



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

# April 30, 2012





# Schedule

- Communications Concentration
- Reading
- Dental Lab Technology
- Early Childhood Education
- Information Technology
- Service Learning
- Dental Assisting
- International and Multicultural Programs

# COMMUNICATIONS

- **Contributors**

Professor Rose Sergi, Department Chair

Professor Robert Matorin, Broadcasting

- **Deans**

Matthew Olson

Dona Cady

# A SNAPSHOT

- **Full-Time Faculty:**  
Rose Sergi and Robert Matorin
- **Part Time Faculty:**  
15-19 adjuncts, depending on semester
- **Program Size:** 133 majors
- **Recent changes:**  
No publications  
New courses – Social Media  
Multitrack Music Recording II

# PROGRAM REVIEW HIGHLIGHTS

- The defunding of the college newspaper and magazine has seriously damaged the effectiveness of the program.
- Additional full-time faculty need to be hired. As the concentration grows, the burden on the current two full-time professors has become problematic.
- Student internships in both the print and broadcast media require immediate attention. Since student work is no longer published on campus, as many students as possible need the workplace experience.

# ASSESSMENT: SPEECH

- **Fall 2009** 4 sections , 2 per campus
- **Common rubric**
  - 49 students' final speeches evaluated
- **Three main criteria evaluated:**
  - Content, Organization, Delivery
- **Strengths:**
  - Topic Selection
  - Volume
  - Appropriate Posture
- **Weaknesses:**
  - Preview of main concepts in Introduction
  - Eye Contact



## **PROGRAM STRENGTHS AND INDICATIONS**

- Increase in enrollment
- Improvement in course completion rates
- Increase in number of transfers earning degrees



## **USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS**

- Hire more full-time faculty
- Reinstate publications
- Expand internship program
- Explore other media courses



# READING

- Carrie Finestone, Reading Coordinator
- Marilyn Black, Professor of Reading/English
- Pat Hyde, Professor of Reading/English
- Dona Cady, Associate Dean of Humanities and Asian Studies

# A SNAPSHOT

- 3 full time faculty and up to 16 part-time faculty
- Approximately 18 sections of reading courses run in fall; approximately 10 sections run in spring
- Mission: to prepare students for college-level reading
- Recent changes:
  - Challenge Test for ENG 055
  - Reading Refresher Workshops
  - MFL Pilot Program
  - New course ENG 100: Explorations: The Criminal Mind
  - Reading Apprenticeship Training

# PROGRAM REVIEW HIGHLIGHTS

- High success rate in ENG 060 based on 3 years of data
- High student satisfaction with Reading Lab
- By examining other community colleges we learned:
  - The range of exit procedures varies greatly
  - Most colleges separate reading and writing courses
  - New models are being explored to accelerate advancement through developmental work
  - Combining reading and writing may accelerate and improve student learning

# ASSESSMENT OF STUDENT LEARNING

- We evaluated ENG 060 for successful completion rates for our PSLO: Pass exit tests.
- Post-testing indicated 76% success rate.
- To support improvement, courses that integrate reading and writing are recommended.

# PROGRAM STRENGTHS AND INDICATIONS

- 76% success rate in ENG 060 measured by two exit tests (CPT and Townsend Press Reading Test)
- Reading Refresher Sessions and special Challenge Pre- and Post-Tests help students accelerate and/or bypass reading courses
- Students completing reading courses may need additional support with college texts

# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Pilot a Reading ALP course
- Pilot a Linked Reading and Writing Learning Community
- Expand Reading Apprenticeship Training
  - within Reading courses
  - within content area courses
- Develop Reading, Reasoning, and Writing courses to replace current model
- Write a new text by Marilyn Black to support new model



# DENTAL LABORATORY TECHNOLOGY

- Apollon Bouzerdan – Program Coordinator  
(Program Review contributor)
- Danielle Thompson-Reynolds – Assistant  
Dean
- Kathleen Sweeney – Dean of Health & STEM

# A SNAPSHOT

- Established in 1975
- The Only Accredited DLT Program in NE
- One F/T and 3 PT faculty
- 27 Full time students (15 1<sup>st</sup> yr 12 2<sup>nd</sup> yr)
- The overall mission of the DLT Program is preparing graduates to perform techniques and procedures in dental laboratories or dental offices.
- Added CAD/CAM to the program



# PROGRAM REVIEW HIGHLIGHTS

- Curriculum is almost 40 years old
  - *Requires updating and modernizing*
  - *Needs to scaffold student learning opportunities*
- Program Strengths
  - Course Completion rate:
    - In 2009 and 2010 the data shows 100% of successful completion of DLT courses
  - Demographic Data:
    - More diverse than the overall MCC population
  - Employment Outlook:
    - 90% to 100% of graduates seeking jobs are employed

# ASSESSMENT OF STUDENT LEARNING

- **What?** Graduates of the DLT Program will be able to successfully complete the RG EXAM
- **How?** Compared students' RG results to students' results in the 4 major courses of the program
- **Results?** Students did better on the RG EXAM in the areas that correspond to the courses they took last in the program
- **Action?**
  - Link written testing to practical testing in student learning assessment
  - Re-structure curriculum to provide a better sequence of courses that improve student learning



# PROGRAM STRENGTHS AND INDICATIONS

- Clearly stated program goals
  - Revise PSLO's to be aligned with ISLO's
- Increase in enrollment
  - Program more visible
- Only Accredited program in region



# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Restructuring of course sequence to be more effective in achieving PSLO's
- Initiate a conversation with local Dental Schools regarding a possible advanced program partnership.
- Adding Dexterity test to admission criteria

# EDUCATION



*Nancy Tyler Higgins, PHD Chair*

*Sandra K. Regan, ECE Faculty*

*Maureen L. Goulet, R3P Grant Coordinator*

*Judy Hogan, Dean*

*Michelle Bloomer, Assistant Dean*

# A SNAPSHOT

- Mission: Provide students with the educational background and supervised training needed to work with young children.
  - National Association for the Education of Young Children (NAEYC)
  - A child-centered focus on developmentally and culturally appropriate practices.
  - Head Start, the Massachusetts Department of Early Education and Care (MA EEC), and the Massachusetts Department of Elementary and Secondary Education (MA DESE), including state curriculum frameworks.
- 2 Full-time and 16 Part-time Faculty
- 475 Education Majors
  - 41 - Early Childhood Certificate Majors
  - 220 - Early Childhood Education Majors
  - 108 - Early Childhood Transfer Majors
  - 106 - Elementary Education Majors
- Recent changes – R.E.A.C.H. Conceptual Framework was designed as part of the NAEYC Accreditation.
  - R= Research E= Empathy A= Action C= Collaboration H= Health

# PROGRAM REVIEW HIGHLIGHTS

Major	Completion Rate	G.P.A.
Early Childhood Certificate	81.5%,	3.36
Early Childhood Transfer	81.2% ,	3.49
Early Childhood	81.2%	3.50
Elementary Education	79.9%	3.23

- NAEYC Accreditation
- Innovative Advising Program
- Education Courses: Skelton syllabi, key assessments, and skill rubrics, QRIS Standards. Mandatory Skelton” of Student Learning Outcomes for all EDU courses.

# ASSESSMENT OF STUDENT LEARNING

- ISLO- Personal and Professional Development
- Aligns with NAEYC Standards and Supportive Skills
- Advocacy Paper and Presentation
- Instructors use rubric to assess individual learning.
  - Instructors submit class section rubric totals
  - In addition, faculty submit one samples of students each category- meets, exceeds, and does not meet expectations (if applicable).
  - All sections tallied.
  - Results: Summer 2012- 100% of students taking Supervised Field Placement and Seminar exceeded or met expectations.
  - To ensure department alignment, samples are blinded and re-scored.



# PROGRAM STRENGTHS AND INDICATIONS

- NAEYC
- Evidence Based Data System
- Continue R3P Grant Initiatives for Work Force Development
- Courses offered online, hybrid, day, weekend, and off-campus.

# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Expand Mentoring and Coaching
- Create a Learning Community-
  - Child Growth and English Composition
- Enhance Career Ladder Opportunities:
  - CDA – Child Development Associate
  - Administration Leadership Certificate
- Develop more Online and Hybrid Courses
- Add more Quantitative Literacy Experiences to EDU courses

# INFORMATION TECHNOLOGY

- Program Review contributors
  - *Lori Weir, Former Program Coordinator, Information Technology*
  - *Fred Colangelo, Professor Computer Applications and Web Development*
  - *John Femia, Professor Computer Applications and former Web Development faculty*
- Dean
  - *Judy Hogan, Business, Education and Public Service (formerly Business, Engineering and Technology)*

# A SNAPSHOT

- Concentrations and Enrollments
  - IT Transfer                      39        87% male
  - IT General Studies        17        88% male
- History and Mission
  - Began in 2005
  - Foundation in IT design, development, administration and other specializations
- Recent changes
  - Eliminated the Web Development Concentration due to lack of jobs

# PROGRAM REVIEW HIGHLIGHTS

- Lack of gender and ethnic diversity in both concentrations
- Higher completion rate than the college as a whole
- Graduates surveyed reported great satisfaction with program
- Large employer survey stressed the need for employability skills above all else
- Lack of jobs for IT Associate degree students

# ASSESSMENT OF STUDENT LEARNING

- Graduates of the IT program will display workplace skills such as teamwork, communication and problem solving
  - Analyzed all courses where students demonstrated proficiency
  - Analyzed Capstone Course
    - Student mentors surveyed
    - Students assessed twice during the semester
    - Assessment tools revised to reflect ISLOs:
      - Critical Thinking
      - Communication

# PROGRAM STRENGTHS AND INDICATIONS

- ITC 290, IT Practicum
- Strong relationships with faculty across the curriculum including IT, CS and CSNT
- Strong industry connections
- Updated Equipment
- Availability of IT skills information through BATEC



# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Hire a full time IT faculty member
- Improve gender and ethnic diversity of students
- Pursue Mass Transfer status for all bachelor programs
- Improve retention in upper level courses
- Improve the alignment information of our courses with industry standards such as A+, Security, Net+, etc.



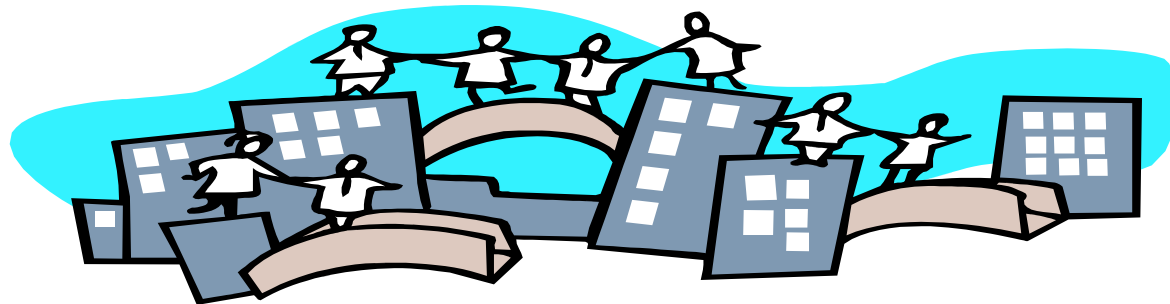
# SERVICE-LEARNING

## *Program Review Contributors:*

*Cynthia Lynch, Coordinator of Service-Learning*

*Matthew Roy, Assistant Provost and Director of the Center  
for Civic Engagement, University of Massachusetts  
Dartmouth*

*Matthew Olson, Dean Humanities and Social Sciences*



# A SNAPSHOT

## Mission:

Service-learning strives to enrich students' educational experiences, meet community needs, and foster civic responsibility by integrating service into the academic curriculum. Through thoughtfully organized service experiences and intentionally planned critical reflections, that blur the line between in-classroom and out-of-classroom learning, students work on authentic community issues and problems in real-world settings, adding value to both their own learning and the needs of the community.

## One Full-time Program Staff member

## SERVICE-LEARNING GROWTH CHART:

Academic Year	#Students	Total Hours	#Faculty	#Courses	#Agencies
<b>1992/1993</b>	48	686	5	6	15
<b>1997/1998</b>	339	5800	22	42	60
<b>2003/2004</b>	492	10,824	42	78	151
<b>2009/2010</b>	652	14,344	60	151	335

# PROGRAM REVIEW HIGHLIGHTS

- Reframed the focus of the Service-Learning Department from an “add-on” in an academic course to an instructional pedagogy used for meeting the learning objectives of a course.
- Launching pad for my CCLA project and research
- External Evaluation Process



# **ASSESSMENT OF STUDENT LEARNING**

**Students successfully completing a SL experience (22 hours with reflection) are more successful (higher course completion rates, higher GPA's) than are students who do not do so.**

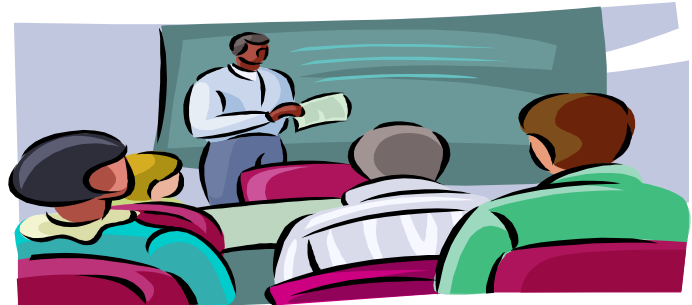
- **Initial data focused on course completion rates, reframed research question to include SL course completions with a C or better.**
- **Minimal data linking SL participation and increased persistence, retention.**
- **Kuh (2003), Furco (2007) - mediating variable for college success and retention is student engagement which can be defined in social, academic and behavior terms.**
- **Involvement in National study & State research collaborative**
- **Discussions with external evaluator**
- **New approach to assessment!**

# PROGRAM STRENGTHS AND INDICATIONS

- **Foundation of the Service-Learning Program**
  - Traditional model (22 hour model)
  - Relationships with community partners and faculty
  - Systems, Processes, Faculty, and Student Material
- **Maintenance and Recommitment to the Pedagogy of Service-Learning**
  - Additional credit bearing models of service-learning
  - Professional development and outreach needed to deepen classroom learning through service-learning
  - Service-Learning Message, Materials, Personalization of Program

# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- **Focus on Faculty!** New professional development and a potential faculty fellow program.
- Creation of theme-based one-credit IDS 102 courses and the expansion of the class service-learning project model.
- Development of a comprehensive assessment plan.
- Internal and external communication improvements.
  - New marketing materials
  - Clarification of service-learning message and mission
  - Service-learning web site





# DENTAL ASSISTING PROGRAM

- *Peg Bloy, Program Coordinator*
- *Dean Kathleen Sweeney*

# A SNAPSHOT

- IFT faculty member; 1 half-time faculty member and 4 PT faculty members
- 20 students
- 2 degrees offered: Certificate and Associate Degree
- Mission: The Middlesex community college Dental Assisting program provides students with a supportive and challenging learning environment designed to develop competent and compassionate professionals who seek continued growth. Through learning experiences and service opportunities, students develop the skills, attitudes and knowledge necessary to serve as competent dental assisting professionals.
- 4-dental chair clinic
- Externship experiences



# PROGRAM REVIEW HIGHLIGHTS

- Current curriculum needs revision
  - Revise curriculum to align with revised practice regulations
  - Map curriculum beginning with current program competencies and incorporating revised course outcomes
  - Explore internal articulation with the MCC Dental Hygiene and Dental Lab Technology programs
  - Examine current program admission standards

# ASSESSMENT OF STUDENT LEARNING

- Examined Clinical Practicum's (DAS 100 and DAS 150) evaluations and competencies for evidence of student learning
- Students were evaluated weekly by the dental staff on procedures commonly done in dental practice while at their externships.
- Observation evaluations by the DA faculty showed that there was less intervention and more positive feedback from faculty observing the student at their externships as the semester progressed



# PROGRAM STRENGTHS AND INDICATIONS

- Dedicated faculty who have current work experience in the field
- Our own dental clinic
- Valuable service learning experiences
- Strong support from the local dental community through externships
- Focused curriculum for quick entry into workforce
- Successful outside Accreditation Review
- New regulations indicate a need to review entrance requirements



# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- Revisit the prerequisites for entering the dental assisting program
- Explore articulation
- Map curriculum to revised outcomes
- Revise curriculum to meet current ISLOs



# INTERNATIONAL/ MULTICULTURAL AFFAIRS

- *Pat Demaras, Assistant Dean of International and Multicultural Affairs*
- *Maryanne Mungovan, Director of Multicultural and Veterans Affairs*
- *Assistance from  
Tooch Van, Genevieve Green, Ashley Borda*
- *Pam Flaherty, Dean of Students*

# A SNAPSHOT

- 3 full time staff, 1 part time staff  
AmeriCorps\*VISTA  
UMass Lowell graduate intern

## The International and Multicultural Office:

- *Promotes the recruitment, retention and successful completion of educational programs for international and minority students*
- *Embraces and develops cross cultural awareness and personal growth*
- *Assists in developing skills necessary to assure college success in an environment that is safe, nurturing and welcoming*

# PROGRAM REVIEW HIGHLIGHTS

- International and Multicultural Office at MCC encompasses English Learner Institute, Multicultural Clubs, International student support and advising, Multicultural Achievement Peer Program, Multicultural Center, Diversity Programs, Study Abroad and Veterans Services
- Research indicates other MA Community Colleges offer fewer programs and Clubs for minority students
- Data from Valentia Community College and University of Rhode Island indicates Multicultural Clubs are available on multiple campuses
- Services at MCC for international and multicultural students are at a level of those offered by a four year institution

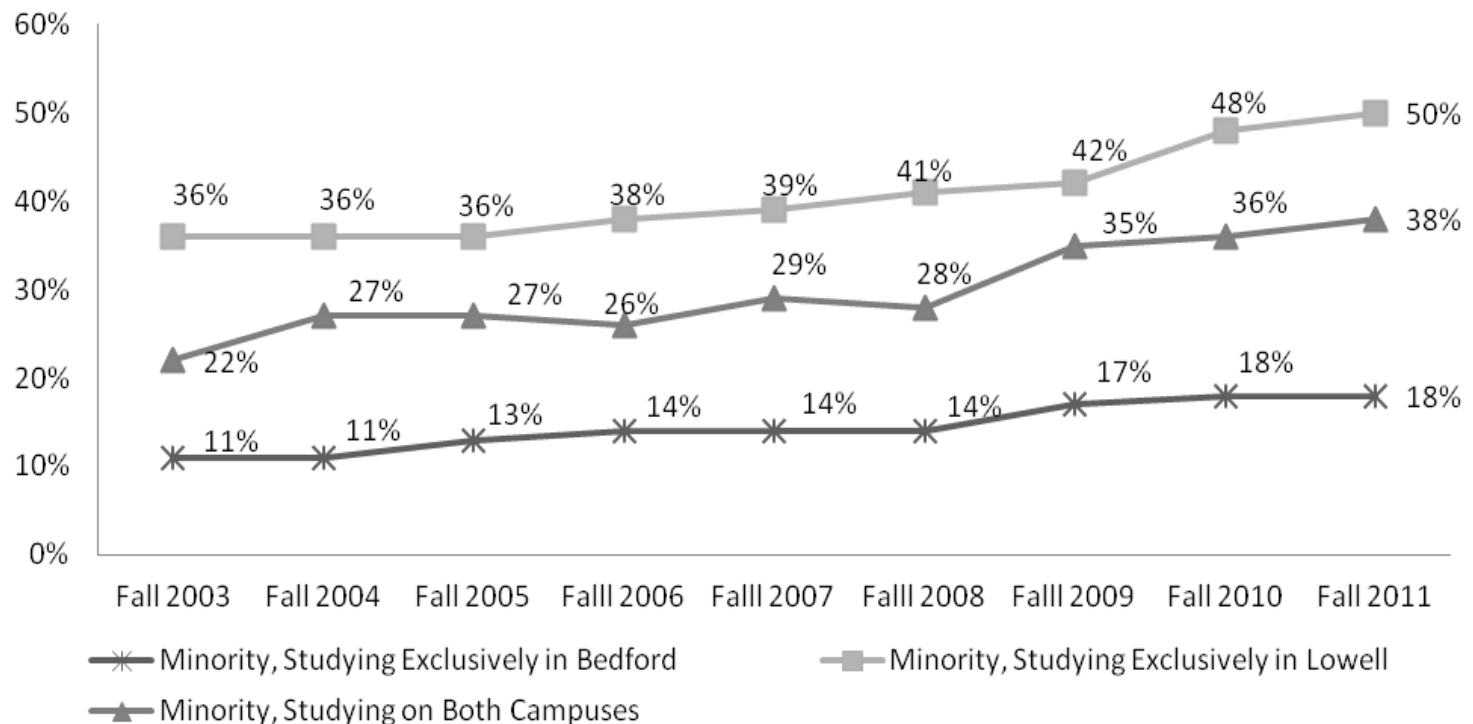
# ASSESSMENT OF STUDENT LEARNING

- New International students who participated in an orientation program in August
- Survey results:
  - 67% served in a leadership role
  - 83% say they are more confident due to involvement
  - 92% say they are better at cooperating with diverse students
- We find that students who participate in orientation programs often engage in co-curricular programs.
- Data collected for International students indicates average 3.29 GPA, 89% persistence rate from FA10 to SP11.



# PROGRAM STRENGTHS AND INDICATIONS

- *Establishment of Lowell campus Multicultural Center 2008*
- *Small budget and limited staff*
- *Regular participation in programs increases academic success*
- *Increased number of minority students - both campuses*



# USING WHAT WE'VE LEARNED – FUTURE DIRECTIONS

- *Establishment of Multicultural Center on the Bedford campus with multicultural staff to support international and minority students needs.*
- *Increase variety of programs to support special populations including programs for adults, African Americans and veterans*
- *Target all students, faculty and staff who would benefit from a better global understanding and perspective of other cultures.*

