



Middlesex Community College's First Annual Academic and Student Affairs Program Review Showcase

- Fitness and Recreation
- Criminal Justice
- Alcoholism and
Substance Abuse
Counseling Certificate
- Opening Day
- Dental Hygiene
- Self-Paced Studies



Fitness and Recreation Co-Curricular Program Review

Jonathan Crockett, Coordinator

Melissa Chaves Welch, Coordinator

Rebecca H. Newell, Director

Pamela Flaherty, Dean of Students

Peter Murray, Director of Campus
Recreation, UML (External Consultant)

PROGRAM REVIEW HIGHLIGHTS

- 96% respondents want sports teams at MCC
- External Review experience
- Sense of institutional connectedness
- Articulating departmental purpose and goals
- Recognizing departmental growth over time
- Developing a vision for goals and initiatives
- Opportunities for comprehensive wellness approach
- Validating what we do and why we do it

ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome: Demonstrate an increased sense of connection to MCC based on involvement with sports teams. (2009-2010)

Cohort

- actively engaged student athletes

Assessment

- External review
- Observation (formal/informal)
- Benchmarking
- Feedback sessions
- Surveys
- CAS

PROGRAM STRENGTHS AND INDICATIONS

- Strengths
 - Creative and collaborative use of resources
 - Increased participation by campus community
 - Increased recreational resources
- Indications
 - Financial and human resources
 - Space
 - Gender diversity
 - Campus facilities equity

USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Immediate

- Review department name for potential change
- Solicit more coaches for sports teams
- Recruitment of female athletes

- Long Term

- Find resources (financial and human) to grow program
- Work actively to support “wellness” in GenEd curriculum development
- Work closely with community members to support institutional growth regarding health/wellness
- Develop curriculum that offers certificate/degree programs in the growing wellness field



Criminal Justice Program Accredited Program Review

Michelle Bloomer

Vanessa Dixon

Joseph Gardner

Peyton Paxson

Lynda Pintrich

Matthew Olson, Dean Social Science

A SNAPSHOT

- 5 Full Time faculty
- 12 Part Time faculty
- 644 Students

PROGRAM REVIEW HIGHLIGHTS

- All options in CJ program can be completed online, evening, and day
- Program options offer broad focus allowing students to achieve their individual career and educational goals
- Transfer Option is our newest and most popular option
- Prerequisite changes establish rational and deliberate CJ course sequence

ASSESSMENT OF STUDENT LEARNING

PSLOs:


- Diversity
- Social Problems
- Communication
- Application of the Law
- Ethics
- Career Knowledge
- Knowledge of the Components of the CJ System

PROGRAM STRENGTHS AND INDICATIONS

- Course completion rates exceed college wide rates 2009 (CJA) 79.8%; CJLE 81.7%; MCC 75.6%)
- Faculty committed to curriculum improvement through continuous assessment
- CJ students able to describe major issues surrounding cultural diversity in the Criminal Justice system and articulate innovative methods to improve relationships between CJS and community
- Limited career opportunities

USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Mapping PSLOs suggested need for curriculum improvement for Ethics, Career and Research Skills
- Involve our part time faculty in curriculum assessment and improvement
- Exploring service learning graduation requirement
- Homeland Security Certificate



Alcoholism/Substance Abuse Counseling Certificate Program Review

Joseph Gardner, Program Coordinator

Kim Lannon, Adjunct Faculty

Tessa MacGillivray, Adjunct Faculty

Brian MacKenna-Rice, Adjunct Faculty

John Rodolico, Adjunct Faculty

Matt Olson, Dean of Social Science & Human Services

Mary DiGiovanni, NECC, Professor Emeritus Human
Services, former Coordinator Human Service
Program (External Consultant)

A SNAPSHOT

- No full time faculty/staff
- 5 P/T faculty
- 35 students

PROGRAM REVIEW HIGHLIGHTS

- Outstanding teaching and leadership by program faculty documented by program review, students and graduates.
- 76 % pass rate (4 year average) on the Certification Alcohol Drug Abuse Counselor (CADAC) statewide exam.
- All program faculty licensed substance abuse counselors.
- Dedicated long term members on advisory board. Excellent relationship between the faculty and advisory board.
- A cohort/evening model benefits students.
- The program has long term relationships with field placement sites.
- Excellent administrative support for the program.
- Program offers opportunity for part time enrollment and for staff in programs to update their skills as substance abuse counselors.

ASSESSMENT OF STUDENT LEARNING

- PSLO of completing and passing the state CADAC exam an important goal and milestone for all program graduates.
- Approximately 90% of all program graduates take the exam within one year of graduation.
- The pass rates for AACC graduates has consistently exceeded the overall state pass percentage. Range has been from 70% in 2009 (when the exam was changed) to 82%.
- The Massachusetts average pass rate on the CADAC exam exceeds the national average pass rate.
- A panel of past graduates, who recently passed the CADAC exam, provide information and support on test preparations and global content areas to current students.

PROGRAM STRENGTHS AND INDICATIONS

- Positive student experiences at their field work sites often leads to employment.
- Exceptional pass rate on the Alcohol Drug Abuse Counselor (CADAC) exam.
- Cohort model for classes facilitates program identity.
- Retention and graduation rates need improvement.
- Increase peer communication and supports.
- Increase in students with recovery histories.

USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Improved access to program information on MCC website
- Courses offered off campus at treatment facilities
- Social networking among students to increase retention
- Focus on increasing cultural diversity of student applicants
- Continued use of peer support from recent graduates



Opening Day Co-Curricular Program Review

Rae Perry, Associate Dean of Student Development

Rebecca Newell, Director of Leadership Development

Paula Dias, Student Engagement Coordinator

Pamela Flaherty, Dean of Students

PROGRAM REVIEW HIGHLIGHTS

- Orientation is a multi-faceted process at MCC and Opening Day is an important component
- 2009 successful structural change: build stronger cohorts, matching new students with peers with similar career interests and faculty/staff in their majors
- Assessment of Opening Day indicated Orientation Program goals were met
- Benchmarking validated a strong program
- Orientation process aligned with CAS guidelines

ASSESSMENT OF PROGRAM GOALS

- 92 % responded that after participating in Opening Day they felt ready to be an MCC student
- 98% felt welcomed as a result of their experience
- 96 % gained familiarity with buildings on campus and 80% know where to get questions answered
- 86% felt that the day was worthwhile and that they would recommend it to a friend
- 90% indicated Welcome Packet information helpful
- Meeting professors, learning requirements and getting to know new people were identified as day's highlights
- 83% of those who attended enrolled for spring (81% under twenty years old. 5% higher persistence to spring for students in this cohort)

PROGRAM STRENGTHS AND INDICATIONS

- Feedback from faculty and staff enthusiastic & positive
- Collaborative effort of multiple departments resulted in a stronger program
- Marketing materials emphasizing the “Orientation Journey” helped to put the day in context
- The program was perceived to be well organized and the implementation of the logistics was praised
- When examining similar schools, the Opening Day program is either more comprehensive or comparable (excluding meals & family programs)

USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Faculty involvement and cohort building within majors
- Orientation Leader role
- Increase peer leaders
- Money, staffing, space drive Opening Day decisions
- Summer staffing
- Active learning & engagement opportunities - LA/LS challenge
- Increase opportunities to develop relationships & community build
- Explore future opportunities for parent/family and special populations - nontraditional aged students?
- Opening Day only a piece of the Orientation process
- Incorporate Strategies for Success & Core Student Success Skills





Dental Hygiene Accredited Program Review

Dental Hygiene Curriculum Committee:

Nancy Baccari

Leah MacPherson

Maureen Strauss

Karen Townsend

Kathleen Sweeney, Dean of Health Careers

A SNAPSHOT

- 8.5 full time dental hygiene faculty
- 72 part time faculty
- 80 students

PROGRAM REVIEW HIGHLIGHTS

Congruency of Program Review and Accreditation

- Active process
- Builds faculty community
- Verifies strengths and indications

ASSESSMENT OF STUDENT LEARNING

Percentage Responses	Highly effective	Effective	Potentially Ineffective	Ineffective
Ideas are well formulated (n=45)	49%	44%	7%	0%
Appropriate language is employed	31%	44%	22%	2%
Organization is clear	20%	67%	13%	0%
Grammar & punctuation	38%	42%	18%	2%

PROGRAM STRENGTHS AND INDICATIONS

- Credible and well maintained program
 - Prepare students for workforce
 - Support from Dean and College administration, faculty and staff
- Increase engagement of and support for part time faculty
- Implement in-services for students
- Discuss common program rubrics



USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Maintain strong program assessment
- Congruency of program mission and goals to Institution's Strategic Plan
- Continuous improvement



Flexible Studies Department Program Review

Formerly Self-Paced Studies

Marja-Leena Bailey, Director

Bert Engvall, Coordinator Mathematics

Mary Lou Horn, Coordinator ELA

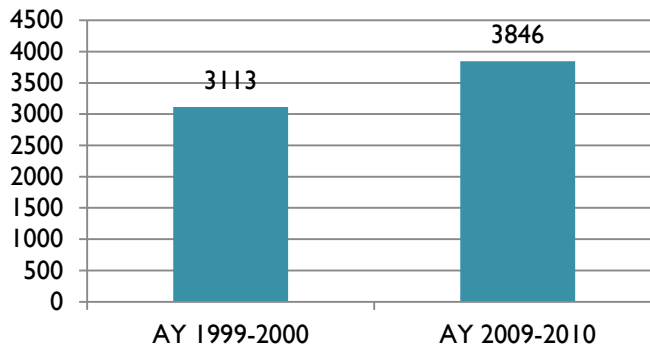
Salah Dahany, World Languages

Michael Badolato, Dean of Academic Resources

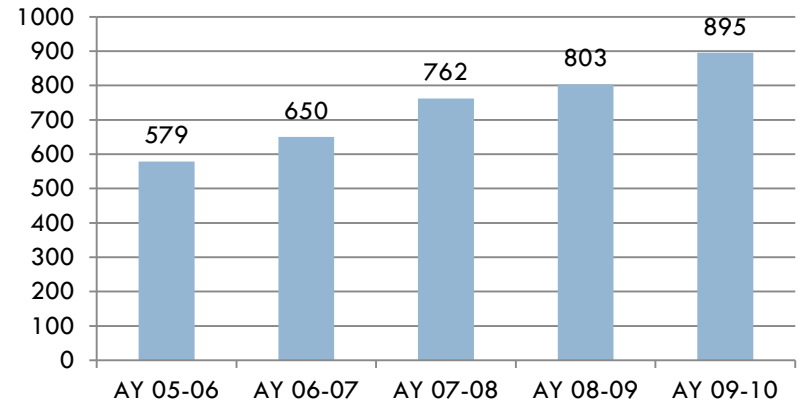
Curt Madison, PhD; Director Distance Education,
UMaine; former Director of Center for Distance
Education and Independent Learning, UAlaska
(External Consultant)

SNAPSHOT OF GROWTH

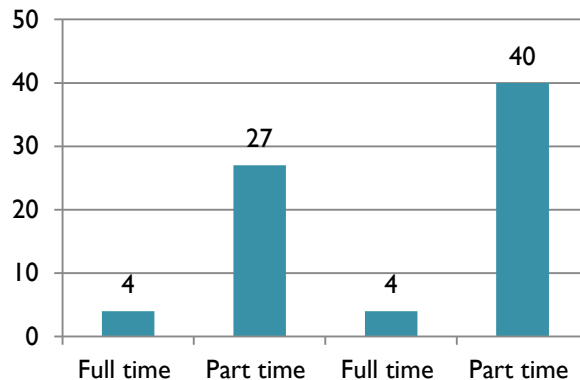
Total enrollment growth in 10 years - 24%



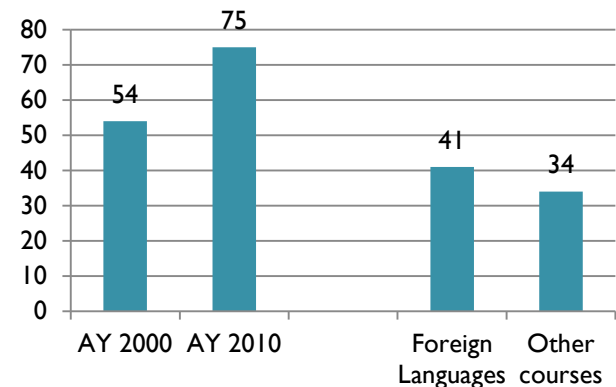
Foreign Language enrollment growth in 5 years - 55%



Increase in PT instructors in 10 years



Increase in number of courses offered in 10 years



PROGRAM REVIEW HIGHLIGHTS

- SPS is featured as a collaborative environment .
- Flexible attendance options for students. The flexibility is obtained by customizing classes and days of attendance but not in changing the content of the section curriculum.
- Course completion has improved in most courses as a result of curricular and pedagogical changes.
- SPS is seen to operate a student-centered entity through carefully scaffolded activities in a welcoming atmosphere.
- The culture of innovation in SPS encourages enhancements

PROGRAM STRENGTHS AND INDICATIONS

- Consistency of content, intra- and interdisciplinary collaboration produce continuous program and course quality improvement
- Variety of instructional methodologies: participatory learning, individualized course work (self-pacing) mini lessons and workshops
- Variety of assessment methods: projects, portfolios, presentations, tests
- Multi-level courses provide “immersion” in content as well as program sustainability
- Flexible course entry and exit points, course acceleration, section swap, class make-ups
- IP management and expectations need attention – clarity, process, completion

ASSESSMENT OF STUDENT LEARNING

- SPS Program SLO primarily supports the ISLO *Personal & Professional Development*: “Students will become confident learners as a result of taking two or more SPS courses in a sequence “
 - Program Review research indicates that 86% of students surveyed self-reported that they felt more confident as learners as a result of course work in SPS
 - DSLOs set forth by disciplines are supported and assessed in SPS
 - SPS will map and plan along with the college-wide changes
 - An additional SPS DSLO is to be developed, mapping in progress
- *
- Formal and informal are ongoing assessments at the course –level
 - Diagnostic-type testing desired for instructional use in all areas

USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Collaborative college-wide Foreign Language program model has emerged
- Flexible environment conducive to course pilots and new course or model trials
- New Math model – Ramp-Up moving to become its own entity

Areas of development:

- Collaboration with classroom faculty towards curriculum alignment, shared program goals and student outcomes - Coordinators
- Continuous professional development for quality and improvement, including publishing and presenting on SPS model
- Create flexible entity to combine the best of pre-college preparation
- Encourage student articulation of their learning in collaborative sessions, using appropriate electronic tools