

Middlesex Community College

Liberal Arts and Science Program Review

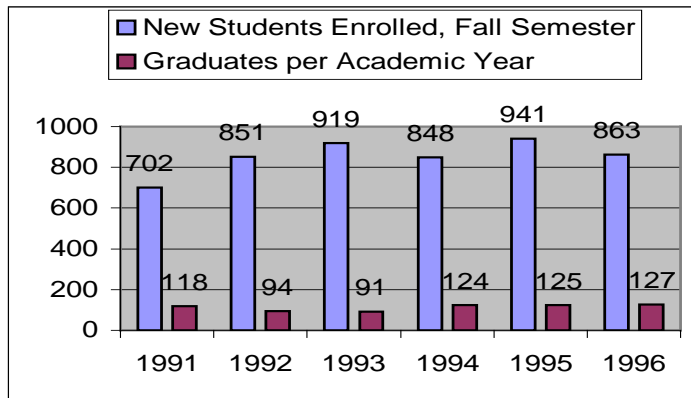
Section I: Data (information provided by the Institutional Research Office)

- Please note important trends, patterns and issues that emerge through the **Enrollment, Academic Progress and Retention data:**

(The data is included in Appendix A of this document.)

From the data provided (1991-1996), the following statements can be made:

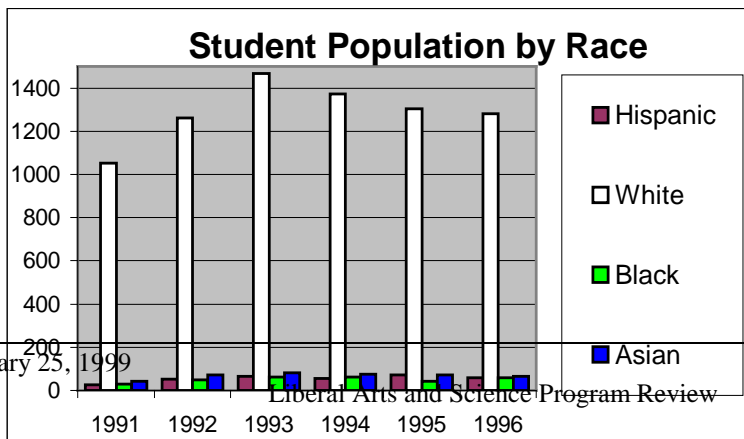
- The number of new students enrolled each Fall was between 700 and 950.*
- This number sharply contrasts with the number of graduates per academic year, which was between 91 and 127. (see chart below) This suggests that*



student selection of the major may not fit with student's career or academic goals or possibly with academic ability to do the course work. It could also be a

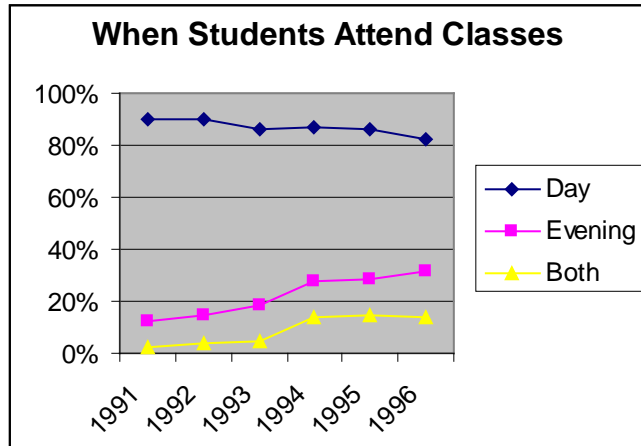
result of the fact that students who need to do prerequisite work for admission to a health career are placed in LAS.

- The average GPA of the graduates per Academic year was >2.99.*
- The median age of the total population of enrolled students in LAS has remained constant at 20-21 years old from 1991-1996. In other words, half of the students each year are between 17-21. (This assumes that one must be at least 17 to graduate from high school.)*
- The students are predominately female, approximately 59% over the six years.*
- The majority (57% - 61%) of LAS students over the six-year period took classes on the Bedford campus.*



- The student population has been predominately white over the six years. The chart to the left illustrates the actual breakdown.*

- The times that students choose to take classes are interesting. The percentage of day students has decreased over the six-year period, while the percentage of evening students and those students who attend day and evening has increased over the six years. (see chart) Course selection for evening classes is different



from course selection for day students. Students who attend day classes are required to adhere to the prerequisites for courses and to see an advisor before registration. Prerequisites for evening students

are not scrutinized and evening students only see an advisor if they request one. The concern is a lack of consistency and quality control of the LAS degree.

- Below is a table showing the number of new students each fall semester who tested into developmental courses in English, Reading, and Math. See section II, question 17 for further comments on the data and the role of developmental courses in the LAS program.

| | Fall 1991 | Fall 1992 | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 | | AVG 91-96 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|
| EN 1101 | 184 | 258 | 349 | 311 | 304 | 267 | | 279 |
| EN 1102 | 4 | 11 | 5 | 4 | 3 | 1 | | 5 |
| EN 2120 | 7 | 20 | 55 | 49 | 45 | 37 | | 36 |
| EN 2121 | 69 | 85 | 129 | 113 | 123 | 101 | | 103 |
| EN 2122 and EN 2131 | 3 | 3 | 1 | 22 | 133 | 150 | | 52 |
| MA 1101 | 177 | 234 | 327 | 308 | 326 | 292 | | 277 |
| MA 1103 | 201 | 260 | 266 | 204 | 232 | 201 | | 227 |
| MA 1104 | 76 | 105 | 112 | 110 | 112 | 126 | | 107 |

- Please comment on significant information that emerges from the **Student Transfer and Employment Follow-up data**.

No current data was available. The Associate Dean of Articulation and Transfer and the Dean of Enrollment attempted to get data on students who had transferred

from our program to UMass-Lowell, but they were not successful in acquiring the data. (Right to Privacy Act)

The last “Placement Transfer Report” produced by the Counseling office was developed for the graduating class of 1992. So few LAS graduates responded to the study (of 47 graduates, 15 (32%) responded), that the results are fairly inconclusive. Of the 15 students responding to the survey, 11 (73%) students transferred on to baccalaureate institutions; 9 (60%) were working either full-time or part-time. Students reported transferring to a variety of public and private colleges in Massachusetts, and selected a variety of majors. Sample types of jobs and places of employment were not reported.

The Associate Dean for Articulation and Transfer and the Institutional Research Committee conducted the last major transfer study in 1994. Of the 979 students transferring to 229 institutions in 42 states, 263 (27%) were enrolled in the LAS program at Middlesex. Of those students, only 70 (27%) had earned their associate degrees prior to transfer, which prompts the question as to why so many students left Middlesex prior to completing their degrees.

Other data emerging from the study that raised concerns were related to the majors students were accepted into when they transferred. While the majority of students entered what could be considered “appropriate” majors in liberal arts areas (most popular was psychology, n=17, 6%), the most frequently selected program was “undeclared” (n= 66, 25%). Because baccalaureate institutions report that transfer students with the highest attrition rates are those who transfer in as undeclared majors, this indicates that LAS students need more focused advising to assist them with their selection of major upon transfer.

The second most frequently selected transfer major chosen by students was Nursing (n=41, 16%). An additional 8 students transferred into other health majors, resulting in a total of 49 students (19%) selecting health-related majors. Of the 62 LAS students denied admission to colleges to which they applied, over half (n=33, 53%) had applied to health programs. These results raise questions as to why students select the LAS program when they enter Middlesex: are they entering the program in preparation for transfer to a baccalaureate institution, or is LAS selected simply as a program where students can take liberal arts prerequisites for entry into health majors?

Assuming that the results reported above are still accurate today, the data indicate a need for not only more focused career and transfer advising for LAS students, but also advising prior to entering Middlesex. An annual graduate survey as well as a follow-up transfer study to evaluate the currency of the results reported above is needed.

Section II: Goals, Curriculum and Support (Information Provided by Program Faculty, Staff and, where appropriate, students)

Mission, Goals and Target Populations

1. Does the program have a **stated mission**? If so, please state it.

No, there is no known mission statement for the Liberal Arts and Sciences program. We propose the following:

The Liberal Arts and Sciences program offers students a structured and rigorous curriculum, providing academic preparation for successful transfer to the baccalaureate level. Academic advisors and transfer counselors work closely with students to assist them with course planning in accordance with their intended baccalaureate major and transfer institution. To fulfill the purpose of the LAS program, students will reach the following goals:

- ❖ attain the appropriate skills in reading, writing, numeracy, and critical thinking to meet transfer requirements;*
- ❖ develop appreciation for a spirit of inquiry and learning for its own sake;*
- ❖ acquire or increase awareness of literature, the arts, ethics, politics, history, mathematics, and the sciences;*
- ❖ cultivate a view of themselves as active citizens in local and global communities.*

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

(See Appendix B for mission statement of Middlesex Community College.) LAS's major contribution to the college's mission is its emphasis on student learning, especially in the areas of values-intensive core curriculum, active student participation in the learning process, the creative use of technology, and multimedia and interdisciplinary courses. In many ways, its main purpose is the transmission of those intellectual skills, values, and ideals that are at the core of a liberal education (an education that liberates). LAS is at the heart of the college's mission to advance student learning. Open to all students and adhering to all college-wide policies and practices, LAS provides access to educational opportunity, individual attention, educational preparation, partnerships with outside organizations (esp. baccalaureate institutions) and community outreach.

3. Does the program satisfy a **unique institutional goal**? If so, please explain.

LAS's unique contribution to the college's mission is the preparation of students to transfer to baccalaureate institutions. In this purpose LAS is also distinct from LS. While students may enter as LS students to explore educational interests or because of developmental educational needs, once students decide that the bachelor's degree is their goal, they should transfer to LAS.

4. 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 program we currently offer.

*(See Appendix C for information from the catalogs of other institutions.)
The data we have is from 12 two-year schools (8 public, 4 private) and from 17 4-year schools (10 public, 7 private). Each LAS program varies and yet there are some similarities that are mentioned in the following table. A separate column for MCC and UMass-Lowell are in the table to allow for comparisons. See question 16 and 25 for recommendations based upon the information below.*

| | <i>2-Year Schools</i> | <i>MCC</i> | <i>4-Year Schools</i> | <i>UMass-Lowell</i> |
|--|--|--|---|---|
| <i>English Comp/Intro to Literature</i> | <i>All 12 schools require 2 courses in composition.</i> | <i>EN 1103 Comp. EN 1105 Intro Lit</i> | <i>All 17 schools require at least one course; 11 of 17 schools require 2 courses.</i> | <i>2 courses in composition required.</i> |
| <i>Humanities</i> | <i><u>Literature:</u> All 12 schools require at least one course (8 require 2 courses; 4 of the 8 require a sequence). <u>Foreign Lang.:</u> 5 of 12 require at least two courses. <u>Speech:</u> 3 of 12 require 1 course. <u>Philos./Ethics/Religion:</u> 3 of 12 require one course</i> | <i>4 humanities electives.</i> | <i><u>Literature:</u> 10 of 17 schools require at least one course (4 of the 10 require two courses). <u>Foreign Language:</u> 4 of 17 require at least one course. <u>Speech:</u> 4 of 17 require at least one course. <u>Philos./Ethics/Religion:</u> 10 of 17 schools require at least 1 course.</i> | <i><u>Literature:</u> 1 course required. <u>Philosophy:</u> 1 course required. <u>Fine Arts:</u> 1 course required.</i> |

| | 2-Year Schools | MCC | 4-Year Schools | UMass-Lowell |
|-----------------------|--|--|---|--|
| Humanities | <u>HU electives:</u> 8 of 12 require at least one HU elective (4 of the 8 require two) | | <u>Fine Arts:</u> 7 of 17 schools require at least 1 course. | |
| Math | 10 of 12 schools have a math requirement, but the level of that requirement varies. | 3 MA/SC electives. No course below the level of Intermediate Algebra counts. | 13 of 17 schools have a math requirement. 4 of those 13 require 1 course >Int.Alg 4 of those 13 require 2 courses>AlgII | 1 course >Int.Alg required. |
| Science | 10 of 12 schools require at least one lab science course (9 of the 10 require 2 courses; 4 of the 9 require a 2-course lab sequence). | 1 science course (lab or non-lab) | 14 of 17 schools require at least 1 science course. (3 of those 14 require a lab; 6 of those 14 require 2 lab courses). | 3 courses, including 2 lab courses required. |
| Social Science | <u>History:</u> 10 of 12 schools require 2 courses; 7 of the 10 require 2-course sequences (5 specify U.S. or West/World History). <u>Intro. Psych.:</u> Required at 8 of 12. <u>Intro. Soc.:</u> Required at 6 of 12. | 4 SO electives (1 behavioral, 1 social) | <u>History:</u> 12 of 17 schools require at least one course; 5 of the 12 require at least 2 courses (3 specify U.S. or West./World History) <u>Government:</u> 4 of 12 schools require 1 course <u>Economics:</u> 3 of 12 schools require at least 1 course. | 1 course history required. |
| Electives | All 12 colleges allow for elective choices. | Electives are part of the program. | All 17 colleges allow for elective choices. | Electives are part of the program. |

5. Is MCC's program intended to serve a **special population** or clientele?
Please explain.

The catalogue states: "The Liberal Arts curriculum is the academic base for many fields of study and work, providing preparation for transfer to a baccalaureate major, as well as an educational foundation for most career choices."

The LAS program serves a special population that is very broad. Students intending to complete the LAS program at MCC, then transfer to a four-year college and complete a baccalaureate degree, are not required to "pick a major" while at MCC. They will be required to do that upon transfer.

An implied goal of the LAS program at MCC is to prepare students to "pick a major" if they do not have a definite one in mind when they begin. Those students in the LAS program who are enrolled for the objective of obtaining the "foundation for most career choices" are given the opportunity by nature of the LAS curriculum to strengthen their reading, writing, mathematical and "thinking skills." The electives give them broad cross-disciplinary foundations and the opportunity to begin studies in their future career choice.

Thus, a special population exists, but it is quite broad.

6. Are there plans to target this program to any **new or different groups**?
Please explain.

There are no plans at present to target this program to any new or different groups. However, this review will differentiate the LAS program from the LS program, and future change will reflect these distinctions. The LAS program will attract students who are committed and motivated to transferring into a four-year baccalaureate program. (Refer to section I, question 1 where 700-950 students enroll each fall and 91-127 graduate and refer to the mission statement in section II, question 1). The LS program will be targeted to attract students who seek a more open major/general studies set of courses.

7. Please describe mechanisms or procedures currently in place to **monitor changes in students transferring to 4 year schools** and **review the program's "fit"** with the educational interests and needs in our region by:
- a) relevant **external** parties, such as advisory groups or speakers, corporations/agencies. (If there is an advisory committee in place, please attach names of members and indicate frequency of meetings);
 - b) relevant **internal** groups or individuals;
 - c) **other populations** (i.e., students, alumni, community members).

NOTE: parts a, b, & c have been answered as one question to better address how transfer agreements are developed and maintained.

The college meets regularly with baccalaureate institutions to develop articulation agreements and course equivalencies that outline how MCC courses transfer to the different schools. Currently, all MCC liberal arts and sciences courses have been evaluated for transfer credit at 13 colleges (see Appendix D for course transfer information). The colleges are those that the majority of Middlesex students transfer to. Every year, however, efforts are made to expand the number of schools that have evaluated Middlesex courses, thus increasing students' options for transfer planning.

The Associate Dean for Articulation and Transfer reviews annually all articulation agreements and course equivalencies developed with baccalaureate institutions. In reviewing agreements, curricula, course descriptions, and syllabi are exchanged with partner colleges; when necessary, meetings are scheduled among departments to discuss particular course transfer issues.

The decision to articulate with baccalaureate institutions occurs for a variety of reasons. Oftentimes, the baccalaureate institution initiates the conversation, wanting to use the formality of the process as a marketing tool to attract potential students. When articulation is initiated by MCC, however, the process is centered on the desire to better advise students preparing to transfer. Most of the college's agreements have been developed based on feedback from transfer counselors, students and academic departments at both MCC and the senior institution. Agreements are initiated when there are significant numbers of students transferring to particular institutions, or when students are experiencing difficulty receiving transfer credit. In all cases, the focus is on clarifying how credits will be received and on expanding the array of options available to students.

The process of articulation can lead to course revisions and new course development in order to improve students' course transfer options. Such outcomes occur when departments receive feedback from baccalaureate institutions that courses will transfer if certain modifications are made to existing courses, or when the departments are encouraged to expand their offerings in certain subjects or areas.

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

Increased emphasis on attracting well-prepared and motivated students in pursuit of BA degrees might well center on students with meager economic resources. MCC, or other state community colleges, is by far the most economical way to complete the first two years of a BA. Additional federal government tax credits and reduction in tuition may improve MCC's value to students still further.

In order to increase the numbers of such students at MCC, the college must undertake initiatives in two areas:

1. Outreach and Recruitment

- ◆ *More actively recruiting students eligible for joint admissions and tuition discount*
- ◆ *Offering inducements to students to enroll and remain at MCC for their entire degree*
- ◆ *Actively targeting and recruiting academically able but low income students*

2. Enhancements of Current Programs

The college needs to devote increasing resources to those programs, which may be particularly appealing to the well-prepared and motivated students. Among these initiatives are:

- ◆ *Honors with transition to Commonwealth College. Note: There is currently a proposal before the MCC Faculty/Staff Association, FSA, for an MCC Honors Program that would be in line with the standards and particulars of the UMass-Amherst Commonwealth College Honors Program. The final form of the MCC version of this program should be determined at the December FSA meeting. Also, on-going in development are the final criteria for the Commonwealth Scholars designation which is to be completed by the Commonwealth College Steering Committee composed of representatives from the state university campuses, state and community colleges. These statewide criteria will enable qualified students from MCC to transfer to honors programs at the state colleges and university. (see Appendix E for further details)*
- ◆ *Interdisciplinary learning (see Appendix G for further details)*
- ◆ *Expansion of service learning opportunities throughout the liberal arts curriculum. Service-learning could be added into both required and elective courses. (see question 15 for more information on service-learning)*

9. Are program faculty currently working with the Admission Department to **recruit students** into the program? What role(s) do they play?

At the present time, the recruitment efforts are the responsibility of the Admissions Office. The recruiter assigned to Liberal Arts and Sciences will visit high schools, businesses, human service agencies, and GED programs, to recruit students for the LAS program. Presently, they promote the program "Begin your BA at MCC" and also spend time highlighting the Joint Admissions program and the Transfer Articulation agreements. LAS is also promoted as a way to explore options while earning credits and making progress toward a degree, for those students who at least know they want to continue to a BA degree.

"Transfer Information" nights are held two times per year at the college, and representatives from the admissions office, financial aid, counseling, and the Associate Dean of Articulation and Transfer are available to give information and answer questions.

At the present time, the faculty has no active role in recruiting students into this program. The former Director of Admissions has had conversations about this idea with the Dean of Humanities, and with program coordinators, but to date there has been no "formal" action in this area, although the admissions office has assigned a recruiter to the LAS program. Note: The Director of Admissions left the college in June, 1998 and a new Director of Admissions has been hired. These issues will need to be brought to the new director's attention.

Currently, students do not meet with an advisor until after they have been enrolled in a program. As students choose their courses, advisors are encouraged to inquire as to the student's plans and see that they are in the appropriate program.

Presently, if students do not choose a degree/certificate program on the application, they are put into the LAS program by default.

10. Are there **additional recruitment and advising efforts** in which program faculty would like to be involved? Please be as specific as possible.

(Note: A new Director of Admissions has been hired this year, 1998. These issues will need to be brought the new director's attention.)

In 1998, the former Director of Admissions sent a memo to Division Deans and Program Coordinators (to be shared with faculty), which invited them to participate with the staff from admissions, in events and in calling or writing to students who have expressed an interest in Liberal Art and Sciences. To date, the response has been low.

Faculty have expressed an interest in speaking at the various high schools. However, in reality it is the high schools that generally are not willing to have the speakers come into the schools. They are overwhelmed with requests and state that there is not enough time to allow all the different recruiters access to the students.

The former Director of Admissions and the Associate Dean of Articulation and Transfer planned a spring 1998 event that included representatives from UMass Lowell and another one of the state colleges. The goal of the event was to educate prospective students and their parents about the tuition advantages/savings that one gets by starting a BA at MCC, and also to highlight the transfer articulation agreements and joint admission program we have with the state colleges and university.

A college-wide open house occurred at the Bedford Campus on April 28, 1998. An LAS program coordinator could help enhance all these efforts. This individual would be responsible for all aspects of the program, including recruitment, thereby enhancing it's overall success.

Curriculum

11. Please indicate below the **major educational outcomes** for students enrolled in this program, **how each outcome is attained** (i.e. through a specific named course, activity, or project) and **how the attainment of each is assessed**. Between five and ten major programmatic outcomes should be listed. 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 that need further development.

NOTE:

The seven outcomes listed below are representative outcomes of what one could expect from an LAS graduate. The committee agrees that specific course outcomes, activities, and assessments are the responsibility of the individual departments and should be itemized in the department program reviews.

Major Educational Outcomes of the Liberal Arts and Sciences Program

1. *Graduates of the Liberal Arts and Sciences program integrate acquired reading, writing, and mathematics skills into other academic disciplines.*
2. *Graduates of the Liberal Arts and Sciences program can implement thinking strategies to solve problems successfully. (Think, Plan, Do, Reflect)*
3. *Graduates of the Liberal Arts and Sciences program are able to pose questions and take appropriate steps to seek answers.*
4. *Based on factual data and/or commonly held principles from literature, the arts, ethics, politics, history, mathematics, and the sciences, graduates of the Liberal Arts and Sciences program are able to articulate and support conclusions through written essays and verbal discussions.*
5. *Graduates of the Liberal Arts and Sciences program are able to defend a position on a current issue from at least two different points of view.*
6. *Graduates of the Liberal Arts and Sciences program are able to react constructively in situations that relate to culture, race, ethnicity, religion, age, social class, sexual orientation, and/or abilities.*
7. *Graduates of the Liberal Arts and Sciences program are able to identify, formulate, and further their own educational and career goals.*

12. Is there a desire to introduce any new or revised student outcomes for this program? Please specify.

| <u>Proposed New or Revised Student Outcome/Competency</u> | <u>Strategies for Attainment</u> | <u>Assessment Criteria</u> |
|---|----------------------------------|----------------------------|
|---|----------------------------------|----------------------------|

See Note in Question 11

13. At present which courses within this program meet the following **core curriculum intensive value requirements** (please use specific course titles, where they can be identified)?
1. Multicultural perspective
 2. Global understanding
 3. Written communication
 4. Computer literacy
 5. Values, ethics, or social policy
 6. Impact of technology, environmental issues, or health

(See Appendix F for most recent listing of those courses that satisfy the core intensive value requirements.)

14. Please describe any **interdisciplinary courses** that are provided as an integral part of this program.

*(See Appendix G for the most recent listing of interdisciplinary courses.)
The table of courses in the Appendix G gives a summary of the history of interdisciplinary offerings at the college over the past decade. While a variety of courses have been developed and offered, only a few have been established in the curriculum on an ongoing basis.*

In the past five years, the college has made a more active and organized commitment to this initiative through the granting of a one-course release time for a coordinator of Interdisciplinary Studies and financial stipends for faculty. Faculty receive a stipends to develop the course and to pilot the course for two semesters.

In spite of this, growth of interdisciplinary opportunities for the students, and interest on the part of the faculty has remained modest. Consequently, this important initiative is still fragmented and piecemeal. Lack of a critical mass hampers the development of what other schools have found to be a most effective

marketing tool in the growth of interdisciplinary courses; students telling other students about the courses and their experiences.

Repeated studies have shown that interdisciplinary learning has several important outcomes. It helps develop a sense of community among students. It also stimulates learning in the workplace and in the world in general and is increasingly sought by employers.

Continuing to depend solely on the almost accidental involvement of students in the interdisciplinary experience will make many miss an enriching and possibly life-changing experience. Therefore, the establishment of a required interdisciplinary experience, perhaps even a whole curriculum, for students in the LAS program should be considered.

15. Please comment on **work-based learning** opportunities with the program (i.e., coop, internships, service-learning). What percent of program students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

While coops and internships are not part of this program (since it is designed to prepare students to transfer to a four-year baccalaureate institution) service-learning opportunities are increasingly available. However, service-learning is not a requirement of this program.

Notes:

While there is currently no record of the percentage of LAS students participating in service-learning opportunities, it would be possible to collect and track such data. At the present time, the majority of courses in which service-learning is offered as an option to students, are liberal arts courses. Students do not receive college credit for their service experiences; they receive credit for the course in which they are enrolled with a service-learning option.

The Dean of Social Science and Human Services and the Program Coordinator of Service-Learning are investigating the possibility of recording service-learning experiences on a student's transcript. Also, the potential exists to affirm students' service-learning experiences as meeting the core curriculum intensive value of values, ethics, and social policy.

Some potential problems with requiring service-learning as part of the LAS program surfaced.

- *finding sufficient substantive opportunities in a variety of disciplines*
- *overcoming the perception that course content must always be sacrificed to allow for the service-learning experience*
- *assessment of the quality of the service-learning experience*
- *transfer institutions may not accept credit if and when it is given*

The Dean of Social Science and Human Services addressed the above concerns as follows:

- *The service-learning program is expanding every semester in a variety of disciplines. Over time, there will be sufficient substantive opportunities for every student who is interested in participating in the program.*
- *The Dean expressed her commitment to encouraging student participation in service-learning, but remains cautious in making it a requirement.*
- *Course content is not sacrificed by service-learning. It is enhanced.*
- *Monitoring the quality of the service-learning experiences through assessment is a built in component of the program.*
- *Transfer institutions are not a concern, since service-learning is a teaching methodology within courses. If the course is transferable, the fact that a teacher has offered a service-learning option in the course as a means of teaching and/or reinforcing course content is not an issue.*

16. A. Please list and comment on the courses and distribution now in place.
 B. Are there changes indicated, based upon program mission, program objectives, and/or new needs identified through the assessment process?
 C. Create a comparison in tabular form.

A. *The current courses and distribution in place are as follows:*

| | |
|--------------------|---|
| <i>EN 1103</i> | <i>English Composition</i> |
| <i>EN 1105</i> | <i>Introduction to Literature</i> |
| <i>HU</i> | <i>Any 4 courses</i> |
| <i>HU/MA/SC/SO</i> | <i>Any combination of 3 courses</i> |
| <i>MA/SC</i> | <i>Any combination of 3 courses</i> |
| | <i>SC can be 3 or 4 credit</i> |
| | <i>Math is Precalculus I(MA 1107) or higher level, Statistics(MA 1113), or Introduction to Computer Science(MA 2101).</i> |
| <i>SC</i> | <i>One course (3 or 4 credit)</i> |
| <i>SD</i> | <i>Freshman Seminar</i> |
| <i>SO</i> | <i>4 courses (1 must be behavioral and 1 social)</i> |
| <i>Electives</i> | <i>Any 3</i> |

Notes: No course before Precalculus will satisfy the mathematics requirement. Students who take all science courses to fill the MA/SC electives must take MA 1106 or MA 1129 as the HU/MA/SC/SO elective.

Comments by the committee: *After reviewing the offerings of the other community colleges in Massachusetts and the transferability of courses to the nearby 4 year institutions, we propose that the individual academic divisions revisit the requirements in the areas listed in part B. We feel the current Liberal Arts and*

Sciences program is too loosely structured with loopholes that allow students to graduate possibly unprepared for the four-year school of their choice. We feel that a tightening of the requirements would help give the program the identity that is missing. Cohort groups of students might begin to develop if a few courses were specified as requirements in the program.

B. Based on the review of offerings at other community colleges and of the receiving 4-year institutions, the committee believes that the following changes in the curriculum are indicated. (See question 4 and Appendix C for further information and data.)

- ENGLISH*
 - *The adoption of a required writing course at a level beyond EN 1103, English composition. The additional writing course could be taken concurrently with EN 1105, Intro to Literature, or after EN 1105.*
- MATH*
 - *Have an MA designation in the program.*
- MATH*
 - *The committee also recommends that the math courses be numbered such that the numerical sequence is indicative of the level of difficulty.*
- FRESHMAN SEMINAR*
 - *A thorough re-examination of the Freshman Seminar course as it is currently constituted, is urged. In particular, a thorough assessment of its value to our current students should be undertaken.*
- ALL DIVISION ELECTIVES and GENERAL EDUCATION ELECTIVES*
 - *Developing a more directed selection of courses taken by the students in the LAS program. One suggested process to achieve this goal while still allowing some degree of choice would be a clustering of courses in each discipline (HU, MA, SC, and SO) into three or four groupings. Students would be required to select at least one course from each group. The respective divisions would determine these groupings.*
- SCIENCE*
 - *A 2-course lab science sequence is strongly preferred for transfer. The committee suggests that the Science Department consider this and propose it as a requirement of the LAS program.*
- HISTORY*
 - *The committee suggests that the History Department consider requiring one course in history. The SO division*

would need to consider how this would affect the distribution of SO electives.

**FOREIGN
LANGUAGE**

- *The committee suggests that the Humanities division consider requiring a foreign language and evaluate how it would affect the distribution of HU electives.*

**INTERDISCIPLINARY
COURSES,
SERVICE-LEARNING
EXPERIENCES**

- *The committee suggests that the LAS coordinator examine ways that these opportunities might be part of the LAS program.*

**LAS
PROGRAM
MATERIALS**

- *An urgent need exists to examine all program related materials (catalogs, view books, advising materials) to assure accuracy, clarity, and consistency in the presentation of the program.*

Each of these suggestions needs to be first considered by the individual divisions. In cooperation with the individual divisions, the LAS Coordinator would bear the responsibility to initiate, coordinate, and follow through with the appropriate action to affect a change in the program requirements.

See Section III, Part C for a description of the recommended duties of an LAS Coordinator.

See the comparison chart to follow that displays the current LAS program with one incorporating the proposed changes.

C. A table of comparison...

| CURRENT LAS PROGRAM | RECOMMENDED LAS PROGRAM | STATUS |
|---|---|---|
| EN 1103 English Composition | EN 1103 English Composition | Same |
| EN 1105 Introduction to Literature | EN 1105 Introduction to Literature | Same |
| | EN xxxx Another writing course | Add 1 course |
| HU Any 4 courses | HU Any 4 courses (may have additional structure as determined by the division) | Same |
| HU/MA/SC/SO Any combination of 3 courses | HU/MA/SC/SO Any combination of 3 courses | Same |
| MA/SC Any 3 courses <ul style="list-style-type: none"> ▪ SC can be 3 or 4 credits ▪ Math is Precalculus or higher level, Statistics, or Introduction to Computer Science | MA xxxx 1 course MA/SC Any 2 courses <ul style="list-style-type: none"> ▪ SC can be 3 or 4 credits | Same # of courses Alter Designation and Distribution |
| SC 1 course (3 or 4 credit) | SC 2 courses (4 credit lab sequence) | Add 1 course |
| SD Freshman Seminar | SD Freshman Seminar | Same |
| SO 4 courses (1 behavioral, 1 social) | SO 4 courses (1 behavioral, 1 social) (may have additional structure as determined by the division) | Same |
| FREE ELECTIVES Any 3 courses | FREE ELECTIVES 1 course | Reduce by 2 courses |

17. Please comment on the role of **developmental courses** in the LAS program. Which ones are relied upon by significant numbers of students in the program, what conclusions are you able to draw about the impact of these courses on students' preparation levels?

(See Appendix A for data supplied by Institutional Research.)

The role of developmental courses in the LAS program is to provide the academic foundation for students whose skill level is not adequate for the rigors of LAS courses. Since the percentage of students testing into these courses is so great, these courses are vital to the success of the LAS program.

Below is a table showing the average number of new students each fall semester who tested into developmental courses in English, Reading, and Math from 1991-1996. (Section I.1 and Appendix A)

The table in the center below is extracted from the data in Appendix A –6 through A-10, which lists the accumulation of all the courses taken by 50 graduates of the class of 1997. From that data, we see that 10/50 of the graduate sample who began in EN 1101 or EN 1102 successfully completed the LAS program.

From the math data, we see that 10/50 of the graduate sample who began in MA 1101 successfully completed the LAS program. We can also see that 26/50 who began in MA 1101 or MA 1103 successfully completed the LAS program.

At first glance this appears very positive, but some of the students in EN 1101 or EN 1102 may be the same students as those listed for MA 1101 and 1103. We did not have the data for those students who had placed into more than one of the developmental courses. There is also a question as to how representative this sample may have been.

| | AVG 91-96 | 1997 Graduate Sample of 50 Students | | | # of 97 grads/ avg # 91-96 | |
|---------------------|----------------------|--|------|------|---------------------------------------|------|
| EN 1101 | 279 | 9 | 20 % | | 9/279 | 3 % |
| EN 1102 | 5 | 1 | | | 1/5 | 20 % |
| EN 2120 | 36 | 1 | | | 1/36 | 3 % |
| EN 2121 | 103 | 0 | | | 0/103 | 0 % |
| EN 2122 and EN 2131 | 52 | 1 | | | 1/52 | 2 % |
| MA 1101 | 277 | 10 | 20 % | 50 % | 10/277 | 4 % |
| MA 1103 | 227 | 26 | | | 26/227 | 11 % |
| MA 1104 | 107 | 21 | | | 21/107 | 20 % |

18. Describe any plans to introduce **new methodologies** into required or elective courses.

See question 8.

19. Describe any new **student assessment methods** that have been implemented in any of the core program courses or in a general programmatic way. If you are able to assess the effectiveness of such methods, please do so.

This is not a career program and has no specific core courses.

Instructional Support

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

TEACHING

While it can be asserted that staffing levels for advising and teaching in LAS are sufficient for meeting student demand for these services, the question arises as to the extent to which this staffing depends on the heavy use of adjunct faculty. While the various academic departments that are responsible for the bulk of LAS courses have been fortunate to attract a number of highly qualified and committed adjunct faculty, several factors argue that the larger proportion of faculty for teaching and advising purposes be full-time.

First, because of shared governance and the need for curriculum and course development to keep up with the ever changing needs of the students and ever changing teaching technologies to reach these students, a sufficient level of full-time faculty is necessary to serve on the numerous standing and ad hoc FSA and college-wide committees. The important tasks of planning, assessment, governance and ongoing research and development to serve the mission of the college on a departmental, divisional, and college-wide level require a full-time commitment that is what can be most readily expected from a full-time staff. Furthermore, in order to increase the sense of community and collegiality that enhances the student learning environment, a sufficient number of full-time faculty are needed to act as academic and student organization advisors. To increase retention the college has undertaken an effort to link individual students with their advisors by placing students in courses taught by their advisors. This is most easily done if the instructor is full-time and is thus required to carry a full advising load. Also, more full-time faculty committed to specific courses offered in specific semesters facilitates students planning their schedules and feeling comfortable

with the know quantity of an instructor's name next to a scheduled course rather than a TBA. Full-time faculty can be full-time recruiters for their courses.

ADVISING:

It is not possible for the faculty involved in the advising of students in the LAS program to be completely aware of all of the transfer issues that do exist. There is only one transfer counselor and one advising staff member on each campus who would be fully informed of all articulations, transfer credits, etc. Also, students get no advising prior to choosing a major, unless they seek it out, at which point they would be referred to admissions.

21. What specific **support services and activities** (i.e., tutoring, media, library, disabled student support, computer labs, service-learning coordinator) does this program require? Please comment on the availability and adequacy of these services (be specific about any current deficiencies or projected needs).

Tutoring

Writing

- ◆ *Usually M - F 9 AM – 2 PM and some evenings (based on scheduled courses).*
- ◆ *Computers and printers are available as well as one-on-one tutoring.*
- ◆ *Help is available for all subject areas.*

Reading

- ◆ *Usually M - F 8 AM – 2 PM.*
- ◆ *Computers and printers are available and some software for research.*
- ◆ *Small group lessons (mandated by Reading Strategies) and drop-in help on a one-to-one basis.*

Math

- ◆ *M – R 8 AM – 6 PM, F 8 AM – 1 PM, Sat 9 AM – 1 PM.*
- ◆ *Differs based on course schedule for the semester.*
- ◆ *Software and videos are available as well as one-on-one tutoring.*
- ◆ *Drop-in basis.*

Science

- ◆ *Bedford- 20 hours/wk one-on-one or small groups.*
- ◆ *City 8 - 10 hours/wk one-on-one or small groups.*

Tutoring Concerns:

- ◆ *Staffing of Reading, Writing, Math have at least one campus with 30 hour per week staff member. This can cause a lack of consistency.*
- ◆ *Science services are not equal on each campus.*
- ◆ *In Reading, because of mandated reading groups, there is little time available for drop-in help.*

Media Services

- ◆ *Collection is faculty driven.*

- ◆ *Cataloging and circulation is done through the library.*
- ◆ *Purchases are made by the academic divisions.*
- ◆ *There is no media budget for materials.*

Media Concerns:

- ◆ *Budget is very limited budget for repairs and new equipment.*
- ◆ *Security – Many pieces of equipment have disappeared. As stated above, there is little budget to replace anything that is stolen.*
- ◆ *Staffing - services are very basic, so staffing is adequate.*
- ◆ *There is a need for a professional media person.*

Library

Services include reference librarians, reserve materials, and on-line catalog that provide access to collections at MCC and 23 other libraries. EBSCO Academic Index provides access to periodicals - some full text, others just titles. These can be accessed from home, library or office. Internet access is available at each campus. The library also offers group bibliographic instruction. Faculty initiate the request for instruction. The library staff works closely with faculty to tailor presentations to individual classes and assignments. The bibliographic instruction room in Bedford will be set up this fall with 12 PCs for small groups, collaborative work, etc. Faculty will be able to reserve the room throughout the semester.

Concerns:

Parity between campuses is a concern. Although the enrollment between the two campuses is equal, the services are not. While staffing and electronic services are the same, the facilities in City do not allow for the same access as in Bedford. The collection is split with 10,000 items in City and 40,000 items in Bedford.

Circulation figures indicate 21,000 items in Bedford vs. 10,000 in City. Usage figures show 73,000 visits in Bedford compared to 26,000 in City. While Inter-Library loan allows for students in City to access materials in Bedford, it will take an extra day for students to receive the materials. Since the library is in the Health/Science/Technology area, liberal arts students are not likely to be there unless they are taking a science course. The issue of physical space is a concern as well. The Bedford library is much larger than the Lowell library, but it is also overcrowded from use. Students on both campuses often complain of lacking a quiet study area.

Disabled Student Support

Eligibility for services is dependent upon documentation of a specific disability. Students meet with DSS staff to discuss resources and reasonable accommodation.

Services include:

- ◆ *pre-admission advising*
- ◆ *alternative forms of testing (enlarged print, Braille, scribe assistance, extended time)*
- ◆ *help with the registration process*

- ◆ *handicapped parking*
- ◆ *note-takers and class notes*
- ◆ *modified examination conditions*
- ◆ *tutoring*
- ◆ *student support group*
- ◆ *audiotaped texts*
- ◆ *screening and referrals*
- ◆ *study skills*
- ◆ *assistive technology*

Computer Labs

Bedford Campus

- ◆ *5 classrooms of Pentiums (fall 1998) - 86 computers.*
- ◆ *Open Lab - 18 Pentiums, 6 Power Macs*
- ◆ *Hours: M – F 8:30 AM - 9:30 PM*
Sat 9 AM - 4 PM
Sun 10 AM - 4 PM

City Campus

- ◆ *4 classrooms of Pentiums (fall 1998) - 72 computers.*
- ◆ *Open Lab - 17 Pentiums, 8 Power Macs*
- ◆ *Hours: M - F 8:30 AM - 9:30 PM*
Sat 9 AM - 4 PM
Sun 10 AM - 4 PM

Concerns:

Assistance in the open labs is mainly technical. Liberal Arts students may know the basics of the applications but at times may require assistance from someone who is more proficient in all aspects of software applications. Tutoring is available on Tuesday and Thursday but is mainly geared to programming languages.

Service-Learning

By Spring of 1998, there were 17 courses that contained a service-learning component. Of these, 4 were in career programs. During that semester there were 186 students doing service at 54 community sites. The service-learning program is expanding every semester in a variety of disciplines. Over time, there will be many substantive opportunities for every student who is interested in participating in the program. See question 15 for more information about the service-learning program.

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

The physical facilities of the College, in terms of space and state of repair are adequate for the current LAS program. Many standard classrooms accommodate most classes LAS students are enrolled in. However, there is a significant “peaking problem”. Virtually every standard classroom on both campuses is used during the “peak” periods, 9:00 a.m. to 12:00 noon daily. Large numbers of standard classrooms sit empty 12:00 noon to 6:45 p.m. when evening classes commence. The College needs to address the peaking problem. We would have adequate numbers of standard classrooms at all hours if students would register for afternoon classes.

The most significant deficiency in the physical plant is the lack of proper performing arts space on both City and Bedford campuses. Adequate theaters are desperately needed on both campuses. Progress at City Campus to this end seems real. Coordinated efforts with other members of the Lowell Arts Community make sense. However, if the LAS program is to continue on both campuses, equal performing arts facilities must be constructed at the Bedford Campus as well. Additionally, adequate studios exist for painting and photography at Bedford but are nonexistent at the City Campus. Further, there are no music practice rooms on either campus.

As curriculum changes are made, facility requirements may need to be reassessed, i.e. increased science and language lab requirements.

23. Are there unmet **professional development needs** of program faculty or staff? If so, please describe.

The entire college community was surveyed in December, 1995 and again in December, 1996. The 1995 survey specifically addressed professional development needs. The 1996 survey was a more general survey about the work environment, but included specific questions about professional development as well. Unfortunately, both surveys had very low response rates, resulting in inconclusive information.

The college has two professional days for faculty and staff each academic year. The days are planned around topics/issues that are of interest to the faculty and staff, and the themes vary from semester to semester, as does the format of the day. The fall professional day is usually planned to include the entire college community working together for the day. The spring professional day usually allows for division work in the morning and a college-wide activity in the afternoon. In the future, this spring format may lend itself to allowing the LAS faculty from the three divisions to work together on an issue/interest of that area.

The college also provides professional development opportunities to all faculty and staff through the professional development funds. These funds can be used to attend conferences, take courses, or for any number of activities. There are also the mini grant funds, where faculty and staff can develop a proposal as a way to enhance the student experience at the college. In both cases, application for funds are submitted to a competitive process and successful applicants must disseminate the results of their grants.

24. Describe the **program budget** if a specific one exists. How is it currently allocated among program expenditures?

At present, there is no specific budget for the Liberal Arts and Sciences program. Purchase requests are submitted to the individual divisions.

25. Are there specific fiscal needs that have not been previously identified? If so, please specify them.

LAS program coordinator

The coordinator in cooperation with the three divisions would determine all other needs.

Additional Questions

Please list and address any **additional questions** that you consider important in assessing this program.

Section III: Program Evaluation Summary

This section should be completed based upon review and consideration of the data used in Section I and the information and data that was gathered to answer the questions posed in Section II.

- A. Major Program Strengths
- *Over the last few years, enrollment has either been steady or has been rising. Although many students do not graduate with an LAS degree, those who do graduate with a high GPA. (Section I.1)*
 - *One of the greatest strengths of the LAS program is its unique contribution to the college's mission through the preparation of students to transfer to baccalaureate programs. In this purpose LAS is also distinct from LS. While students may enter the LS program to explore educational interests or because of developmental education needs, once the students decide that the bachelor's degree is their goal, they should transfer to LAS. (Section II.3)*
 - *The LAS serves a special population that is very broad. (Section II.5)*
 - *One of the strengths of this program is that it has articulated very specific educational outcomes. (Section II.11)*
 - *There has been considerable growth in interdisciplinary courses over the last five years. (Section II.14)*
 - *In support of the pedagogy that increasingly shows that service learning opportunities reinforce classroom theory, MCC's service-learning program is expanding every semester in a variety of disciplines. (Section II.15)*
 - *Through the requirement of developmental courses an attempt has been made to maintain the quality of LAS courses. Prerequisites ensure that students entering the program possess skills that are adequate for the rigor of the courses. (Section II.17)*
 - *The college is to be commended for the broad scope of its professional development opportunities. It is a particular strength that these programs are available to the whole college community; thus enlarging and enriching connections of the LAS faculty. (Section II.23)*
- B. Program Weaknesses or Needs for Improvement
- C. Plans for improving or correcting identified weaknesses

| <i>Area</i> | <i>Weaknesses</i> | <i>Recommendations</i> |
|-----------------------------------|---|---|
| <i>Coordinator</i> | <ul style="list-style-type: none"> <i>The major weakness that has been identified in this review is the lack of direction of the LAS program. Since the program spans three divisions, there is no one person or department responsible for it. It is the largest program in the college and this would be a major step toward establishing the focus and cohesiveness that the other programs have.</i> | <ul style="list-style-type: none"> <i>College needs to post a position for a program coordinator for LAS. This should be a current full-time faculty member. The specific duties, some of which are listed in these recommendations, follow this table.</i> |
| <i>Sense of Community</i> | <ul style="list-style-type: none"> <i>At the LAS division meeting of 2/2/99, faculty expressed a lack of community for LAS students and faculty.</i> <i>Faculty also expressed an overwhelming desire to congregate regularly and to discuss issues that are pertinent to the LAS program. (Appendix H)</i> | <ul style="list-style-type: none"> <i>A 3-division LAS meeting day should be scheduled into the FSA calendar once per semester. The committee recommends that it replace a department meeting in the fall semester and a division meeting in the spring semester. Pertinent LAS topics would be discussed.</i> |
| <i>Admissions</i> | <ul style="list-style-type: none"> <i>Students default into LAS for various reasons besides its intended purpose to provide transfer. (Section I.1)</i> | <ul style="list-style-type: none"> <i>Students admitted to LAS should be those described in the mission statement. (Section II.1)</i> |
| <i>Program Consistency</i> | <ul style="list-style-type: none"> <i>Students in the evening division are not held to the same prerequisite standards as day students. (Section I.1)</i> | <ul style="list-style-type: none"> <i>Prerequisite checks need to be enforced for all students.</i> |
| <i>Transfer Follow-up</i> | <ul style="list-style-type: none"> <i>There is no follow up data on success of students who transfer. (Section I.2)</i> | <ul style="list-style-type: none"> <i>An annual graduate survey is recommended.</i> |
| <i>Recruitment</i> | <ul style="list-style-type: none"> <i>There is no formal plan for recruiting well-prepared, motivated students whose specific goal is to transfer. (Section II.8,9,10)</i> | <ul style="list-style-type: none"> <i>The LAS coordinator will work with the admissions office and become part of the recruiting process.</i> |

| Area | Weaknesses | Recommendations |
|-------------------|--|---|
| Curriculum | <ul style="list-style-type: none"> • <i>The program only has three required courses – EN 1103, EN 1105, and SD 1131. All other courses are electives, chosen from specific divisions. (Section II.16)</i> • <i>Many 4-year schools require more specific courses. (Appendix C)</i> | <ul style="list-style-type: none"> • <i>The LAS coordinator and the division faculty need to look at the possibilities of more focused choices within divisions and compare these with the requirements of 4-year schools. (Section II.4,16)</i> |
| Faculty | <ul style="list-style-type: none"> • <i>The majority of the faculty in the Humanities, Social Science, and MST divisions is part-time. (Section II.20)</i> | <ul style="list-style-type: none"> • <i>The program would be strengthened by an increase in full-time faculty positions in the three divisions.</i> |
| Advising | <ul style="list-style-type: none"> • <i>Students do not meet with an advisor until after they are admitted to the college. They are asked to choose a program on the application well before they receive any professional guidance. Evening students only see an advisor if they actively request an appointment. (Section I.1)</i> • <i>LAS advisors are not specialists on all transfer issues and articulation agreements. (Section II.20)</i> | <ul style="list-style-type: none"> • <i>Students need to be properly advised as part of the admissions process. Evening students need to be strongly encouraged to seek proper advising.</i> • <i>The LAS coordinator should work with the Associate Dean of Academic Advising and the Associate Dean of Articulation and Transfer to examine ways to improve the advising of LAS students.</i> |

| <i>Area</i> | <i>Weaknesses</i> | <i>Recommendations</i> |
|-------------------------|---|---|
| <i>Support Services</i> | <ul style="list-style-type: none"> • <i>Library services are not equal between the two campuses.</i> • <i>Media dept. has a limited budget to maintain, replace, or upgrade equipment.</i> • <i>Tutoring services have a lack of consistency in personnel and coverage.</i> • <i>Computer labs have limited software or academic support. (Section II.21)</i> | <ul style="list-style-type: none"> • <i>The materials in the Lowell library need to be brought closer in number to those in Bedford.</i> • <i>Media dept. needs an increase in their budget.</i> • <i>Tutoring staffing needs to be more consistent. Note: There has been some improvement in this area since this data was gathered.</i> • <i>Lab personnel need to have knowledge of software as well as hardware or additional staff with software expertise should be hired to assist students.</i> |
| <i>LAS/LS</i> | <ul style="list-style-type: none"> • <i>The differences between the programs have not been clearly defined.</i> | <ul style="list-style-type: none"> • <i>A program review for LS should be done. The mission statements should delineate the roles of the two programs. Workshops for advisors should take place.</i> |

LAS PROGRAM COORDINATOR

The LAS Program Review Committee recommends the appointment of an LAS program coordinator in accordance with Article XX of the Collective Bargaining Agreement and when necessary, would interact with division Deans, department heads/coordinators, and other administrators.

Structure

- 1. Appointment should be made from full time Liberal Arts and Science faculty; Humanities/English, Math/Science, Social/Behavioral Science Divisions.*
- 2. Term should be not more than three years.*
- 3. Appointment should rotate among the three divisions in future years.*
- 4. Appointee should be a full time unit/union member without duty to evaluate unit/union faculty members.*
- 5. Program coordinator should report to and be evaluated by a committee comprised of the division deans of Humanities/English, Math/Science, Social/Behavioral Sciences.*
- 6. Program coordinator should be granted a 12 credit hour course reduction annually and be compensated additionally according to Article 20.11 as mutually agreed.*

Duties to be specifically contained in a job description (20.06-0):

- 1. Review entire LAS curriculum and working with the appropriate division faculty, department chairs, and deans, make recommendations to the Curriculum Committee of the college for necessary changes.*
- 2. Develop LAS program concentrations and make recommendations to the Curriculum Committee of the College for creation of concentrations.*
- 3. Review all currently used college recruitment materials and efforts and, working with the recruiters, devises and carry out improved external and internal recruitment and marketing of the LAS program.*
- 4. Conduct a series of training sessions for academic advisors of LAS students to improve the quality of advising.*
- 5. The coordinator will form and chair a Liberal Arts and Sciences coordinating committee comprised of two members from each of the three divisions.*
- 6. Chair semiannual combined meetings of the faculty and deans of the three divisions.*
- 7. Act as liaison to baccalaureate granting institutions in coordination with the Associate Dean for Articulation and Transfer.*
- 8. Design and implement a program to improve LAS student identity with the LAS program.*

Additional Duties (From Collective Bargaining Agreement Section 20.06)

Recommended duties as listed in 20.06:

- E. Instruct courses or portions thereof within the program as appropriate;*
- G. Encourage faculty to develop new methods of instruction;*
- H. Develop and prepare for submission all reports and accreditation materials by governing or accrediting agencies;*
- I. Participate in the formulation of the program's budget and administer it within the prescribed limits established by the College;*
- K. Cooperate with the President of the college or the President's designee in the development, dissemination and implementation of HECC/College policy, regulations and procedures;*
- L. Meet with the Advisory Committees which support or influence the instructional program in cooperation with the department chair's supervisor. Establish liaison and cooperation with external agencies essential to the implementation of the program particularly where use of external facilities or resource personnel is required;*
- M. Cooperate and facilitate cooperation with other program areas and/or departments, learning resources, student services, and administrative services within the College;*
- O. Other duties may be assigned if specifically contained in a job description and such duties are consistent with the needs of the College and the provisions of this Article;*
- P. The department chair (program) shall be responsible for the total implementation of a college program and/or curriculum defined as a series of diverse courses usually leading to a certificate of associate degree and which require multiple faculty in order to provide core courses and where accreditation, licensure or other external governing agencies require a member defined within the unit to perform supervisory functions for approval, maintenance or continuance of the program.*