

MIDDLESEX COMMUNITY COLLEGE

CO-CURRICULAR PROGRAM REVIEW

for the department of

**LEADERSHIP AND STUDENT ACTIVITIES
2007-2008**



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MIDDLESEX COMMUNITY COLLEGE

*Co-curricular Program Review
Leadership and Student Activities*

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*Co-curricular Program Review
Leadership and Student Activities*

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Co-curricular Program Review Leadership and Student Activities

Section I: Introduction

The Middlesex Community College Department of Student Activities is charged with 9 major responsibilities. They are listed below. This program review includes assessment of the first 7 in this document (8 and 9 to be reviewed in separate program reviews).

1. Administer the logistics, funding and activities of all recognized student clubs and organizations
2. Cultivate and implement leadership development and recognition programs
3. Design and distribute publications of a general nature about campus life and code of conduct
4. Execute a calendar rich with social programming and campus community building activities
5. Create opportunities for civic engagement and community service
6. Initiate opportunities for student/faculty interaction
7. Offer programs of an academic nature and ones that infuse real world experiences with the curriculum
8. Oversee student governance
9. Oversee fitness, recreation and wellness related programs

Student Activities not only expands activities beyond the classroom, but the department is the catalyst for transformative learning which “increases students’ ability to think about the world, themselves and how they think and learn”, according to Higher Education Administration graduate faculty member and scholar, Jane Fried (Learning Reconsidered 2, 2006). The department brings students together for activities ranging from discussions and poetry to music, dance, multicultural and recreational. The combined efforts of the multifaceted department focus on providing opportunities that educate, develop, and entertain the campus community.

Among other outcomes, myriad of studies show engagement in co-curricular activities has a positive effect on academic success and adjustment. While there is limited literature focusing on community and 2 year colleges it is assumed that the need and value of these experiences are still relevant and most of these institutions of higher learning offer such programming and services. Ultimately it is the learning that occurs through transformative experiences alongside a sense of belonging and community that leads to better grades and retention, positive self concept, and potential for growth in the future. Engaged students are also more likely to graduate from Middlesex Community College at an appropriately proficient level in their personal and professional development.

History and Evolution

Student Activities has grown to serve as a clearinghouse for much of the leadership development at the College. In addition to growing and expanding the current non-credit leadership curriculum to include an Emerging Leaders and Junior Leaders program, the office also collaborates on other similar college initiatives (i.e. Fellowship

Program, Advance to Go, Multicultural Peer Mentor program, Paul Sullivan Institute, etc.). For the first time, a joint application was created for several leadership roles and the recruitment and training for all is managed by Student Activities. Also, for the first time, Student Activities will reach out to incoming students to recruit for a pilot of a summer leadership academy.

Student Activities has experienced tremendous growth over the past five years. From programs to funding, the office presents itself very differently in just half a decade. For example, during the 2006-2007 academic year, of the 136 programs offered (only 7 more than the year prior), 2000 more students attended (note: some students may have been counted more than 1 time if they attended 2 or more programs). That represents a 28% increase in student involvement. The 2007-2008 academic year saw a total of 13,803 students who were counted at over 200 events.

There have been significant structural shifts which include the following:

- Five staff members have left and were replaced with 6 new ones (including a part time secretary)
- The paraprofessional staff has been increased to include 16 students
- A new full time position of Director was added
- Two part time coordinator positions were made full time

The department continues to be funded through the Student Activity Fund (SAF) derived from a portion of the Student Services Fee of \$25 per semester for students matriculated in 6 credits or more. In 2001, the SAF functioned with approximately \$270,000. Difficult fiscal times along with some part-time to full-time staff shifts, has decreased this pool to what is now at close to \$194,000. This major drop in financial support has forced the department to seek alternative funding sources and decrease certain opportunities. However, the increase in staff, community partnerships and creative and collaborative initiatives have allowed the department to blossom in spite of the budget cutbacks. (Note: \$40,000 of the decrease was designated for international fellowships which have since resumed under a different account.)

Approximately \$45,000 of the SAF is reserved for salaries (secretarial support, fitness instructors, paraprofessional staff, student interns, and van drivers). The remaining funds are allocated to various accounts by the Student Union Government Association finance committee. These processes and procedures were significantly modified in 2002 and are housed in the Student Activities Offices and can also be viewed via the MCC Portal.

In addition to updated technology, physical space has changed to include a student lounge and club office on the city campus. Both student lounges have been updated to include televisions, game tables and other means for social outlet. This space has accommodated a historically unmet need. Student Activities office space in Bedford moved two doors down resulting in the loss of a suite-type environment. The new space, while suitable for office needs, is not ideal for a department designed to encourage student engagement. Many students claim they do not know there is a second floor in the campus center. Similarly, the Lowell office space is hidden on the fourth floor.

Office publications have changed over the years to include more comprehensive brochures and an In Step guide for new students. A similar guide was created for families of students in 2002, but was only distributed that year as part of a pilot program. The Middlesex Community College Student Yearbook was discontinued in 2001. The Student Handbook will not be printed for the first time this year since all policies and procedures therein will be posted on-line. Other on-line resources have included a Blackboard site which is no longer live and a newly developed SharePoint site. Student Activities staff have also begun to use Facebook.com as a means for reaching out to students and advertising events.

In January of 2004, the Vice President for Student Development retired and the department moved under the supervision of the new Provost and Vice President for Academic Affairs. A Dean of Students was also appointed

to oversee the area. The Director continues to report to the Associate Dean of Student Development. This shift in administration, along with specific goals in the most recent strategic plan, was the catalyst for increasing Student Activities collaboration with faculty. New initiatives such as academic internships, global awareness series, the Enrichment Period and the Core Commitments project are examples of these relationships. These collaborations also extend college-wide with joint endeavors, including projects with The Center for Civic Engagement and the Multicultural Center.

Outreach and recruiting methods are similar and include heavy presence (staff and student leaders) in high traffic areas and via classroom presentations. Publications (electronic and hard copy) have increased and are significantly improved. (Improvements are based on comparing MCC product and service with other institutions.) Prospective students applying to the college are eagerly recruited via college fairs and guidance counselor visits for the first-ever leadership academy for incoming students.

Internal partnerships with various academic divisions have increased participation rates and have made a connection to curriculum. Other partnerships include working relationships with the University of Massachusetts at Lowell, the Community College Student Leadership Association (14 community colleges in MA and RI), and recently local businesses and the Lowell Chamber of Commerce.

Previous Program Review

Student Activities has been the subject of previous program reviews that have focused primarily on student satisfaction and participation rates. The most recent review was completed in 2002 and asked the questions 1. Are students currently involved in extracurricular activities or aware they exist? 2. Why or why not? 3. What are their interests? 4. How can we get them more involved? We learned that at that time students would like to get involved, but most had too many other responsibilities to commit to active participation. Recommendations included restructuring the programming board to operate primarily under student leadership, frequently surveying students on campus climate, and offering programs throughout the day, evening and weekend in a variety of disciplines to appeal to many different people. These recommendations were implemented and made a significant difference in the quantity of programs offered and numbers of students participating.

Process

This program review is the first since 2002 and its new format and attention to learning outcomes is more comprehensive and meaningful. Other than Student Activities annual reports which reflect department goals and accomplishments there has been little formal study on the impact of the efforts of this office's staff and resources.

The current assessment offers an intense look at all components of the department including quantitative and qualitative evaluation of department responsibilities and student learning outcomes. It has taken a far deeper approach at finding meaning in the efforts undertaken. Significant benchmarking, data collection and self appraisal were considered in writing this document. Additionally, the CAS (Council for the Advancement of Standards in Higher Education) professional standards for higher education were used as an essential reference and provided specific guidelines for much of the review. It is referenced throughout this document along with other notable resources.

The full-time staff of the Student Activities Department consists of 3 individuals: Director of Leadership Development and Student Activities, the Coordinator of Student Activities and the Coordinator of Fitness and Recreation. These 3 people were the key contributors to this program review due to the direct nature of their job descriptions to the department responsibilities. Additional stakeholders have been identified to participate on future program review teams and include faculty, students, alumni and MCC and community partners. The team met monthly throughout the year to share updates on their individual progress on various components of the report. Four half-day retreats allowed for collaborative review and joint work on the matrixes.

The committee focused primarily on reviewing leadership development offerings and the learning outcomes associated with them. For the purpose of this report, it was important to distinguish between “participant” and “actively engaged”. A participant is a student who engages in activities as they are convenient and interesting for him or her. Actively engaged students, in addition to participating, make a lasting commitment to a club, organization, or other leadership development program. Actively engaged students typically spend time on a regular basis (often an hour or more each week) contributing to planning or implementation of events and programs or making efforts to frequently attend. Some examples of active engagement include membership in Student Government, the Middlesex Activities Crew or other elected/selective student group, serving on the executive board of a club or organization, regularly attending meetings or events, completing the Emerging or Junior Leaders programs, serving as an orientation leader or other volunteer or paid leadership position, participating in alternative spring break. Industry expert, Alexander Astin (1994) emphasizes in his writings that development is dependant on how involved or invested a student is. Since actively engaged students experience the majority of the services, it is expected that their learning and achievement of outcomes is at a much greater level than their peers. Actively engaged students were therefore used as the cohort for this study.

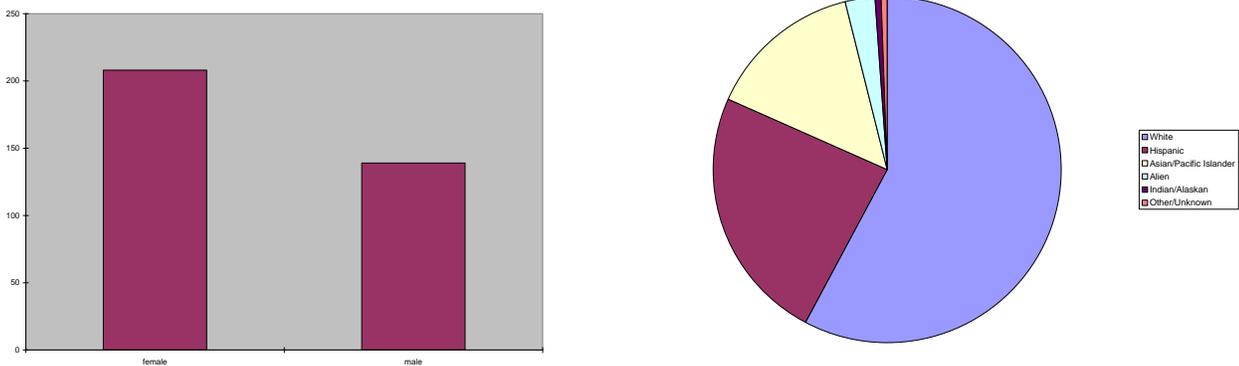
Additionally, it was important to define “leadership”. Since there are many skills, abilities and characteristics that leaders demonstrate and no one leader possesses all of these, the committee agreed that students exhibiting a combination of leadership qualities (Appendix A) on a consistent basis would qualify as proficient at the sophomore level.

The Cohort

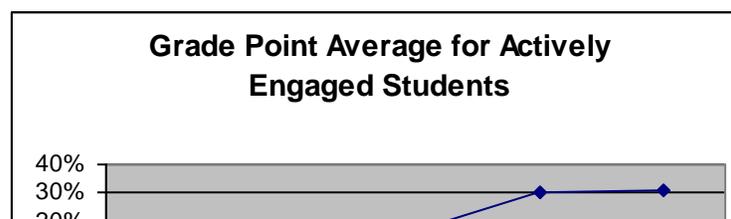
The cohort for this study was made up of actively engaged students. Club advisors and Student Activities professionals identified actively engaged students throughout the year. There were 347 students who made up this group during the 2007-2008 academic year. Of those, the following demographics were noted:

59.9% are female (208) and 40.1% are male (139). (Banner currently tracks Male or Female. All students have the ability to self identify. Several transgender students have been actively involved in Student Activities.)

57.6% are white (200), 23.9 % are Hispanic (83), 14.5% are Asian/Pacific Islander (50). Nine students identified themselves as Alien, 2 as Indian/Alaskan, 1 other and 1 unknown.

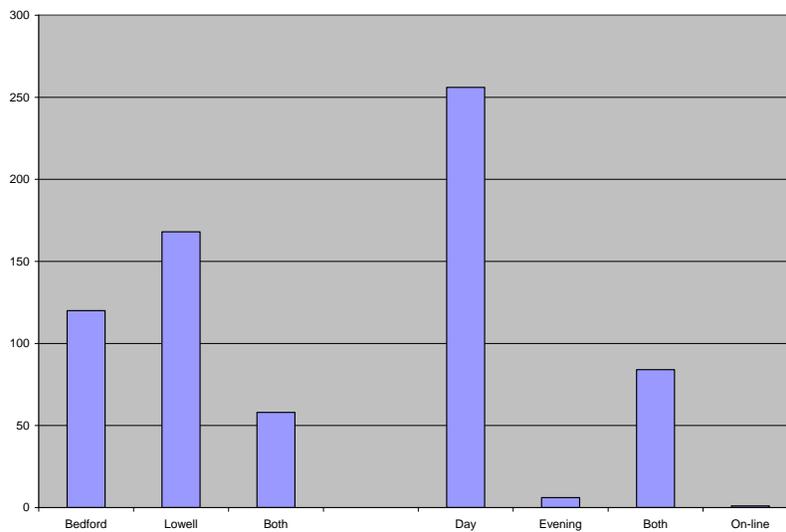


The median grade point average for actively engaged students at the end of the spring 2008 semester was 3.0 (32 students had less than a 2.0). Over 30% (107) of actively engaged students have between a 3.5 and 4.0. Out of a list of 443 students *nearing graduation* with a GPA of 3.5 or higher, 55 actively engaged students were identified (2007-2008). Over 90% of the pool were in good academic standing as of June of 2008. Of 147 Phi Theta Kappa 2008 Initiates, 29 were club members (20%).

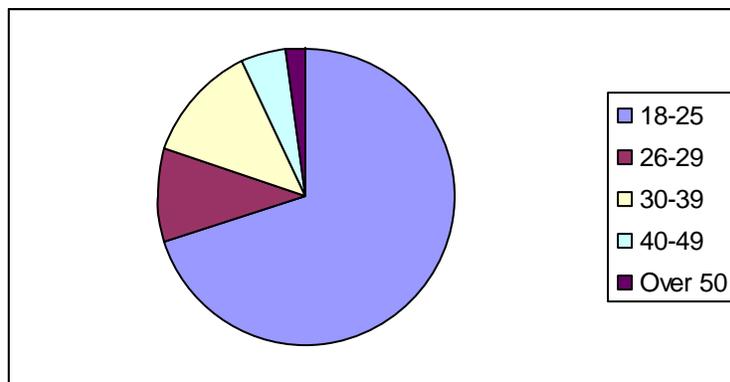


Just under 50% (168) of actively engaged students take classes on the Lowell campus while 35% (120) indicated taking classes primarily in Bedford. Fifty eight students (17%) took classes on both campuses.

256 (74%) took classes during the day and 6 (2%) took all classes in the evening. 84 (24%) took classes during the day and evening. (1 student took on-line classes only.)



Just over 70% (244) of the identified pool are between 18 and 25 years of age. 10% (26) were in their mid to late 20's. 13% (45) were in their 30's and 2% (7) were over 50.

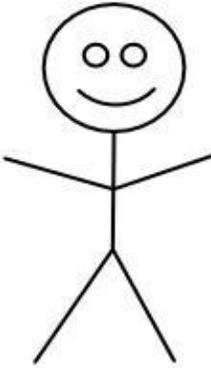


77% (268) of the actively engaged students live in Middlesex County with the greatest numbers in Lowell, Billerica, Chelmsford, Dracut and Tewksbury. 16% (57) live in Essex County with the greatest numbers in Lawrence. Others come from Norfolk County, Suffolk County, Worcester County and New Hampshire.

By discipline, the greatest percentage of actively engaged students is enrolled in the Dental Hygiene program (68 students; 20%). This is due to the popularity of 2 successful academic clubs: Student American Dental Hygienists Association (SADHA) and the Dental Assisting Club. Liberal Studies (60 students; 17%), Liberal Arts and Sciences (46 students; 13%) and Business Administration (43 students; 12%) are close behind. All majors are represented in this pool except Automotive Technology, Computer Forensics, Dental Laboratory, Early Childhood Transfer, Energy Utility, Fashion Merchandising, Human Services, Information Technology, Medical Assisting, Office Systems and Administration, Radio Frequency and Travel Services Management.

86% of those enrolled in Fall 2007 returned in Fall 2008. (Note: 6 of the 49 students who did not return graduated in 2007. Alumni often continue their participation in club activities.) As of June 10, 2008, 201 of the actively engaged students have not registered for Fall 2008. 72 graduated in the Spring of 2008. A September report of 2008-09 credits will serve as a better indicator for returning students.

A typical profile of an actively engaged student at MCC:

	<p>White 20 year old female. Enrolled full time in classes primarily on the Lowell campus. Attends classes during the day. Has a 3.0 grade point average. Academic Program: Dental Hygiene (or Liberal Arts and Sciences). Had matriculated during the previous semester. Lives in Lowell. Has a strong network of friends at Middlesex and feels connected to the College. Has demonstrated Leadership Skills proficient for a first or second year college student.</p>
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Section II: Mission

Department Mission Statement

The Student Activities Department Mission Statement: *The Student Activities Department enhances the academic experience, inspires a sense of personal investment in the college community, and supports student success by offering educational, recreational, cultural and social programs, as well as special interest clubs. These share experiences promote meaningful interactions and connections amongst students, staff and faculty and help students develop and integrate important life skills, including leadership and governance, teamwork, critical thinking, communication, and citizenship.*

The Student Activities mission statement is the foundation for the department's work and is evident in every aspect of the department's goals. Department goals are intentionally based on this mission, the CAS Standards, the College's mission and strategic plans.

The mission statement is disseminated throughout the college in various ways. As a visual reminder to staff and a message to visitors, a poster size mission statement is framed in the City Office. It is published on department brochures which are distributed throughout the year. The communication vehicle most commonly used throughout the college community is the MCC web portal where one can find the statement on the department's main page.

The mission is also disseminated through multiple events and collaborations coordinated throughout the year which are reflective of the office purpose and priorities. Members of the college community and beyond can witness the mission in action throughout the year.

Complementing the College's Mission Statement

The Student Activities' mission complements the college's mission in a variety of ways, including:

- Supporting personal growth for our diverse student body
- Providing personal attention and extensive opportunities for exploration and growth
- Strong dedication to student success
- Developing and maintaining partnerships internally and externally
- Fostering a culture of civic engagement
- Providing a strong foundation for college transfer, professional development and lifelong learning
- Offering vibrant co-curricular opportunities that reflect a broad array of interest
- Encouraging a strong voice in student governance
- Offering creative approaches to learning outside the classroom
- Contributing to a dynamic learning environment
- Active participants in the supporting, caring community
- Proven commitment to excellence

Some examples of connections to the above are listed here.

The commitment to *supporting personal growth for the diverse student* population is at the core of Student Activities work. The department encourages all students to participate in clubs and organizations, leadership development programs and attending a variety of enriching programs that will benefit their own personal growth. Each of these examples is a mechanism for developing leadership skills, open-mindedness, team work and building relationships with members of the MCC community.

In addition, the college provides *personal attention and extensive opportunities for exploration and growth* which are demonstrated through Student Activities' initiatives. The Student Activities Office provides customer service to students through face to face assistance and personal attention. All members of student groups also benefit from the personal attention of the Student Activities staff and their club advisors. Additionally, student leaders are invited to participate in intimate retreats and workshops designed to develop their own leadership potential.

The clubs and organizations available to students include *vibrant co-curricular opportunities that reflect a broad array of interest*. Students are encouraged to participate in recreational, cultural, social, civic and academic clubs and organizations. There are opportunities in every club for a select board of members to hold leadership positions and take on additional responsibilities. In addition, intellectual growth is fostered through discussion forums, dialogues and critical conversations including controversial issues such as gender-identity, the Iraq War, and ethics. The leadership certificate programs offer students an opportunity to further enhance their leadership skills through workshops and a portfolio.

The Student Activities department also strives to *foster a culture of civic engagement*. The office sponsors a variety of service-oriented opportunities for students, faculty and staff to participate such as The Salvation Army Winter Wishes, Habitat for Humanity Alternative Spring Break and food drives and charity collections supported by student groups. In addition, Student Activities coordinates other initiatives supported by the Core Commitments grant such as Visions of Service, Darfur Awareness Committee and the upcoming Day of Service.

Middlesex Community College's *commitment to excellence* transcends across the Student Activities Department's continuous effort to engage, reach and transform students through the multitude of programs and initiatives, knowing that every day there is the possibility of making a difference in a student's life.

Section III: Program Description

Structure and Funding

The full-time staff of the Student Activities Department consists of 3 individuals: Director of Leadership Development and Student Activities, the Coordinator of Student Activities and the Coordinator of Fitness and Recreation. A full-time secretary on the Bedford campus is shared with the Associate Dean of Student Development. Two part-time secretaries in Lowell help cover the lounge and office hours. The Fitness and Recreation office is staffed by 3-5 paraprofessionals. The two student lounges and both Student Activities Offices have occasional coverage by students awarded federal work-study (approximately 4-6 students per semester). The Department also sponsors a paid student internship program which allows for students to work in the offices on a project related to their academic major (i.e. graphic design intern).

The full time professional staff coordinate and oversee all programs. Approximately 200 programs are sponsored annually. Staff also oversee over 25 clubs per semester. Clubs are advised by faculty and staff from other departments who accrue hours towards their college service. Generally speaking, the department is divided into three areas – leadership development, campus life, and fitness and recreation – and clubs are organized into academic, general interest and multicultural, and sports and recreation.

Office programs and supplies are funded by a portion of the student services fee. For the 2008 fiscal year, The Student Activities Fund was allocated close to \$194,000. These funds were managed by the Student Union Government Association (SUGA). Each year, a treasurer is elected by SUGA. The treasurer works closely with the Director of Student Activities and oversees a finance committee of his or her peers. The finance committee solicits budget requests from clubs and organizations annually and allocates funds throughout the year into over 30 accounts (varies annually). The treasurer follows set guidelines and protocol for managing budgets, fundraising and making purchases. These guidelines can be found in *The Beacon*, a handbook for clubs and organizations.

In fiscal year 2008, 30 accounts included salaries, clubs and organizations, department supplies and licensing fees (currently music licenses – BMI, SESAC, ASCAP), fitness center maintenance, a partnership with UMASS Lowell's recreation center, student recognition, and various other programs and initiatives (refer to annual SAF spreadsheet for details).

A small revenue account was also created over a decade ago to accommodate club and organization fundraising initiatives and discount ticket sales and memberships. The amount in this account varies annually depending on activity. As long as a club is in good standing, their profits carry over year to year. Remaining revenue goes into various pools for new initiatives, equipment maintenance, professional development and emergency funding.

Outreach and Recruiting

Outreach and recruiting continue to be high priority items each year. Attendance numbers, while average in comparison with like schools across the country, are lower than desired.

Author June Chang has taken an in depth look at the value of Student Activities and programs and writes in her 2002 report: “When compared with students at four-year campuses, community college students show lower levels of participation in campus organizations and attendance at campus sponsored events... yet research has shown that student involvement correlates with self-reported gain in personal and social development.” There is much support in the literature for the positive impact Student Activities has, but students themselves are often unaware of the benefits of getting involved.

With roughly 8% (Community College Survey of Student Engagement; detailed results can be viewed on the MCC Portal) of the student population involved, MCC Student Activities is keeping pace with similar departments at similar institutions across the country, but are clearly missing most of the student body. (Note: students were asked how often they use student organizations. It is interpreted here that the respondents identified themselves as belonging to a student organization. It is presumed that a much larger number of students are attending events. Headcounts reached close to 14,000 during the 2007-2008 academic year. Students attending more than one event were counted more than once.)

Social integration has a direct effect on persistence (Napoli and Wortman 1998), however community college students are less involved compared to students at four-year residential institutions. According to the National Center for Education Statistics, close to 50% of students at public four-year institutions participated in school clubs (Coley, 2000). Several theories suggest that while the need for student involvement at the two types of institutions is the same, several other factors contribute to the difference in participation rates. The work schedule and family responsibilities of the typical community college student are often mentioned as barriers that hinder involvement. MCC Student Activities has made strides in offering convenient programming to reach students with other priorities and commitments.

It is also important to note that traditional venues for student involvement are limited at Middlesex (auditoriums, gymnasiums, a quad on the city campus, etc.). Additionally the impact residential living has on involvement on other campuses is tremendous. In 1999, only 60 American two-year institutions had on-campus housing (Lords, 1999). A quick Google search found this number has grown in recent years. Some predict that residence halls will become increasingly common on community college campuses for many reasons including an enrollment incentive for international students, students with young families and students in selective programs.

In a 1998 study of 14 community colleges with residence halls, it was found that students felt positive about their experience and believed it supported their academic success. Proximity to campus facilities, fewer family distractions and more time to study (eliminating commute) were cited as indicators for success (Murrell, Denzine and Murrell 1998). It is worth investigating this growing phenomenon over the next few years to better determine if it would be a benefit to the Middlesex constituency.

More immediate plans to increase involvement include the continuation and increase of creative approaches to marketing (including advertising in bathrooms, special give-aways, and even chalk on the sidewalks) which have worked sporadically to recruit students to individual events. Outreach to faculty, classroom presentations and personal face-to-face contact have proved best for encouraging more active engagement. New literature and contact with staff at feeder schools have taken place for the first time in spring 2008 for recruitment to the summer leadership academy. Further evaluation of marketing practices needs to occur and improvements to advertising and recruitment are scheduled to begin in the summer of 2008.

Systems and Procedures

The Office maintains a professional appearance and is consistent in its operations. Office manuals, lounge policies, club and organization guidelines and procedures are regularly updated and disseminated. Additionally,

the Office follows an unwritten timeline based on tradition as well as student development theory. For example, each year September represents “Welcome Month” with the theme lending itself towards programs and activities that are geared toward the new student, helping to ease the transition to college.

Partnerships

Partnerships are critical to the success of the multiple offerings Student Activities presents each year. With over 200 programs annually, it is imperative that collaborations with departments, staff and faculty occur on a regular basis in order to ensure quality and attendance. One relationship that Student Activities Offices (and the students they serve) across the country benefit from is one with the club advisor. In 2007 a roster of 25 diverse clubs were registered at Middlesex, each with a faculty or staff advisor who served as a mentor to students and helped guide their personal development along with the success of their organization.

Other internal partnerships that have put Middlesex’s Student Activities Office on the map for innovative practice, are the many collaborations with academic departments. In order to be truly transformative it is imperative that co-curricular programming be in-line with what is learned in the classroom. Faculty, Department Heads and Deans from across disciplines have worked closely with Student Activities staff over the past couple of years with this goal in mind. Additional partnerships with other student service areas including Admissions, Financial Aid, Multicultural Center, the Center for Civic Engagement and Career Services have allowed for a much broader array of activities that reach more students than programming alone.

Recent external partnerships have also expanded the opportunities offered to students. In 2006 Student Activities joined with the University of Massachusetts at Lowell, allowing Middlesex Community College students to join the state-of-the-art recreation center on the UML campus. Additionally, this partnership has allowed MCC to significantly expand its intramural program through the use of their fields, courts and staff.

Other notable external partnerships include working with local high-schools who attend Student Activities events, developing relationships with local businesses as part of the Student Government discount program and establishing rapport with various agencies and vendors who provide services to MCC students. Professional organizations and the Massachusetts Community College Student Leadership Association have provided an unlimited amount of support and guidance as well.

Innovative Practices

For the purposes of this report, innovative practices are considered those which are new to Middlesex and have impacted students in a positive way. While not necessarily new to the field of student affairs, the programs outlined below are highlighted due to their ability to stand out amongst similar initiatives nationwide. These practices are based on a number of factors including response to current trends, student needs, current events and creative use of budget. During the 2007-2008 academic year exceptional programs can be found in the following categories; leadership development, enrichment period, community service, global awareness, community partnerships and wellness education.

As one of the three main branches of the Student Activities department, leadership development continues to be the focal point of many programs. Growth in this area is often the underlying result of belonging to a club or participating in a sport or attending lectures and events. The Emerging and Junior Leaders programs, however, are specifically designed to target students who choose leadership development as a personal goal.

The ***Emerging Leaders*** program allows students to participate in a medley of activities, earning points for their attendance as follows: programs and activities = 1 point, workshops and educational lectures/discussions (in class & on-line) = 2 points, special sessions = 3 points and reflection papers (no less than 500 words) = 3 points. Students must accumulate 10 points in at least 2 of the above areas in order to complete the program. Students take “passports” with them to events and programs. 10 points earns students a certificate of completion, a gift and recognition at the annual awards ceremony. (This program was selected as a NASPA Massachusetts Program of the Year in 2004.)

Students who have completed the Emerging Leaders program are eligible to enroll in this second tier. ***Junior Leaders*** must sign up in advance in the Student Activities Office. To successfully complete this program, students must participate in all of the following: 8 hours of community service, on-campus leadership experience, attendance at a leadership workshop or conference, completion of an electronic portfolio, and an assigned reading. Junior leaders may customize their experience with the Director of Leadership Development and will review their progress periodically throughout the year.

The newly formed ***Enrichment Period*** is co-chaired by the Director of the Student Activities Office and all members of the staff sit on the committee. Spring 2008 was the first of a 4 semester pilot. 59 programs occurred over 12 Mondays during a 1 hour and 15 minute period. The Enrichment Period Committee coordinates the schedule of programs in an intentional and meaningful way and these happenings offered perspectives from all disciplines.

The ***Day of Service: Choose to Serve, Be the Change*** is a college-wide initiative in which one full day in the fall of 2008 has been dedicated to serving the community. Teams of MCC students, faculty and staff will be assigned to a variety of sites in the neighboring communities to volunteer for three hours. This day will offer a reflection and celebration when participants return to campus from their service sites. (This event will occur during the academic year following completion of this review, however most of the planning occurred prior to submission.)

The ***Habitat for Humanity Alternative Spring Break*** project took place in Westford, MA where 10 students and three staff members worked at the first green home built by the Greater Lowell Habitat. The team built 5 recycling sheds to house scraps of wood, cardboard, plastic and sheetrock during construction and will be reused at the Bedford Habitat site in the future. They also helped in raising all four walls of the home, moving materials, raking the yard, and building fences to enclose the work site. The highlight of the experience was learning that the house will become home to a single mom and her three children from Lowell. Participants reflected on this program and agreed that this is one of the best experiences of their college career so far.

Working closely with faculty, the Student Activities Office sponsored several unique programs on global issues, the most notable being the Middle East Series, Renewable Energy Week, and the Darfur Awareness programs. The ***Middle East Series*** was developed in close collaboration with the Social Sciences Division. In November of 2007, this series won regional acclaim for outstanding program of the year for the state of Massachusetts, awarded by the National Association for Student Personnel Administrators. The office hosted 11 programs in various mediums (art, music, lecture, film, etc.) representing the issues and cultures of several countries in this critical region.

Renewable Energy Week was coordinated to bring awareness to the problems of global warming. Nine programs were coordinated and supported by the Division of Math and Science.

The ***Darfur Awareness Committee*** consists of faculty, staff and two students who met to create a series of events which were launched in the spring. The committee’s goal was to raise awareness of the genocide in Darfur by the following mediums; posters, handouts, t-shirt sales and video displays, guest speakers, opportunities for discussion and fundraisers. The series of events engaged students, faculty and staff alike and spawned an outpour of support for the people of Darfur. Two student groups are fundraising for the Liz Walker Foundation and one class that

attended the event continued the conversation on discussion boards and plan to fundraise as well. The success of such programs has led to the development of an annual Global Awareness Project that will highlight a region of the world or international issue.

The newly formed *partnership with UMASS Lowell*, established in Fall 2006 has since served over 300 students who have purchased memberships, resulting in over \$14,000 in revenue thus far. The partnership with UMASS Lowell has also allowed for participation in the UML Intramurals program – a program taken advantage of by the MCC Indoor/Outdoor Soccer Club, the MCC Basketball Club, Hockey Team and an MCC Flag Football Team. The Soccer Club went on to win their 2nd A-League Intramural Championships in the fall of 2007. Approximately 150 students have participated in the UML Intramurals so far.

The *Annual Wellness Expo* has provided a campus-wide opportunity for health and wellness education. With a wide variety of free health-related activities, demonstrations, screenings, samples, and services offered by local business and organizations, this event is especially educational and valuable to the campus community. This event is also important for fostering and supporting community and business relations.

(Reference annual reports for more highlighted events over the past several years.)

Nationwide Best Practices and Benchmarking

A survey instrument of twelve questions was created by the Student Activities staff and disseminated to twenty-seven colleges (Appendix B). Fourteen of the twenty-seven institutions are members of the Massachusetts Community College Student Leaders Association (CCSLA) and an additional thirteen colleges are schools that were designated as “like schools” by MCC’s institutional research department. Out of the twenty seven schools, twelve colleges participated in the survey, yielding 44% participation.

The vast differences in responses from the survey indicated that Student Activities Departments prioritize and focus their efforts in different ways across the country. Answers to follow up questions may prove useful. For example, it seems some institutions receive their funding from student fees and others from other sources. One indicated part of the budget was used for salaries, but others did not mention how it was allocated. One school indicated a 75% participation rate which is off the charts according to national averages. More detail would provide for interesting comparison. It would also be interesting to note if any of these schools operated within a 2-campus system.

It proved difficult to compare schools with one another due to varying size, structure, functions, and funding. This is demonstrated in the chart below. However, some patterns emerged.

- All schools oversee leadership development, student governance, clubs and organizations, student recognition, social programming, and discounted ticket sales.
- All but 1 oversee multicultural programming.
- All but 3 oversee athletics or intramural programming.
- Student involvement is estimated between 5 and 10%, but difficulty in acquiring this information was mentioned often.
- No more than 3 full time staff are employed at any institution.

Program Comparison with “Like Schools”

Institution	Budget (Enrollment)	Clubs	% of Involved Students	Staffing	Programs and Services
Middlesex Community College, Massachusetts	193,000.00 (8127 over six credits in fall 2007)	30 clubs and organizations	8% + 14000 students counted at 2007-2008 events	3 full-time 2 part time 8 paraprofessional	See introduction (Note: Budget includes part time staff and paraprofessional salaries.)
Berkshire Community College, Massachusetts	\$103,000.00 (approximately 2200 full and part time students)	6 clubs	Estimated 10% of students are involved at some level	3 full time 0 paraprofessional	leadership dev, student government, orientation, community service, athletics, recognition, social programming, discounted tickets, student lounges, merchandise sales, multicultural programming
Bunker Hill Community College, Massachusetts	Did not disclose budget (over 8700 full and part time students)	24 clubs in various categories including academic, cultural, religious and special interest.	Estimated 5%	2 full time (including an athletic director), 1 part time, 3 fulltime paraprofessional	leadership dev, student government, orientation, athletics, recognition, social programming, field trips, merch sales, multicultural programming, academic specific (i.e. study groups, lectures)
Gateway Community College, Connecticut	Approximately \$111,000.00 (2800 full time students)	20 clubs including academic, cultural and special interest.	Difficult to compute. Approximately 140 club members (5%)	2 full time, 1 part time, 4 paraprofessionals	leadership dev, student government, community service, athletics, recognition, social programming, field trips, discount tickets, student lounges, merch sales, multicultural programming, academic specific (lectures and study skills), student ID, fitness center
Holyoke Community College, Massachusetts	Budget and enrollment not disclosed	36 clubs focus on academic, identity and cultural	No way to measure	1 full time, 1 part time, 1 paraprofessional	leadership dev, student government, orientation, first year experience, community service, (soon will oversee athletics), recognition, social programming, field trips, discounted tickets, multicultural programming

Massasoit Community College, Massachusetts	\$99,000.00 (7,000 full and part time)	30 clubs	Did not answer	3 full time, 1 part time, 1 paraprofessional	leadership dev, student government, community service, recognition, social programming, field trips, discount tickets, student lounge, multicultural programming
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Program Comparison with “Like Schools” (continued)

Institution	Budget (Enrollment)	Clubs	% of Involved Students	Staffing	Programs and Services
Mott Community College, Michigan	Not clear (10,456 full and part time students)	27 clubs	75%	1 full time, 5 paraprofessional	leadership dev, student government, community service, recognition, social programming, student lounge, multicultural programming
Mount Wachusett Community College, Massachusetts	Did not answer (4147 full and part time)	Did not answer	10-11%	2 full time, 2 part time, 2 paraprofessional	leadership dev, student government, orientation, retention, community service, intramural, recognition, social programming, field trips, discount tickets, merchandise, student lounge, multicultural programming, student IDs
Naugatuck Valley Community College, Connecticut	\$85,000 (5,000 students)	4 types of clubs: academic, cultural, recreational, political/social	Estimated 10%	1 full time, 1 part time, 1 paraprofessional	leadership dev, student government, community service, intramural, recognition, social programming, field trips, discount tickets, student lounge, international trips, multicultural programming
Norwalk Community Technical College, Connecticut	Changes annually based on Student Activities Fee (over 6,000 full and part time students)	Over 30 academic, recreational, cultural, artistic, etc.	Cyclical. Estimate 2.5% active participants with several hundred more participating at some level	1 full time, 1 part time	leadership dev, student government, community service, intramural, recognition, social programming, field trips, discount tickets, multicultural programming
Pikes Peak Community College, Colorado	\$91,469 (7000 full time students)	academic, social, honor society, recreation	Did not answer	1 full time, 1 part time, occasional paraprofessional	leadership dev, student government, retention, community service, athletics, social programming, field trips, discount tickets, merchandise sales, multicultural programming, community standards/discipline

Rose State College, Oklahoma	\$30,000+ (8300 full and part time students)	31 clubs	Do not keep track	2 full time, 5 paraprofessional	family orientation, intramural sports, recognition, social programming, health programming, voter registration
Springfield Technical Community College, Massachusetts	\$189,000 (6074 full and part time students)	20 clubs: personal interest, academic, social	10-15%	2 full time, 2 part time, 2 paraprofessional, 1 volunteer	leadership dev, student government, orientation, retention, community service, athletics, recognition, social programming, field trips, discount tickets, merchandise sales, multicultural programming, student IDs

Notable Highlights of the Benchmarking Study

The first question on the survey asked Student Affairs professionals to share best practices in one or more of the nine areas identified. The majority of participants remarked that their best practices are their leadership development programs, clubs and organizations and civic engagement.

Mount Wachusett Community College (Massachusetts) listed the annual Summer Leadership Camp as a best practice. This is a two day retreat for all student leaders. The first day focuses on standard leadership workshops such as diversity training and personality tests and the second day is a civic engagement component. The majority of the second day is spent working at a service site in the community then returning to campus.

Rose State College (Oklahoma) believes their Leadership Diamond Program is a best practice. This program intertwines leadership development, civic engagement and transformative learning with a single event hosted once per semester. This program provides a nationally renowned guest speaker to discuss issues that are relevant to the college student today and also connects with the course curriculum. All Rose State College Students receive free lunch on this day and area high school students are invited to engage in the activities on campus as well as develop their leadership skills. In addition to providing a great leadership opportunity to its own student body, this program serves as a one of the college's recruiting tools.

Mott Community College (Flint, Michigan) remarked on a collaborative initiative among Clubs and Organizations as a best practice. Each club receives a \$200 incentive to collaborate with other clubs or with community organizations. This encourages them to network within the college and in the community. In the fall of 2007, three quarters of the 27 clubs had accomplished the task.

Naugatuck Community College (Waterbury, Connecticut) highlighted their leadership development program. The college directed its focus on recruiting "special interest groups" such as underrepresented populations. They integrated an etiquette program with an already existing dinner/speaker event. The leadership program has developed into a statewide system resulting in a student leadership group known as CCSA (Community College Student Alliance). Additionally, an online newsletter is sent out to students regularly whenever there is new information that needs to go out.

Pikes Peak Community College's (Colorado) student government engages in leadership development with other community colleges on a monthly basis throughout the year. Occasionally, an annual activity with all schools in the city including University of Colorado at Colorado Springs, Colorado College, the Air Force Academy and others will take place.

Springfield Technical Community College (Massachusetts) offers an incentive for their student leaders to participate in the leadership series. Six workshops are offered throughout the year and student leaders are required to attend a certain number of workshops. If they complete the requirements they receive a \$300 scholarship. Only student leaders involved in Student Union Government Association, Campus Activities Board and the Mentor Program are eligible for the scholarships. All other students are invited and encouraged to attend the programs.

Other Findings

- “Active” engagement is not tracked because of the drastic change in participation and enrollment from one semester to the other as well as lack of resources to track this data.
- All of the institutions have strict purchasing guidelines for clubs and organizations that are enforced. There are very few instances when a club’s budget is relinquished due to lack of following procedures.
- The majority of institutions have some form of faculty/student interaction with social and recreational activities. However, very few institutions collaborate with faculty on academic programming.
- Campus Activities Boards are student groups whose purpose is to plan social and community building activities on campus. Budgets for this type of student group range from \$3,000 to \$30,000 annually.
 - 6 out of the 13 participating institutions have campus activities boards
 - 2 out of the 13 colleges include activities planning with Student Government
 - 3 do not have programming boards
 - 2 did not disclose any information about an activities board and it is not listed on their website
- The following areas varied greatly among Student Activities Offices
 - Institutional size
 - Staffing
 - Budget

Further research from the Student Activities Offices’ websites at fifteen Massachusetts community colleges (including Middlesex) yielded additional points of interest. The research pertains specifically to clubs and organizations.

- Each community college offers at least six clubs for their student body.
- 93% of Massachusetts community colleges offer students involvement in a multicultural club. The most popular multicultural clubs include the Black Student Union, Latinos Unidos/Alana, and Asian Student Union. In addition, most community colleges have branches of specific cultural groups, such as the Haitian Club, Cape Verdean Club, Italian American Society, Portuguese Club, and Muslim Student Union.
- 66% offer a newspaper, magazine, and/or literary club.
- 60% offer a community service and/or community outreach program.
- 26% offer a radio club in which students and supervising faculty host a radio program on the schools radio station. Radio programs include talk shows, weather and news reports, music and entertainment shows.

The CCSSE in combination with the above research indicates that Middlesex Student Activities is in-line and often producing more (and better) than its counterparts. According to industry expert George Kuh of Indiana University,

"what you really want to know is who are the people who are engaged at high levels and what opportunities are they taking advantage of" (Kuh, 2005). The emphasis of this program review on the actively engaged student does just that – investigating the depth of experience a student leader may undertake during their time at MCC. Kuh continues to note, however, that no matter how low or high the school's benchmark score, there are likely to be many students who are far more engaged than the benchmarks suggest and many who are far less so.

Constituencies Impacting the Program

External constituencies greatly impact the direction of the Student Activities department. Professional organizations such as the National Association of Student Personnel Administrators (NASPA) and the National Association for Campus Activities (NACA) have been critical resources in keeping staff informed and up-to-date with current trends in the field. In order to maintain the level of service offered to students, it is imperative to stay connected to these organizations, read their journals, attend their conferences, and when possible serve in a leadership role to encourage the strongest networks.

The New England Association of Schools and Colleges and the Massachusetts Board of Higher Education influence the department greatly with the standards they set for accreditation and overall expectations. Student Activities staff are informed of BHE activity, are aware of policy change and how affects students, and serve on accreditation committees during the appropriate times.

The Council for the Advancement of Standards in Higher Education is the leading source for assessing student affairs practice. The levels set by the council are consistently reviewed and the staff of the Student Activities Office is committed to maintaining their degree of excellence.

Internally, academic departments are playing a key role in the direction of programming. The department staff recognizes the importance of collaborating with faculty in order to foster transformative learning. In recent years, the Social Science and Human Services and Humanities Divisions have emerged as strong partners in these efforts. Other departments that have made an impact on department offerings include the Center for Civic Engagement, the Multicultural Center, Career Services, Academic Resources, and the Library.

While the community and alumni have begun to emerge as stakeholders, the most important population the Department serves are the current students. Their voices are most often heard when making decisions about new initiatives. The staff are advocates for all students and it is the needs and desires of this group that represent the highest priority.

Adequacies/Inadequacies

In order to accurately and objectively review the adequacies and inadequacies of the Student Activities Department, the committee independently read and completed the CAS self-assessment. This guide asks staff to make judgments about a wide range of program expectations. Upon completion, the committee members revealed responses and were not surprised to learn that similar perspectives were shared by all (Appendix C).

This process helped to identify discrepancies between current department practices and resources and the standards set by CAS. An action plan for addressing the inadequacies can be found in Section VI.

There are several standards to consider when reviewing campus activities programs. These are: mission, program, leadership, organization and management, human resources, financial resources, facilities, technology and equipment, legal responsibilities, equity and access, campus and external relations, diversity, ethics, assessment and evaluation. In sum, most of these standards were well or fully met. (Highlights from the assessment appear below.)

While the mission of the department is appropriate and comprehensive it only minimally reflects the cultural and community service programming needs. It is the opinion of the committee that Middlesex incorporates these functions through the efforts of other departments. Student Activities will continue to collaborate with those offices.

The department is “intentional, coherent, based on theories and knowledge of learning and human development, reflective of developmental and demographic profiles of the student population and responsive to needs of individuals, special populations and communities.” It includes all the components required by CAS and fully meets the criterion measurers. However, in the opinion of the committee (and without further study), student development outcomes that do not meet expectations include realistic self appraisal, career choices, independence, social responsibility, satisfying and productive lifestyle, spiritual awareness and personal and educational goals.

The leadership of the department is qualified and responsible. Staff are empowered to accomplish maximum output at the highest quality and are held accountable for their performance. The full time professional employees that oversee the various functions of the department are the primary reason for its successes. The workload levels are required to excel, but are demanding and too many projects often result in less than perfect outcomes.

Other human resources are often transient given their part-time status. Many positions are held by student staff including work-study recipients. Turnover is high so training is essential and not up to par. Manuals exist and supervision is constant, but these staff often need more direction and micromanagement. The two part-time secretaries have critical roles to the daily operation of the City Office and lounge, but their limited hours result in less committed work and force creative means for office coverage. Hiring practices are detailed and thorough. Occasionally search teams have been asked to review candidates who are not qualified.

As sports clubs increase due to student interest and a stronger investment by the department, the need for “coaches” is increasingly prevalent. Traditional advisors are currently serving in this role on a volunteer basis (acquiring college service hours) and are often spending several hours a week at atypical times with these student groups.

The department is structured in an efficient and purposeful way and is managed effectively. With sufficient support from administration, the Director is able to communicate effectively and has the authority to make educated decisions on department policy as well as set strategic goals.

Professional staff have been extremely creative and resourceful in financing projects. The department staff members are well informed of accounting regulations and policies, are fiscally responsible and make cost effective decisions. Policies and procedures exist to ensure the highest accountability of all including student organization treasurers.

As enrollment grows and the department expands to include new responsibilities and initiatives, this may soon prove difficult. Benchmarking with other like colleges indicated a level of funding that is equal to or greater than most, however, comparisons nationwide show the department may be underfunded (informal study with local NACA schools). Increasing fuel costs and general inflation are severely affecting prices and these rising expenses may soon make it difficult to accomplish the superior level of programming currently offered.

Current facilities and technology allow for constructive work to occur, however improvements are necessary to ensure maximum productivity. The office locations on both campuses are out of the way of general traffic flow and not conducive to student recruitment and connection. The Bedford office is shared by two staff and also serves for storage purposes. A larger space on that campus would allow for better distribution of materials and services. Additionally, with the large volume of internet use by students, it is imperative that the office better

utilize this form of communication for advertising and contact. A Facebook.com site is currently being worked on and the MCC portal may offer some strong possibilities. Internal survey/voting tools have not proved to be user-friendly.

Legal responsibilities, equity and access all prove to meet or fully meet standards. However, while Middle Street students have more access than before, services are not conveniently available for evening, weekend or distance learners.

Campus and external relations continue to grow each year as programs and services relevant to these constituencies evolve. As mentioned previously, diversity criterion are not fully met by the department because they are worked on elsewhere at the college. Staff adhere to the highest principles of ethical behavior, but a written statement has not been established. Finally, it is an office priority to evaluate the program on a regular basis and fully meet the CAS standards for assessment (See CAS Self Assessment on page 29).

Section IV: Program Effectiveness

Program Outcomes and Ongoing Assessment

The ongoing, annual assessment of the identified program outcomes will occur in a variety of ways, and will be reflected in the department’s Annual Reports. Assessment tools will include qualitative and quantitative observations, formal and informal verbal evaluation and feedback, an annual assessment meeting, benchmarking in order to stay on top of current assessment trends, intuition, frequency of individual participation and quantity of total student participation. Program outcomes will be assessed with the following calendar in mind:

- Student Activities provides students with leadership training and offers leadership opportunities. (2007-2008)
- Student Activities provides students with opportunities to actively participate in community service. (2008-2009)
- Student Activities provides students with opportunities to connect with other students, staff, and faculty and to feel invested in the MCC college experience. (2009-2010)
- Student Activities provides students with experiences that foster transformative learning. (2010-2011)

PROGRAM OUTCOME (2007-2008)	What are the systems and procedures (processes) in place to achieve this outcome?	How is this outcome assessed for effectiveness and efficiency within the program/department?	How is this outcome assessed for effectiveness and efficiency by constituents outside the program/department (within and outside MCC)?
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<p>Student Activities provides students with leadership training and offers leadership opportunities.</p>	<ul style="list-style-type: none"> ▪ Student Government (SAF) ▪ Leadership retreats, on campus “drive-in’s”, conferences ▪ Certificate in Leadership: Emerging and Junior Leaders program ▪ Programming Board ▪ Clubs and Organizations ▪ Recognition 	<p>Qualitative observation; informal verbal evaluation/feedback; intuition; benchmarking; frequency of individual participation and quantity of total student participation; CAS; SUGA focus group</p>	<p>Students: informal qualitative feedback Faculty/Staff: informal qualitative feedback NEASC Accreditation Standard 6 Regional/National nomination and award recognition (NASPA/NACA) Benchmarking</p>
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The assessment data reveals that the opportunities provided for leadership training are effective, efficient, and satisfying. This conclusion is a result of the culmination of assessment techniques used, including qualitative and quantitative observations, formal and informal verbal evaluation and feedback, benchmarking, intuition, frequency of individual participation and quantity of total student participation. The 2007-2008 year saw almost 14,000 students participating in a variety of programs that impact leadership development. (Note: A method for tracking individual student attendance has not been identified at MCC (some colleges use a scanning device at each event), therefore participation does not represent a total number of students since some may attend more than one activity and are therefore counted more than once.) Participation rates grew 28% in 2007 and continue to climb.

In comparison to schools benchmarked, MCC’s leadership trainings and opportunities are comparable or better. Best practices sited at other colleges have often been implemented at Middlesex or similar programs are offered. In Massachusetts, amongst the 15 community colleges, Middlesex often serves as a role model institution with colleagues from across the state calling frequently for advice and feedback. Attendance has historically been greater at statewide functions with MCC often doubling that of other schools.

Support from administration – monetary and otherwise – has made a significant impact on the quality and quantity of activities offered. Additionally, professional staff experience and dedication along with strong knowledge of industry trends has allowed for the Department to excel in many areas. Even with far less resources than private counterparts, Middlesex Student Activities continues to prove itself by winning awards at regional levels. The sheer quantity of leadership opportunities provided at MCC offers tremendous leadership experience (i.e. over 200 programs across the college offered points for emerging leaders during the 2007-2008 year.).

Satisfaction in these experiences is evident through participant evaluations of the 2008 Leadership Retreat, in which 100% of the participants commented that all or parts of the program were enjoyable. Teambuilding emerged as the most appreciated skill taught during the various workshops (Appendix D). Appreciation of leadership development opportunities is also evident through results from a Survey Monkey evaluation (in which only one respondent indicated that they did not gain leadership skills through involvement in a club) and a student leader focus group (Appendix E and F) where students commented on their leadership experience at the college.

Section V: Student Learning Outcomes

Student Learning Outcomes and Ongoing Assessment

Students who are actively engaged in Student Activities will be able to:

- Exhibit leadership skills and traits. (2007-2008)

- Care for their community and/or world outside themselves. (2008-2009)
- Demonstrate the ability to collaborate with others/work in a team. (2009-2010)
- Demonstrate their ability to manage healthy and meaningful interpersonal relationships. (2009-2010)
- Integrate knowledge gained in the classroom with actual practice. (2010-2011)

Students who participate in Student Activities will be able to:

- Express a sense of pride in Middlesex and a sense of belonging (2012-2013)

The ongoing, annual assessment of the identified student learning outcomes will occur in a variety of ways, and will be reflected in the Department's annual reports. Assessment tools will include qualitative and quantitative observations, formal and informal verbal evaluation and feedback, an annual assessment meeting, benchmarking in order to stay on top of current assessment trends, intuition, frequency of individual participation and quantity of total student participation. Student learning outcomes will be assessed with the above calendar dates in mind.

Opportunities and Activities for Achievement of SLO's

Learning Outcome	Activity A	Activity B	Activity C	Activity D	Activity E
Demonstrate the ability to collaborate with others/work in a team	Leadership retreats and conferences	Clubs and organizations and their events	Community Service Activities	Paraprofessional Work (work study, internships, Orientation leader, Peer Mentors, etc)	
Exhibit leadership skills and traits	Leadership retreats and conferences	Participation in Club/Organization event planning and activities; Executive Board Responsibilities; Student Govmnt.	Emerging and Junior Leaders Programs	Paraprofessional Work (Orientation leader, Fitness Center Assistants, etc.)	
Demonstrate their ability to manage healthy/meaningful interpersonal relationships	Participation in clubs and organizations.	Participation in retreats and conferences.			
Care for their community and/or world outside themselves	Alternative Spring Break (Habitat for Humanity)	Service initiatives such as winter wishes, food drives, etc.	Global awareness projects such as Middle East Series, Darfur awareness; One World Series	Citizenship programs including voting campaigns	Critical Conversations; campus dialogues
Integrate knowledge gained in the classroom with actual practice	Student Internships	Collaboration with Service Learning ie. Fit trail and Day of Service planning.	One World Series	Academic Club activities and paraprofessional development.	

Express a sense of pride in Middlesex and a sense of belonging	MAC Social Events, On the Road programs	Intramural Programs, attendance at sporting events	Attendance at conferences	Awards/Recognition Ceremony	
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SLO Analysis of Evidence

- Exhibit leadership skills and traits (2007-2008)

What is your student cohort for this DSLO?	What is the evidence – performance indicators – that the students in this cohort have achieved this DSLO?	How is that evidence obtained to indicate student achievement of this DSLO from this student cohort.
Actively Engaged Students	<ul style="list-style-type: none"> - Leadership Inventory results - Survey Monkey results - Observation - Student feedback 	<ul style="list-style-type: none"> - Leadership Inventory and survey distributed and collected - Observing (staff and advisors) - Focus Group of actively engaged students and reflection in student electronic portfolios

Evidence collected showed overwhelming support of the claim that actively engaged students exhibit leadership skills and traits.

The Student Leadership Practices Inventory (SLPI) Self Instrument (2nd Edition) by James M. Kouzes and Barry Z. Posner, was chosen for the purposes of this study. Recommended by CAS as a reliable tool, the committee felt it was particularly relevant for assessing the leadership development of actively engaged students. Approximately 15% of identified actively engaged students (51) were randomly selected from a variety of clubs and organizations and were asked to fill out the 30 question inventory (Appendix G) which asked them to rate themselves on various skills and traits as they relate to their affiliation with a college co-curricular group.

Kouzes and Posner have identified 5 practices of exemplary leaders and associated behaviors which have formed the foundation of the inventory. They are: Model the Way (clarifying values, setting an example), Inspire a Shared Vision (envisioning the future, enlisting others), Challenge the Process (searching for opportunities, taking risks), Enable Others to Act (fostering collaboration; strengthening others), and Encourage the Heart (recognizing contributions, celebrating victories). These 5 practices embody many of the skills and characteristics outlined in Appendix A.

Inventory results can be found in Appendix H. Participants overwhelmingly assessed themselves as high achievers in all 5 practices. Total scores for each practice can range from 6 to 30. The average ratings for each category for MCC participants ranged from 23.6 to 26 with Enabling Others to Act as the highest practice they associated with (Inspiring a Shared Vision was the lowest). When compared with Kouzes and Posner’s research, these numbers are consistent with their sample populations for Greek chapter presidents, resident assistants, peer educators, student body presidents, and orientation advisors. In all these leadership positions, students scored in the 20’s with Enabling Others as most often practiced (the lowest varied).

Results indicate that Middlesex Community College student leaders see themselves as achieving the student learning outcome at a level consistent with student leaders in other parts of the country. High achievement in each of the indicators represents leadership behaviors that students are practicing frequently. Scores for all 5 practices are evidence of proficiency in leadership skills. Without a control group, it cannot be certain, but it is presumed that this is testimony of the students’ involvement in programs offered by the Student Activities Department.

Future analysis may include observer responses to the same 30 questions for a full 360 degree assessment. Observer scores would demonstrate the match between a student’s self-perceptions and the perceptions of others

about their leadership practices. Additionally, a control group of randomly selected students who are not actively engaged would provide more detailed information and highlight the differences between the two groups. This inventory also did not quantify value added over the time the students were engaged at the college. It would be useful to measure the change in a student's leadership development over time.

A survey distributed to over 200 students via the electronic SurveyMonkey tool yielded only a 10% response (Appendix E). Of the 21 surveys, 74% indicated that their leadership skills had grown due to their involvement in MCC clubs or organizations. While 5 were unsure, all but 1 designated specific skills that they had developed. The highest rated leadership skill that had improved due to involvement was the ability to collaborate with others which was selected by 90% of the participants. Following close behind were: engage in teamwork, listen, and set goals. Seventy percent indicated the frequency of utilization of new or improved skills as often (25% sometimes and 5% not sure). Some students elected to write comments which supported the hypothesis.

Observations of students over the 2007-2008 academic year were obtained informally through professional staff and adviser interactions with actively engaged students. Anecdotes and comments confirm the hypothesis that these students exhibit leadership skills and traits proficient at the sophomore level. These remarks often focus on the dramatic growth particular students make over the course of their involvement. Some examples of these observations are below.

"I can't begin to tell you how proud I was of the students who participated in today's FSA meeting. The enormous changes that have taken place with this group over the past few years is a credit to all of you and your staffs... They were so professional, so well-spoken, and so well-prepared. They truly deserved the standing ovation they got from the audience... This is clearly our model for the future." (President Carole Cowan in an e-mail to Vice President Mary Jane McCarthy and Dean of Students Pam Flaherty in April 2008.)

"I was proud to witness our Spectrum members contribute to the conference in an active way. Their contributions as panelists represented MCC well." (Margie Bleichman commenting to Melissa Welch regarding the club's participation at the Gender Equity workshop at Northern Essex Community College in April 2008.)

"With all the hard work that was done probably one of the most rewarding aspects of our adventure was the relationships that were formed. As was the case last year, the initial van ride to the site was relatively quiet as only two students knew each other. As the week progressed the chatting and laughing increased, the bonds were made, and by the final day there were phone numbers and e-mails exchanged, requests for one more day, and long hugs good bye when the final van arrived back at MCC." (Cynthia Lynch in an email to administration about the 2008 Habitat for Humanity Alternative Spring Break.)

Students themselves also frequently comment on their own development. They have been heard comparing themselves to who they were during their high-school years and have said "my high-school friends wouldn't even recognize me today" and "look at me now – you wouldn't have even thought I could get in to college let alone be student of the year."

A focus group of student leaders generated feedback that supported the hypothesis that involvement in student organizations contribute to one's leadership development. On April 30th, 15 actively engaged students discussed how their involvement in co-curricular organizations developed their personal leadership skills and character (Appendix F). Participants agreed that through active engagement they have gained invaluable skills and have developed significantly as leaders – far more than their peers who did not get involved. All commented on an overwhelming sense of pride and connection to Middlesex and those graduating felt better prepared to transfer to another college

Data analysis confirmed that efforts to teach and enhance the growth of this student learning outcome are productive and making a difference. No changes to strategies or goals are imminent; however, staying on top of current trends and needs will continue to be a priority.

Institutional Student Learning Outcome

	Activity A	Activity B	Activity C	Activity D
Personal and Professional Development	Student Activities provides students with opportunities to connect with other students, staff, and faculty and to feel invested in the MCC college experience	Student Activities provides students with opportunities to actively participate in community service.	Student Activities provides students with experiences that foster transformative learning.	Student Activities provides students with leadership training and offers leadership opportunities.

The Student Activities Department’s goals and responsibilities primarily relate to the Personal and Professional Development Institutional Student Learning Outcome. Other ISLOs are touched upon in many ways, but students participating in Student Activities programs typically graduate proficient at the sophomore level when considering their personal and professional development since activities and services are all intentionally aimed at helping students grow in this area.

In addition to the leadership qualities identified in Appendix A, some of the performance indicators used in determining student achievement of this ISLO can be found in the Middlesex Personal and Professional Development Rubric for Student Support and Activities. These include: initiative and resourcefulness, goal completion, realistic self appraisal, commitment to inquiry, assuming responsibility for actions, collaboration with diverse populations, demonstrating civility, demonstrating active and personal integrity, and responding appropriately in formal and informal settings. The more skills demonstrated and the frequency they are revealed, the stronger a student’s achievement of this ISLO. It is important to note that it is seemingly impossible to efficiently possess all the skills and qualifications that define a leader and individual students continue to possess a variety of combinations of these traits – making them unique as well as proficient in this area.

In order to assess this and other ISLO’s more effectively, it would be prudent to look more carefully at skills students enter with and measure change over time. Another important planned change would be continuing to increase the involvement levels since learning outside the classroom has proven repeatedly to be a key factor in achieving this important ISLO.

Activities that support other ISLOs are planned including developing the Global Awareness Project which brings attention to critical regions of the world as well as piloting the first Day of Service in the fall of 2008.

Section VI: Conclusions

Strengths and Weaknesses

It is clear from the benchmarking and self-assessment using the CAS standards, that the Student Activities Department is meeting or exceeding the requirements for serving a productive and meaningful role in an institution of higher learning. While there are a number of strengths outlined in this document, the most significant include the value of the experience, knowledge and commitment of the professional team, the comprehensive leadership development program, and the dedication to the mission of the program as seen by the quantity and quality of programs and services offered on an annual basis.

Successful initiatives (as highlighted in section III) are due to the unwavering dedication of the professional staff, the access to best practices and timely information from around the world via professional organizations, and the constant demand by the students to have access to learning outside the classroom. In addition, it is the philosophy of the department staff to connect to what is important to other leaders at the college alongside institutional values, allowing room for collaborations that will ultimately impact the greatest number of beneficiaries. These mutual relationships have been an integral force behind the Department's reputation as a forward-thinking and fruitful entity. Strong support from administration has also been important to the growth of the Department allowing for the autonomy to successfully implement new programs and ideas. Finally, in a very short history, traditions have been established by the department, which have become part of the Middlesex culture. College-wide support for these endeavors has been vital to their expansion.

Department weaknesses stem from a variety of sources, some beyond the immediate control of the staff. Greatly impacting the program's growth are funding deficiencies, staffing shortages, space, equipment and technology needs. These need to be addressed institutionally based on other college priorities. Also, as mentioned before, workload demands due to the ever-increasing internal desire to do more and do it better, have resulted in some programs not exhibiting the desired quality. Long to-do lists are also negatively impacting the amount of time staff spend working directly with students. Getting to know students on a more personal level – developing meaningful relationships - is an important piece of the department mission that is often ignored.

Recent initiatives that were not as successful as hoped have often been the result of a weak marketing plan or bad timing. For example, Critical Conversations, a newly developed dialogue series, proved ineffective primarily due to time of day. Recruitment for the Middlesex Activities Crew was slow and would benefit from more direct student contact (advisor change mid-year also impacted its success). While the Enrichment Period was considered a success on many counts, attendance and awareness were lower than expected. In addition to a much needed time/day change and stronger advertising, more support from important stakeholders is necessary to take it to the next level.

According to the CCSSE, 51% of Middlesex students selected “no importance” with regards to student organizations. This opinion alongside low participation rates is a common dilemma amongst Student Activities professionals. While Middlesex's numbers are average, the department staff is not comfortable reaching less than 8% of students. (This percentage was derived from CCSSE answers to question #13 which asks about frequency for student organizations. It is assumed the percentage is much higher for those who participate, but are not actively engaged. It is further assumed that among the 49% who indicated some importance may include students who are not involved for various reasons.)

In the field of student activities, there will always be program ideas that can be “borrowed” from other institutions. It is the nature of the business to adapt ideas from colleagues to fit the needs of ones own students. Department staff will continue to “compare notes” with others at the state level and beyond.

The assessment committee had a realistic sense of what to expect from the program review process. Much of the research including the benchmarking and surveys confirmed what was already known or suspected. The self-assessment proved most useful as it forced the committee to look closely at the details and to spend significant time reviewing inadequacies and ways to address them in the near future. Additional stakeholders (such as students, faculty, other program staff) may be invited to participate on future program review teams to offer a different perspective.

While the formal process of the program review was enjoyable and in many ways helped the committee better articulate the purpose of the program, it confirmed the notion that assessment of non-tangibles in the world of student affairs is quite challenging. Much of the learning that occurs often does not present itself until years later when a student, often no longer a student, makes the transformative connection. Even when the “a-ha moment”

happens, it may not be measurable and can only be expressed in a narrative. As rubrics develop and instruments are validated, there may be more opportunity to calculate growth in these more elusive types of learning in the future.

Action Plan/Anticipated Needs

Program Needs (Section III e. and VI)	Rationale	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
1. Budget Increase	1. Increase in enrollment and costs of doing business plus additional responsibilities and initiatives	1. Request and defend increase annually	1. Larger operating budget	1. Request \$10,000 increase for FY09
2. Full time secretary (City Campus)	2. Consistent office coverage on the city campus	2. Alert VP of need	2. Staffing	2. Propose hire as prioritized with needs of the division
3. Better organized and located office space	3. Location outside typical student traffic flow; Bedford space too small	3. Request through Dean to Space Committee when alternate space is made available	3. Space	3. Proposal when alternate space is available

Action Plan/Anticipated Needs (continued)

Program Needs (Section III e. and VI)	Rationale	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
4. Better use of technology	4. Contacting students is difficult with their college e-mail; surveys and voting are not user-friendly for set up or response	4. Work with IT on alternative systems; set up and frequent Facebook.com group/page	4. Technology training and implementation	4. Begin summer 2008
5. Stronger marketing and recruitment plans	5. Need for increasing student participation; need to connect with non-day students	5. Develop plans in advance	5. Staff time	5. Begin summer 2008
6. Growth of Fitness and Wellness programs	6. Demand for these activities is increasing	6. Continue to evolve current program including fit-trail, wellness and recreation resources and activities	6. Staff time	6. Begin summer 2008

7. Development of faculty connections and collaborative programming	7. These relationships have proved beneficial. Demand for such collaborations is increasing on both sides (academic and student affairs). Newly developed learning communities offering a perfect point of connection.	7. Attend more division meetings; establish contact and rapport with more faculty	7. Staff time	7. Begin summer 2008
8. Development of a student honor board	8. Expand leadership experience; create opportunity for peer advocacy; connect with institutional values and improve community standards	8. Work with Honor Code Committee and Dean of Students; benchmark boards at other institutions	8. Staff time; support from administration	8. Begin research summer 2008; implement fall 2009
9. Investigate procuring property for “on-campus” living	9. Broaden possible leadership experiences to an entirely new level; Open possibilities for faculty in-residence programs; Attract more students to the College and to experiential learning opportunities	9. Begin researching community colleges with residence components from around the country; Prepare cost-benefit analysis; determine feasibility	9. Staff time; support from administration; funding for campus visits	9. Begin research summer 2009; Visit community college residence halls in the following years while preparing proposal; research property options in Bedford and Lowell and work with college administration on opening 1 apartment by 2014.

Section VII: Appendix

APPENDIX A: Leadership Skills and Traits

Actively engaged students at MCC will demonstrate leadership development through the growth of their leadership skills and traits. It is not expected that any one leader will exhibit all traits or even many to their fullest extent. For the purpose of this report, students demonstrating a combination thereof, strength in expression, or frequency of manifestation meet the criteria for proficiency in leadership at the sophomore level. The following list is not exhaustive. (This list was developed through a student leader focus group in January 2008, review of CAS standards and by Student Activities staff.)

Exhibit democratic principles
 Ability to visualize group purpose/desired outcomes
 Demonstrate empathy
 Demonstrate patience
 Demonstrate self awareness
 Serves as a role model
 Commits to civic responsibility
 Initiates change for the common good
 Collaborates with others
 Respects the dignity of others
 Communicates directly and honestly

Faith in group
 Comprehend group dynamics
 Builds trust
 Sets goals
 Engages in teamwork
 Takes risks
 Listens
 Moral character
 Intercultural effectiveness
 Well-being
 Critical thinking

Offers leadership roles to others
Effective reasoning/problem solving
Inclination to inquire
Open minded
Lead by example
Strong minded
Listens well
Understanding
Organizational skills
Respect others/views
Treat people equally
Ability to use someone's potential
Sense of priority
Supportive
Courageous
Punctual
Good teacher
Speaks well in public
Good networker
Good writer
Sense of humor
Reliable
Instinctive

Composed
Creative
Does what is best for a group
Passionate
Dedicated
Cooperative
Democratic
Advocates for others
Positive
Ability to delegate
Competitive
Charitable (time and effort)
Motivational
Trustworthy
Team player
Patient
Practiced
Loyal
Honest
Has strong work ethic
Appreciative
Takes action

APPENDIX B: Benchmarking Survey and Results

1. We are assessing the following departmental programs and initiatives at our college. Please share one or more of your best practices in any of these areas.
 - a. Leadership development
 - b. Civic engagement
 - c. Clubs and organizations
 - d. Social programming
 - e. Faculty and student interaction
 - f. Recognition
 - g. Transformative learning (connecting knowledge to experience or making connections to curriculum)
 - h. Outreach and recruiting
 - i. Effect that student activities has on retention
2. Please indicate the number of students enrolled at your institution
 - a. Full-time and part-time
 - b. Credit and non-credit
3. Structure & funding: What is your student activities budget including what is allocated to the clubs/orgs?
 - a. How much of your budget goes directly to your Campus Activities Board?
4. Types of clubs/organization under the student activities umbrella

5. Number or percentage of students involved in clubs/orgs
 - a. How many would you estimate being “active participants” verses those who attend and participate but are less engaged?
6. Number of Student Activities staff
 - a. Full-time
 - b. Part-time
 - c. Paraprofessional
7. What programs/services do you offer for student clubs/organizations? For instance, do you offer advisor trainings, workshops or other opportunities to increase leadership skills?
8. Do your policies and procedures for clubs include fundraising and purchasing guidelines? If so, how consistently do your clubs adhere to them? What is the consequence if they do not? Please comment.
9. If you offer special programs designed to encourage student interaction with faculty and/or staff collaboration with academic affairs, please describe below.
10. Please indicate which of the following your Student Activities Office oversees (check all that apply):

<input type="checkbox"/> Leadership development	<input type="checkbox"/> Discount ticket sales
<input type="checkbox"/> Student government	<input type="checkbox"/> Student lounges
<input type="checkbox"/> Orientation	<input type="checkbox"/> Merchandise sales
<input type="checkbox"/> First year experience	<input type="checkbox"/> International trips
<input type="checkbox"/> Retention	<input type="checkbox"/> Multicultural programming
<input type="checkbox"/> Community service/civic engagement	<input type="checkbox"/> Community standards/discipline
<input type="checkbox"/> Athletics	<input type="checkbox"/> Academic specific programming
<input type="checkbox"/> Intramural sports and/or recreation	<input type="checkbox"/> Student recognition ceremonies
<input type="checkbox"/> Social programming	<input type="checkbox"/> Field trips
<input type="checkbox"/> Clubs and organizations	<input type="checkbox"/> Other (please list)

APPENDIX C: CAS Self Assessment

APPENDIX D: Leadership Retreat Agenda and Evaluation

Student Leadership Retreat Friday, January 18, 2008

- 2:00pm **Registration**
- 2:30pm **Welcome**
Rebecca H. Newell, Director of Leadership Development and Student Activities
Jonathan Crockett, Coordinator of Fitness and Recreation
Melissa Welch, Coordinator of Student Activities
- 3:00pm **Prejudice Reduction 303, NCBI (National Coalition Building Institute)**
Darcy Orellana,
Ellen Nichols,
Jonathan Crockett, Coordinator of Fitness and Recreation
- 5:00pm **Got Service?**
Melissa Welch
- 6:00pm Dinner

- 6:30pm **Leadership Defined**
Rebecca H. Newell
- 7:30pm **Right, Wrong, and In-Between: Ethical Reasoning for the Student Leader**
Jonathan Crockett
- 8:30pm Break
- 9:00pm **Team Building**
Greg Narleski, Director of Student Affairs, Quincy College
- 11:00pm Break
- 11:15pm **Breaking Boundaries**
Melissa Welch

Saturday, January 19, 2008

- 8:00am Breakfast
- 8:30am **What Now?**
- 9:15am Closing

January 18, 2008 - January 19, 2008 (19 Attendees; Collection of quotes from 14 Respondents)

1. *What did you like the most about the retreat?*

Greg [*ran the teambuilding session*]. I enjoyed hearing other people's opinions and perspectives on several different topics. I like everything about the retreat. The dinner, the workshops and the things they taught during the workshops. The group games we played. All the aspects of a good team. We got to work together as a team and worked as one to accomplish the goal. The togetherness. Breaking Boundaries session. Teambuilding and dinner. Meeting new people and going through events and situations as a team. I liked the most about the retreat is when we were learning to remember our friends. Getting to meet nice people. Meeting new people and learning about myself. I really like the teambuilding activities because everyone was able to work together. I really liked all the workshops. They were all very interesting and informative.

2. *What did you like the least about the retreat?*

Workshops ended too late. I felt that certain workshops did not pertain to all people and only catered to particular kinds of people. The retreat was very nice so I don't really have anything to say about this area. I was happy to be there because I learned a lot during that period. Sleeping conditions and late night questions [*Breaking Boundaries session*]. I like it, but more people here would have been fun. Too short. Sitting too long. Breaking Boundaries was kind of long. Lack of Beds. Sleeping in an unfamiliar environment. I liked the least when we discussed ethical reasoning. Overall, everything was very excellent. During ethical reasoning some people were set about their ways before the discussion. The

Buzz game with Greg. I struggle a lot with math and I felt really stupid having trouble figuring out multiples. Leadership defined was pretty dull. It would have been great if there was more exciting. One thing I didn't like was there were too many workshops. I think if the sessions went until midnight it might have been a little better.

3. *What was your favorite workshop? Please explain your reasons.*

The team building workshop Greg did. I absolutely LOVED Got Service? I feel that community service is extremely important and that more people should be aware of their responsibility to help others. This workshop exposed people to different types of community service and how to go about joining these activities. Melissa was AWESOME!!! I liked all the workshops that I attended. During every workshop the interactions among us were great. Everybody tried to contribute. Leadership Development/Leadership Defined. I liked all the workshops because in each one we learned something. Ethical Reasoning. It gave us the chance to hear what other students think. Teambuilding. Teambuilding because it kept us together and we did have a lot of fun. Last one which was directed towards ethical situations [*arrived late*]. My favorite workshop was teambuilding. It was very fun and I really got to know people's names fast by enjoying those activities. Teambuilding; it was fun and interactive while still making a point. The NCBI presentation. It was a great ice breaker and made me feel more comfortable with the group as a whole. Teambuilding because it was more hands on activities. My favorite workshop was the teambuilding. I liked this because it gave me an easy way to learn people's names and act funny in the process.

4. *What was your least favorite workshop? Please explain your reasons.*

The Q & A session at the very end of the night was too long and slow paced. Although the idea was great, there were just way too many questions. My least favorite workshop was the up, downs and the pair's workshop [*NCBI*]. I personally did not feel like this workshop was for me. It is more for people who are not comfortable expressing themselves and with whom they are. I am comfortable saying how I feel about different subjects and also with whom I am so to me it just wasn't anything I would benefit from. The workshops did a great job; they taught us how to become a good leader. And everything that we discussed during the workshops was great. The Breaking Boundaries. The one we had to hire people choose from the list [*Leadership Defined??? Not sure?*]. The balloon workshop that we had to work together from one side to the other. Breaking Boundaries – the questions were interesting. The name game was awesome. NCBI – too small a group. Service session. NCBI because it was a long lecture. My least favorite workshop was right, wrong, and in-between. NCBI – the time with partners was rushed. Teambuilding. Not only was I humiliated by the math game, but I don't think anyone walked out of the workshop feeling positive and like a good leader. Everyone just ended up pissed at each other. Breaking Boundaries because it lasted very long. My least favorite workshop was Breaking Boundaries. This was fun, but it was too late at night and it took too long.

5. *What would you like to see in the future?*

More attendance..? I think the retreat as a whole was wonderfully put together and that everything went quite smoothly. The only thing I would like to see (and probably you too) is a better turnout. If we could get even 10-20 people more, I feel that there would be a lot more excitement and also a chance to bring more people from different backgrounds together. I would like to see you organize more leadership retreats in the near future in order to teach other student leaders to become good leaders in our colleges and societies. More slide show functions. More people so many activities. Physical activities would be fun. Longer retreat. Off campus. More hands on activities. I would like to see more workshops like the teambuilding one. More gourmet food, laugh. More heat in conference room. I would like to see that this leadership retreat will have more much fun with fun activities. Hot food! More people?! Bet ya a turnout of more people would be great. Possibly a retreat project that the whole campus could enjoy. Would be nice to have more hands on activities. It would be good to have more hands on activities. Maybe let the sessions end around midnight instead of 1:00. You kind of lost people during the last workshop.

6. *Other*

The hallway lights were killing me last night. Overall I really liked this leadership retreat. It made me become a person who is more friendly, cooperative and understanding. I enjoyed this program because it helped me to meet new people, get to know each other more. Woohoo, good morning! I will follow the good teachings and things that I learned during the leadership retreat.

APPENDIX E: SurveyMonkey Results

APPENDIX F: Student Leader Highlighted Focus Group Responses

Highlights From Student Leader Focus Group
April 30, 2008

Attendance (16 participants): Misbah Anwar, Rosie Austin, Nathaniel Chaput, Michael Doherty, Emely Gomez, Adam Hansen, Keila Keene, Patrick Kenney, Julie Kim, Veera Mahmud, Ashlie Matthews, Ian Moloney, Adam Nichols, Kinjal Patel, Danillo Sena, Thang Thai

Do you consider yourself a leader? Why or why not?

All indicated that they felt more like a leader than they expected to at the beginning of their college experience. Some felt they were a leader more strongly than others. Two mentioned that they don't ever think of themselves as a leader, but they believe they have many qualities that are desirable in leaders.

What skills, characteristics, qualities, etc. do you feel you have that make you a leader?

- *[More] confident (all agreed enthusiastically)*
- *Open minded*
- *Socially/Globally aware*
- *Goal oriented*
- *Detail oriented*

- *Respectful of diversity*
- *Proud*
- *No longer intimidated/afraid*

Of these skills you describe, did they come naturally to you before you came to MCC or did you learn some/all of them here?

- *One student believed she was born a leader*
- *All others felt they learned skills over time with many strengthened or learned at MCC*
- *Participating in Student Government was the catalyst for many to becoming a leader*
- *Hands-on experience in the role of student leader forced the participants to eventually feel like one*
- *Working on committees, running meetings, participating in service through involvement in S.A. allowed for growth as a leader*
- *From meetings: learned social cues, when to talk and when not to, how to debate and speak up for beliefs, how to put out my own idea and challenge others*
- *Understand the importance of community involvement – including the MCC community*
- *Enthusiastically agreed that skills learned were from experiences outside the classroom*
- *Felt more prepared to transfer as a junior*
- *Felt more successful at job because of skills gained in student government*

Continued

Student Leader Focus Group Page 2 of 2

What role did clubs and organizations play in your leadership development?

- *HUGE role*
- *Opened my eyes to whole new worlds*
- *All – made so many friends (expanded my social network); felt more comfortable early on; broadened connections*
- *Grown as professionals*
- *Immediately felt a strong connection to MCC and wanted to do more*
- *Kept me going here; was going to transfer; did better in classes*
- *Gave me experiences where I had to actually perform; great for my resume*
- *I can actually put my experiences together and look at who I am in a meaningful way*
- *Teamwork – significantly! (Example: work better in groups in class projects)*
- *Went from introvert to extravert in 1 year*

What more would you have liked to learn?

- *I went to 2 sessions on conflict resolution, but still feel like I don't handle it well (many nods of agreement)*

- *There's a lot of backstabbing and petty problems amongst club members that could be avoided; people like drama*
- *How to talk more (sometimes shy); public speaking improved, but a workshop on it would be helpful*

What could have made it easier for you to learn these skills/traits?

- *Got burned out in spring (many nods of agreement); so much going on*
- *Lost motivation towards end*
- *More time! (Joke: no classes/homework!)*
- *If I understood how important this all was from day 1*
- *More conferences! Longer time with peers from other schools at retreats.*
- *More leadership roles (i.e. a student to handle public relations, marketing, etc.)*

APPENDIX G: Student Leadership Practices Inventory (SLPI)

APPENDIX H: SLPI Results

The following two pages represent the Leadership Behaviors Ranking and the Percentile Ranking of a typical actively engaged student at Middlesex Community College.

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