	N	%	N	%	N	%
Minority	426	11%	1251	36%	180	%
Non Minority	3168	84%	2042	59%	581	22%

Other	34	1%	55	2%	13	73%	
Unknown	129	3%	107	3%	27	2%	
	3757		3455		801	3%	8013

*All Students Enrolled for Credit, Studying On Bedford or Lowell Campus, Day or Weekend

**Race comes from HEIRS historic file

***Other includes non resident aliens and unknown students

****Minority includes (depending on report year) American Indian or Alaskan Native, Cape Verdean, Black or African American, Asian, Asian/Pacific Islander, Hispanic, Native Hawaiian or Other Pacific Islander, Two or More Races

Source:JLDatabase3, qryLowBedEthnicityFXXXXX

Race of Students by Campus

Fall 2011

Race	<i>Bedford Only</i> N	%	<i>Lowell Only</i> N	%	<i>Both</i> N	%	
American Indian	5	0%	10	0%	4	0%	194
Asian	204	5%	633	15%	112	14%	
Black	207	5%	347	8%	56	7%	
Hispanic	261	7%	1073	25%	119	15%	
Native Hawaiian	2	0%	1	0%	1	0%	
Non Resident Alien	27	1%	56	1%	12	1%	
Race Unknown	28	1%	28	1%	1	0%	
Two or more races	53	1%	53	1%	12	1%	
White	3188	80%	2061	48%	489	61%	
	3975		4262		806		9043

Fall 2010

Race	<i>Bedford Only</i> N	%	<i>Lowell Only</i> N	%	<i>Both</i> N	%
American Indian	9	0%	14	0%	7	1%
Asian	222	5%	686	17%	104	13%
Black	203	5%	343	8%	64	8%
Hispanic	273	7%	856	21%	110	13%
Native Hawaiian	4	0%	1	0%	0	0%
Non Resident Alien	31	1%	53	1%	13	2%

Race Unknown	22	1%	26	1%	2	0%	
Two or more races	46	1%	42	1%	7	1%	
White	3357	81%	2062	51%	508	62%	
	4167	100%	4083	100%	815	100%	9065

Fall 2009

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>		
	N	%	N	%	N	%	
American Indian	18	0%	8	0%	3	0%	
Asian	216	5%	603	15%	140	16%	
Black	191	5%	312	8%	54	6%	
Hispanic	234	6%	735	19%	106	12%	
Native Hawaiian	1	0%	2	0%	0	0%	
Non Resident Alien	22	1%	59	1%	12	1%	
Race Unknown	57	1%	47	1%	8	1%	
Two or more races	17	0%	10	0%	3	0%	
White	3313	81%	2196	55%	553	63%	
Total	4069	100%	3972	100%	879	100%	8920

Fall 2008

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>		
	N	%	N	%	N	%	
American Indian	6	0%	12	0%	6	1%	
Asian	159	5%	548	14%	97	13%	
Black	158	5%	313	8%	42	5%	
Hispanic	166	5%	680	18%	72	9%	
Native Hawaiian	0	0%	0	0%	0	0%	
Non Resident Alien	17	0%	46	1%	15	2%	
Race Unknown	56	2%	68	2%	17	2%	
Two or more races	0	0%	0	0%	0	0%	
White	2859	84%	2130	56%	519	68%	
Total	3421	100%	3797	100%	768	100%	7986

Fall 2007

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>		
	N	%	N	%	N	%	
American Indian	6	0%	11	0%	1	0%	
Asian	159	5%	513	14%	96	14%	
Black	154	5%	278	8%	37	5%	

Hispanic	152	5%	587	16%	59	9%	
Non Resident Alien	24	1%	39	1%	10	1%	
Race Unknown	46	1%	42	1%	2	0%	
White	2825	84%	2091	59%	470	70%	
Total	3366	100%	3561	100%	675	100%	7602

Fall 2006

Race	<i>Bedford Only</i> N	%	<i>Lowell Only</i> N	%	<i>Both</i> N	%	
American Indian	9	0%	11	0%	4	0%	
Asian	163	5%	478	14%	88	11%	
Black	159	5%	280	8%	40	5%	
Hispanic	146	4%	561	16%	78	10%	
Non Resident Alien	16	0%	32	1%	9	1%	
Race Unknown	14	0%	44	1%	1	0%	
White	2830	85%	2114	60%	585	73%	
Total	3337	100%	3520	100%	805	100%	7662

Fall 2005

Race	<i>Bedford Only</i> N	%	<i>Lowell Only</i> N	%	<i>Both</i> N	%	
American Indian	9	0%	11	0%	4	1%	
Asian	158	5%	475	14%	85	11%	
Black	133	4%	239	7%	49	6%	
Hispanic	159	5%	509	15%	64	8%	
Non Resident Alien	14	0%	18	1%	8	1%	
Race Unknown	77	2%	45	1%	8	1%	
White	2922	84%	2111	62%	544	71%	
Total	3472	100%	3408	100%	762	100%	7642

Fall 2004

Race	<i>Bedford Only</i> N	%	<i>Lowell Only</i> N	%	<i>Both</i> N	%
American Indian	11	0%	16	0%	5	1%

Asian	128	4%	469	14%	98	12%	
Black	121	3%	243	7%	44	5%	
Hispanic	142	4%	483	14%	72	9%	
Non Resident Alien	16	0%	27	1%	11	1%	
Race Unknown	132	4%	110	3%	13	2%	
White	3038	85%	2009	60%	574	70%	
Total	3588	100%	3357	100%	817	100%	7762

Fall 2003

Race	<i>Bedford Only</i>		<i>Lowell Only</i>		<i>Both</i>		
	N	%	N	%	N	%	
American Indian	11	0%	13	0%	2	0%	
Asian	170	5%	475	14%	76	9%	
Black	119	3%	263	8%	48	6%	
Hispanic	126	3%	500	14%	54	7%	
Non Resident Alien	34	1%	55	2%	13	2%	
Race Unknown	120	3%	107	3%	27	3%	
White	3177	85%	2042	59%	581	73%	
Total	3757	100%	3455	100%	801	100%	8013

Appendix G: External Consultant Report

**Program Review of the International and Multicultural Office
at Middlesex Community College**

Submitted by Clare M. O'Brien, PhD
External Consultant

Overview

The relevance of having an understanding and appreciation for global diversity continues to gain importance within our globally interactive world. Students who complete college degrees without this essential knowledge are in danger of being left behind when it comes to their next step in life, whether this step involves further education or entering the competitive job market. An institution of higher learning which does not allow students to become cross-culturally aware and expose them to others from differing backgrounds does not provide its students with the tools they need for their future.

There are a variety of methods which can provide the global learning required for all graduates. Although faculty can incorporate global perspectives into their curriculum, direct interaction with others from diverse backgrounds can also make an impact provided there is support for these types of interactions.

The International and Multicultural Office at MCC at the Lowell Campus goes above and beyond these expectations in both supporting the students of minority groups and in providing successful opportunities for learning and experiencing other cultures to the rest of the students on campus. The inability to have a full-time staff member located at the Bedford campus has a direct negative effect on achieving these fundamental goals.

Strengths

High retention rates among the students from minority groups reflect the high level of assistance provided to the international and minority students at MCC. The academic and personal success of these students is accomplished through an extensive orientation program which addresses the specific needs of each minority group. This trend continues with the peer mentoring program and the many opportunities students have to learn, socialize and develop leadership skills through their involvement. The support offered from accessible and approachable staff members provides an all-encompassing backdrop of support which instills each student's academic and personal success.

The variety and amount of diversity programming, including holding meetings for three different minority clubs, is equal or surpasses the programming offered by a typical four year university. It is astounding that the administrators of the International and Multicultural Office are able to consistently hold highly attended events. These offerings are well-appreciated by all students on the Lowell Campus and help to contribute to their global knowledge and understanding.

The location of the International and Multicultural Office on the Lowell campus is conducive to achieving its goals. The fact that the building is well utilized by all students on a daily basis helps to make it an easy place to visit. The open space seating area and the computers available for student use make the office space attractive to students. One student even described it as "a home away from home."

The level of programmatic involvement of the faculty and administrators from across the Lowell Campus clearly indicates the impact that the International and Multicultural Office has had on the college community as a whole.

Improvements

The changing times and the increase in international and minority students on the Bedford campus make it imperative to have a staff member present at least 20 hours a week to offer the basic supports and education these students need to succeed. The schedule for this staff member needs to be consistent, and the space utilized by the International and Multicultural Office should be conducive to creating a community with a private office allowing for confidential issues to be discussed if necessary.

The lack of similar services offered to the students on the Bedford campus jeopardizes the ongoing success of achieving the goals of the International and Multicultural Office and has a direct impact on the culture of the Bedford campus. As explained by a few students from minority groups, "*The faculty and students on the Bedford campus do not welcome us, they avoid us.*" and "*I try to keep my head*

down when I am there for fear of not fitting in” and “I think I am the only student from another country who is taking classes there so I do not want to emphasize my background to others.”

One minority student explained that he utilizes whatever transportation he can find (including a bike!) in order to get to the programming and diversity club meetings at the Lowell campus because these events help him to feel less isolated.

One of the greatest struggles exists for the international, F-1 visa holding students. These students are usually in the US for the sole purpose of earning their degree. Since they are here for a limited time, they have much to offer American students in terms of cross-cultural exchange. The Department of Homeland Security requires that the hosting institution keeps track of these students. Periodic contact with these students is necessary in order for them to stay in status with Homeland Security. Most of these students do not have cars, and it becomes a struggle for them to get to the Lowell Campus regularly when they need to check in, get a signature for travel or seek an answer on a difficult immigration issue. If there was a Designated Officer from the International and Multicultural Office working in Bedford, it would save these students the challenge of going to Lowell. More importantly, it may assist MCC with being approved to continue having F-1 students during upcoming site reviews from Homeland Security Officials.

In addition to the increase in minority student numbers over the past 6 years, the Bedford campus is primarily a white campus and, as demonstrated by some of the comments mentioned above, the Bedford students and possibly even the faculty need more exposure to global perspectives.

The idea of having a presence on the Bedford campus should not be abandoned because the level of extra-curricular involvement has traditionally been low from the Bedford students. Just as in the early stages of the Lowell campus being opened, the services required for multicultural students were low, but over time the number of students taking advantage of the services grew and those services were expanded as students learned more about the types of support they could receive. If there is a consistent presence of a multicultural staff member at the Bedford campus, there will be extra support for the students who are presently there and more global education will occur for the non-minority students.

Other Recommendations

Although one of the primary goals in this office is to offer education and support to students of several minority groups, there should be more focus on educating the rest of the college community on global diversity. This already occurs on several levels (i.e. international festivals, study abroad opportunities, involvement in campus-wide programming which is open to everyone), yet this goal is not mentioned in the office’s mission statement and may not be understood by others.

The current Diversity Committee appears to focus on cross-cultural education for the committee members and on discussion around the types of support students from differing backgrounds may need. This group seems to shy away from reaching out to other non-member faculty and staff to join in and learn about these important topics. If the purpose of this group expanded beyond the individual educational experience for its members to one which also included outreach to other faculty and staff across campus, the result could be beneficial in enlightening the entire college community from both campuses. If this committee is not the vehicle for this type of education, perhaps it could be a part of faculty or staff development sessions.

A final recommendation includes the need to continue to encourage faculty to identify international and minority students in their classrooms who would be willing to share their cultural backgrounds with their classmates as part of the course curriculum. Peer to peer learning is often very effective and it could help in creating a welcoming environment for the students from minority groups.