Prompt I; Group 1

1. Describe a college program or activity that is closely linked to the fulfillment of our mission that you think is especially effective.

   If you had “one wish” that would improve our ability to fulfill our mission, what would it be?

- Impressed with the language of equity and inclusion; very student-centered support services
- Struck by collaborative nature; we are very strong that way. We collaborate across departments.
- We don’t have a one-stop resource center for all student needs; we need more cross-department information so everyone can attempt to answer any questions. The front line offices in Lowell have become that; they are often the first contact with the institution.
- Tutoring is effective
- Collaborative- a lot of give and take across divisions

**Wish**- I wish there could be equal services across campuses- especially on Middle St. Some programs don’t experience the one-stop idea (outside of program coordinator). We need more drop-in hours where students can come in at their own convenience.

**Wish**- I wish we had a directory that is easy to navigate and not just online.

**Wish**- I wish we could give adjuncts more training and information.

- We need to think beyond our 2 campuses – think about that when considering our mission multiple options for learning

**Wish**- I wish we had more services available during non-traditional hours; I wish we could pay more attention to scheduling needs of the community.

- My program meets everything our mission says we do.
- Many of our departments do, but there are pockets of need. We do teach in and out of the classroom (and learn too!)
- We recognize and celebrate the individual here. “Empowering”
On-line courses
- We are interested in being effective translators- not a “melting pot” but a salad bowl
- Diverse community of learners can be defined in so many ways
- Students get a lot of info up front; we need to consistently get information out to them

**Wish:** I wish we could have a student professional day based on the topic, “everyone teaches, everyone learns.”

**Wish:** I wish we had more mentoring and matching with peers; we could empower our students to help new students.

- SUGA (Student Union Government Association)-engaging and empowering
- Civic and workplace needs-health programs have clinics and internships
- Service-learning is respective of civic needs- the IDS SL (Interdisciplinary Service Learning) course and clubs that do fund raising and service-alternative spring break
- Internships in business programs
- Study abroad program
- Auto/technical school--- hands-on education that workforce needs
- Fulbright project-global communities
- Challenge leadership opportunities-peer mentor programs

**Wish:** More money! Need resources to do more activities and programs that support our mission effectively-requesting money is complicated

**Wish:** I wish we had better technology in order to engage all students and not just those who can afford to access it

Prompt 2; Group 1

1. Describe a program or activity that you are proud of that effectively supports the achievement of the student learning expectations described in our mission.

   If you had “one wish” that would improve our ability to fulfill the student learning expectations described in our mission, what would it be?

- We provide education to a very diverse community of learners-grad degrees, corporate programs with significant work experience to new undergrads
- Example of programs that engage and empower students in workforce to advance in their careers
Wish- I wish we had a better understanding of how the credit and non-credit sectors of MCC can complement each other, so that they are not perceived as competing for limited resources; can other areas of the college supplement classroom education with soft skill training?

Wish- Getting people in the door via other areas of the college to help them experience success which can inspire confidence to go after a degree

- I mirror many of my students’ experience- I work full time and have full time off –campus responsibilities-constant time crunch, stress, pressure, no time to take advantage of holistic experience-opportunities beyond the classroom, resources, supports, stress, management, etc.

Wish- I wish that we could better encourage and support students that are experiencing problems, logistic or otherwise-to advocate, communicate, persist.

Teaching college program has specific targets- middle third of class who would likely end up applying to college at some point but would be possibly at risk for success

Wish- a slightly older student mentor and other college representatives who would visit my students to share with them the “hidden targets” of college success

I wish we could see more focus on wellness in the First Year Experience

I wish that coursework would be clearly more integrated and cohesive as a learning experience rather than discrete courses that appear to have no connection to each other; that is especially true for cohort students in weekend programs.

- We educate or serve the whole person with a wellness focus---faculty, staff, and students
- We have shifted our focus from dollars spent on student sports teams to wellness and thus a greater community impact for the same money.
- We can’t just “teach about” wellness, community, other effective issues, as discrete skills to be learned; they need to be integrated throughout curriculum.

Wish- I wish we could pay more attention to the effective side of learning; the effective needs of students impacts their ability to “learn.” There are high expectations for all members of community, faculty, and staff and therefore high stress; we need to pay more attention to employee wellness.

- Offer credit and non-credit courses off-site-corporate training off-site

Wish- I wish that corporate and community education could be viewed as a feeder system to credit degree programs.

Wish- I wish students would come with more realistic expectations of college.
**General Observation**

We are a very hierarchal organization. “Everyone teaches, everyone learns” is a definite approach; we are not there, but we are slowly moving there. But not sure in classrooms with students as teachers.

Be open as teachers to the idea that you can/should still be learning so that our community continues to grow.

Great professional mentoring day-formal and informal
Standard One- Mission and Purposes

Prompt I; Group 2

1. Describe a college program or activity that is closely linked to the fulfillment of our mission that you think is especially effective.

   If you had “one wish” that would improve our ability to fulfill our mission, what would it be?

2. Describe a program or activity that you are proud of that effectively supports the achievement of the student learning expectations described in our mission.

   If you had “one wish” that would improve our ability to fulfill the student learning expectations described in our mission, what would it be?

Both Prompts

Observations

- Students come here to get an education but not necessarily to get engaged.
- Faculty and staff play an important role in encouraging students to identify their interests, skills, talents, potential and get engaged.
- It is important for faculty to see, tap into, and encourage student potential.

When I was a student here, a faculty member encouraged me to get engaged. I did and I blossomed (not his word). Now I’m back as an employee to give back by doing the same for today’s students.

To the extent that we offer opportunities for the community to interact (5 K race, New Orleans trip, etc) we continue to learn from each other. These are transformational experiences, because they engage and change people’s lives in big and small ways.

Service learning falls into this category and all who participate are transformed if the experience is meaningful.

We need to be ready to serve our increasing population of vets.

We come to be educated, but the transformative change comes for EXPERIENCING, not text books. We change and grow by trial and error though our experiences.

Transformation usually happens by stepping outside of one’s self, doing for others or for a community or a cause. These experiences cause students to believe in themselves, to sense some control over their lives.

These experiences cause students to step outside of their comfort zone.
The above are examples of attitudes pervasive at the college rather than specific programs.

It is up to our community to provide experiences to students to ensure that they are ready to have the baton transferred to them; they are the next generation of learners.

**Wish-** I wish we had a “Who’s Who” of students and their achievements

I wish we had greater partnerships with the VA Hospital to help our returning vet students

“Education per specialists” exam certification for veterans to serve other veterans needs. Could we become an exam site for this?

We should build on our students’ fellowship experiences so that our MCC community learns from them!

They can teach the rest of us what they learned.

Educate our community about the tangible benefits brought to them, by engaging students to related community interests.

We would like students to understand why they should do more than simply attend classes.

Gaining leadership skills benefits students very much.

Companies hire people for their experience not their coursework.

Students gain experience in co-curricular activities.

They learn from their mistakes-picking themselves up and being accepted and supported by their peers

in spite of their mistakes. This is what life is like. This is how you become successful in your life---not from text book learning; that knowledge can be a foundation but can’t be the end point.

Students need to experience in order to develop

We need to teach our students in components-small chunks- so much information to learn, we need to teach it in chunks with application opportunities-EXPERIENCE.

Every student attending MCC should have a transformative experience.

We need more learning communities to provide students with cohort experience-more peer-infused learning.

Create youtube videos of a wide-range of what our current students and alumni are doing-look who they have become “BE ALL THAT YOU CAN BE @ MCC”-advertisements-marketing tools

Clinical learning communities- our students are working in the same locations as others. Other students and professionals make stronger connections when in clinical experiences.

Can we utilize students to become “signers” or interpreters for the hearing-impaired for faculty/staff events as well as in classes, for students? Can we utilize students’ other talents, abilities to supplement our disability support program which is so costly?

Fellowship programs provide our students opportunities to learn history and reality of other places, serve as ambassadors of the U.S. in those places. Students would experience diverse circumstances.
Partnerships are very important—they often involve small cohorts of students with diverse needs, to enable their success—likely that otherwise they wouldn’t be (as) successful.

Standard Two- Planning and Evaluation

Prompt I; Group 1

1. Describe an experience you have had at Middlesex when the use of institutional data significantly contributed to the improvement of a course, program, initiative or service?

What made this an exceptional or memorable experience?

If you had “one wish” that would improve the accessibility of timely, accurate and relevant data for program assessment and improvement purposes, what would it be?

Service learning - regarding cancer center, pain center; what to do with students as hospitals are downsizing.
Students want more patients to work with.
Hospital Cancer Center (we have a Service –Learning connection)

Wish- Students had more hands on work for structure instead of evaluations- too much paperwork need more teacher time

Legal -Yearly updates -need to do more for the American Bar Association
Number of students has gone way up

Wish- need in the area of grade surveys/follow-up for a longer of period of time-need more feed-back-focus groups of employees and the public-We need to see comparative data from other programs-we need to know what is new-comparative best practices

Advising data is not widely known in all programs-need focus group
we need to centralize and publicize all programs-we need to know the success rate publish success rate on the web

Wish-Career and transfer center not involved with advising-know the success rate

Late enrollment is a key for students failing, also financial aspect

Wish-Analyze late enrollment success rate
summer homework
Some programs have 100% job placement-Focus-placement in industries-option of academic internships
Data request- give number of students in certificate and degree programs-students should know this when they start a program at MCC.

Wish- 75 advisees be included in numbers of students certificate/degree/ graduates

Wish- Find guidelines/timelines for industry data-
Several programs are under external accreditation-they rely on certain MCC offices for the data to do surveys-Institutional data received an exemplary report from accreditors

Wish- add additional staff to “external accreditation”

Pedagogical-systematic approach to students- Title III initiative lays ground rules —ISLOs (Institutional Student Learning Objectives)—
critical thinking- include 2 or 3 in a syllabus-gear teaching towards critical thinking-rather than call an instructor- go to another student to improve
is the factor or Title III available? Make institutional data available—Useful information
Collaboration is the key.
What should we expect from programs??

Wish-I wish we could simplify all information to be distributed to everyone. Info will be on the Portal. Get NEASC information out.

Wish- Information to adjuncts is important. I wish we could connect and engage our adjuncts. Adjuncts are not included. Should we hold events during the evenings or on Saturdays to include adjuncts?
I wish we had drop-in sessions to voice opinion. Do a web in AR-1using technology. Pay adjuncts for attending various seminars (compensation). Adjuncts can be stamped as a non-entity.

Wish- I wish there was a way of getting data to adjuncts; I wish we could find a way to include adjuncts.

The data package for program review resulted in creation of RAMP-UP. We use data to create criteria for student awards at Honors Night.
I wish we had Smart room equipment in all classrooms.
SOTL data informed good programming.

Wishes- Better tracking of students after they leave MCC; many students are successful even if they haven’t graduated.
Data to understand why students dropped out of individual courses
Better advertisement of what research has been done and what data is available
Better communication around how to request data—need more clarity on the process and how to follow-up when response is not timely
Prompt I; Group 2

Use SOTL (Carnegie – Scholarship of Teaching and Learning) data provided to analyze Service Learning.

Wish – Why do students drop out? Check back with the instructor. Instructor wants to know. There used to be exit interviews but data should be given back to the instructor. What research has been done and what is the process for getting data? Data for stipends reassign new courses if professor is successful-better communication for process-clarity

Program review-get data to develop wish list that turned into RAMP-UP –Institutional research has standard data for review
When moved to larger Honors Night, chose students from department for scholarships not institutional data –more smart rooms needed

Wish - Finances and better tracking of students-get data to use past success of students students using MCC as PG but track when they transfer to i.e.-Bentley, etc.
Prompt 2; Group 1

1. Describe an excellent program, activity or service at the college whose development was closely linked to the implementation of the college’s strategic plan.

If you had “one wish” that would improve your area’s ability to significantly contribute to the implementation of the college-wide strategic plan, what would it be?

Passport program: Students initiate and plan programs on their own but
   Build connections with staff
   Students bring programs to their class

Workforce Development Council: Look at programs to institute for credit or non-credit to help students quickly gain entry into the workforce

E-Portfolios: Incorporate e-portfolios into classes-reflective process for students

Service Learning Programs: Very useful for practical aspect of academic education, to apply knowledge-Beneficial to students and instructor

Title III Strategies for Success: Helped break through the bureaucracy of college for ne instructors

Library Services: Excellent – especially compared to other institutions-very responsive and timely-keeps their finger on the pulse

Tutoring Services: Are excellent

Clubs/Activities/Events: Build community among students-necessary because there are no dining halls, dorms, etc.-creates sense of belonging, helps retention

Alumni Group: Excellent-also helps build community

Professional Development: College’s commitment to make it a high priority

Block Part/Spring Fling/Opening Day: College makes it a high priority

Student Orientation Day: Foe DHY program-does good job informing/preparing students for what they are getting into, regarding both the program, and employment field

Online Program: Is an example of making our programs accessible

WISH: Better buy-in from college at large for multicultural events
   Share minutes of individual advisory board meetings-feed that data to workforce development board to help plan programming
   Need specific orientation programs by department so students aren’t overwhelmed
More funding for faculty to be trained to deliver online courses
Special student orientations for different demographics—eg, older students, veterans
Better explicit communication about our culture, so individuals don’t have to rely on a “Big Brother” to take them under their wing
Use assessment more in planning
Writing tutors need to be more one-on-one—Evaluation shows students perform better
Block party/Spring Fling should occur on both campuses or sufficient transportation should be made available for students to go from one campus to another

Prompt 2; Group 2

1. Describe an excellent program, activity or service at the college whose development was closely linked to the implementation of the college’s strategic plan.

If you had “one wish” that would improve your area’s ability to significantly contribute to the implementation of the college-wide strategic plan, what would it be?

Research Experience for Undergraduates is small but very effective—students are engaged and empowered
100% of students in a 4-year college are exposed to research equipment
Supplemental Instruction—study groups led by my students are very beneficial—discussions led to students discovering their own solutions (rather than being given solutions)
Academic Support Services
Field Trips, Speakers—student engagement activities in support of course builds excitement and community for students. The funding of these deserves accolades.
Learning Communities—retention is basically higher for basic writing students
International Fellowships
Asian Studies Weekend
Professional Development—for faculty including the East/West Center
Title VI
Service Learning—in the context of a class
Work for At-Risk Youth—developmental—probation-ELL-three part programs/Academic Standing
Title III—Strategies for Success as it grew out of developmental advising-Gateway courses—Exploration courses
Increase in Wellness Programs—for faculty, staff and students

SI is voluntary pilot—have seen some good results—study groups—peers trained to be peer tutors—peers must attend classes and run study groups—exploring topics not giving answers—peer gives the solid info to students and gets students to go back to notes and share
Academic support is amazing

Wish—Connection between instructors and students were better
More field trips and student engagement
Integrated Learning—expand Title VI—Asian Studies weekend
More service learning in classes
Work with at-risk students to promote student success
Wellness programs—increase programs and keep data
Learning Communities - are successful and have high retention rates
Title III - develop more advising-student engagement
Advising - how do we know how effective advising is? Will advising be redesigned?
Liberal Studies - Advise students about difference between Liberal Arts and Liberal Studies

WISH - expand scope of REU's (Research Experience for Undergraduates)
- instructor be informed when a student accesses Academic Support
- expand Integrated learning communities
- more data about success of wellness program, support for their continuation
- better data on the effectiveness of advising, especially matching up students’ concentration with department of faculty advisor
- Advise students, more effectively about liberal studies and the ramifications of course selection vis a vis transfer, etc.
- Explain how liberal studies differs from liberal arts
Prompt I; Group 1

Describe an experience you have had with MCC’s internal governance/share governance process where you felt your voice/participation was important to the outcome. Perhaps this might be an FSA General Assembly outcome or an FSA committee outcome you are particularly proud of and felt invested in.

If you had “one wish” for our governance at MCC, what would it be?

**EXPERIENCE:** Suggestions made to increase wireless access to more students, in more locations- accomplishments through work of Technology Committee- Cross-Discipline team-new and older staff members.

**WISH:** Creation of map of “hot spots” –information for students-identify timelines more clearly more actual discussion time-in FSA meetings vs. announcements, updates, etc.

**EXPERIENCE:** Student Support Committee-inclusion of students on committees and bake sales

In previous history, FSA allowed for more discussion, questions, debates, etc.

**WISH:** less administration time in FSA meeting

**EXPERIENCE:** WAC (Writing across the Curriculum) Committee makes decisions as a group with input from students, faculty, etc.

**WISH:** Stronger presence/faculty –led portions at FSA-less administration time

**EXPERIENCE:** Academic Standards Committee ability to voice ideas/concerns and learn from process

**WISH:** more opportunity to see big picture- all different initiatives and how they all intersect-understand what is going on across the college

**EXPERIENCE:** Healthy, civil debate, discussions in FSA and Committee meetings

**WISH:** create stable, civil environment for these discussions, debates-less administration-directed

**EXPERIENCE:** Strategic Planning process-fun, creative and inclusive, participatory and good learning experience

**WISH:** more of same format for our processes and decisions
Standard 3.12 states: “Faculty exercises an important role in assuring the academic integrity of the institution’s educational programs. Faculty has a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.”

Describe a positive experience you have had at the institution where you as a faculty member had a substantive voice.

If you had “one wish” that would improve the faculty voice or participation in institutional plans, policies, curricular change, and other key considerations, what would that be?

EXPERIENCE: ISLO process over last several years–good process –engaged the whole community/served on committee, we determined what outcomes were, how we measure, (even though initiated from the top-down); faculty get to influence how we measure what we get done

WISH: Continue to do these kinds of processes that engage all stakeholders

EXPERIENCE: Problem identified in a program with diverse standards among large group of faculty. Formed a committee (almost all depts.) developed standards, rubrics, doing moving process

WISH: Global initiatives happen from top to bottom coincidentally instead of making decision and then filling folks in.

EXPERIENCE: My dept. does a good job with scheduling- we do it together in a meeting, everyone has a voice, chair hears the needs of both new and more experienced faculty

WISH: Math Dept. should be more than just an add-on to STEM, we are drowned by initiatives started in the sciences, want to be more integrated, like to develop ideas from grassroots

EXPERIENCE: Non-faculty collaboration in committees, particularly in recruiting talent to MCC-building the next generation, feels rewarding like you are making a difference

WISH: Continuation of sense of transparency about initiatives- getting information to frontline areas of the college.

EXPERIENCE: Bookstore agreed to rent books to students but could not implement for two years; began rental program with faculty encouragement.

WISH: We changed the standard way courses are assigned in every dept. – faculty voice not heard (“preference form is a joke”) –not teaching what we were hired to teach

EXPERIENCE: Title III-creation of guidebooks-liked working on curriculum with other people-seeing HIPs and engaging lesson plans-encouragement from peers
**WISH**- Want to continue working on curriculum with others- such as ways to restructure writing from folks other areas (cross-disciplines)

**EXPERIENCE**- getting to express ideas and being here-classroom visits, getting improved student participation across disciplines/faculty-welcoming and supporting

**WISH**- Individual faculty members can put forward initiatives to have others participate would like a workshop to create a minigrant or new initiative

**EXPERIENCE**: Every day I walk in the office is a good day

**WISH**: raise standards for students entering school-changing placement standards- I wish students were better prepared

**EXPERIENCE**: voice in program review, all faculty have a part, all Title III and other committees, people are tapped and encouraged

**WISH**: more opportunity for interdisciplinary work-learning communities for example

**EXPERIENCE**: I love the chance to teach a subject for which I was hired to teach and that I am passionate about

**WISH**: Contribute to areas in which we have skills-workshops to refresh on Blackboard and other classroom technologies. I wish we had ways to assess students who already have high proficiencies and ways to place them appropriately, so they are not bored or intimidating to other students
more sharing of information about courses (syllabi, course proposal, etc.-collegiality, Title III gets around contractual concerns

**Standard 3.13 States**: “The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest”

If you had “one wish” that would improve the use of “student” in college decision-making, what would it be?

**EXPERIENCE**: FSA Meeting-SUGA member sat on FSA committee and as a result wireless improved in classroom
Student gains a lot-committee gains a lot

**EXPERIENCE**: Service- Learning gives students a bigger role @ college-more understanding of the college

**WISH**: students had a stronger voice-more students had a voice

**EXPERIENCE**: Find ways to include students from other methodologies-online-evening-etc
**WISH:** Put faculty on student newscaster

**EXPERIENCE:** Service-Learning model facilitated study group by student leader to capture student voice—may be a way to increase the student pool of leaders

**WISH:** improve faculty involvement in identifying student leaders—value for faculty in recognizing student leaders

**EXPERIENCE:** Student voice in textbook cost and accessibility—committee to review books

Nursing-Brazilian immigrant-instructor took HUM course to Peru and provides health services—College has committed to fund trip every other year—Service learning benefits students

**WISH:** student voice be valued

Recommend “Concierge Kid” for leadership opportunities

**WISH:** engage more students by tapping into IDS courses to reach more students-college service involve students in accreditation work and somehow give them credit for it broaden the number of students we reach—provide support

Service learning could be with college, on our committees, or a part-time system for attending 1 or more committees, could be different committees

**WISH:** opportunities for students to participate in service-learning on committees/different levels (observe or active) for a 1-credit course or for service-learning credit—“College Services”

Giving back to the community

Prompt I; Group 2

Describe an experience you have had with MCC’s internal governance/share governance process where you felt your voice/participation was important to the outcome. Perhaps this might be an FSA General Assembly outcome or an FSA committee outcome you are particularly proud of and felt invested in.

If you had “one wish” for our governance at MCC, what would it be?

**Experience:** FSA Executive Committee—positive experience—I learned a lot

**Wish:** more faculty participation in FSA meeting—more faculty have a voice in decisions

**Experience:** FSA is all inclusive—Faculty, staff and administrators

**Wish:** FSA spent less time on updates, announcements and more time on discussions, debates, etc.
Wish: Faculty reached out more to executive committee to identify discussion topics for FSA meetings

Experience: FSA allows updates on important info such as curriculum/ course updates, etc.

Wish: Put bios on paper versus read them to FSA at large when introducing new staff/ faculty

Wish: Do not dilute the format that currently exists for FSA general assembly

Wish: continuance of FSA President and union rep to attend cabinet/ trustee meeting-motion at FSA

Wish: FSA should be more balanced in terms of faculty and staff- more weighted to faculty right now

Standard 3.13
“The system of governance makes provisions for considerations of student views and judgments in those matters in which students have a direct and reasonable interest”

Describe an experience you have had at the college where “student voice” played a key role in the outcome.

If you had “one wish” that would improve the use of “student voice” in college decision-making, what would it be?

Experience: Redesign classrooms and space, we got student input by showing a 3-D presentation and getting student feedback

Wish: students continue to have input into rehab and design of space

Experience: Student clubs and sports have mushroomed and they are student driven- not an academic voice but a critical voice

Experience: CJ club was student driven- approached faculty to sponsor them-recently did a Service Learning project at Boys and Girls Club

Experience: Service-Learning is often student driven-student provides the connection to the community

Experience: Connection to Saints Medical- now that the hospital merger has occurred, it is a wound Center-that connection is gone but students want to continue connection, student did a fund raiser

Wish: more experiences for students to do meaningful internships- create a centralized list that provides opportunities for students

Wish: I would like a centralized career development program at MCC that facilitates not dictates- make students partners in the process- it is about students taking ownership of their career- it is about us helping students to be “adaptive professionals”

Experience: I don’t know my students well
Wish: I wish faculty had a way to hear the student voice more often- have a prof. day where students came to sessions to tell us about what they want- I wish I had a forum to hear from students- a newspaper

Experience: There aren’t avenues for our students to put their voice out there; we are behind the curve on e-mail- we need to move on to texting

Wish: Enhance the use of social media with our students- encourage students to be part of FSA committees; change the culture of the college to value student voice

Wish: Student suggestion box-student online newspaper

Wish: an institutionalized method for student expression- helps develop student advocacy skills

Wish: More faculty would incorporate in every class one piece of student engagement- for example-give me one suggestion for this course that I can incorporate next semester

Wish: A committee to connect students to faculty “Corpus Colossum Committee” (see Glenn Johnson)
Standard Four- The Academic Program

Prompt 1; Group 1

1. Describe a program/curriculum improvement that you were involved in which you are particularly proud of.

How did this program/curriculum improvement impact student learning? How did you know?

If you had “one wish” that would improve our academic programs at Middlesex Community College, what would it be?

1. Service –Learning- It connects us all and is great for the vets
   ELL –This program helps accelerate students and blends reading, writing into one
   RAMP-UP –online now- I have seen a student complete 12 sections in 2 semesters, it helps place students in the correct level module
   Improved Pre-Calculus-one semester is extremely better for student needs-also calculus text book linked to online-adding math levels with an emphasis on transfer
   Program Review-Participated in two reviews in CAD- small department of two people-able to link program review to the way industry is heading and type of software chairs made
   Successful in choosing Software programs that are used in industry-UML is envious of the software we use and develop and were approached by UML about possibly certifying a program for UML engineers- Program prepares for industry and transfer- Although a small department, it has the pulse of industry and still connects with industry- The majority of students get their first jobs from program alumni, advisory board alumni who hire
   Health Career-community service in other parts of the world-Peru trip-amazing to see students’ knowledge- and how they were able to help in undeveloped parts of the world- we can do service locally and globally and can wrap the concept of service and teaching
   Engineering Science Program transfer-basic engineer faculty would like to introduce engineering disciplines-invite alumni to partner with students from MCC and introduce other disciplines-T3 current design will be introduced in the spring

Wish-Can MCC be proactive and forceful in supplementing new technology and resources in finding new technology funds?-We are falling behind other schools-most high schools are improving current technology programs-CAD program recently got a well-needed 3D printer

Wish-Health Programs-using laptops to teach students to follow electronic medical records
I would like to see more engineering disciplines at MCC- along with hands –on experience in courses- also more sophomore level engineering courses
Wish: All Health Science courses be wrapped-up in service Learning

Wish: Help ELL students gain more experience and become comfortable in our environment—most of these students feel very shy and don’t feel empowered to speak up in class—improve the quality of common ELL courses—improve pronunciation and accent reduction – to address the difficulty that natives have understanding non-natives- add a cluster of linguistic components that are essential for survival and academic success

RAMP-UP program- statistics are very positive

Wish: incorporate Algebra II into RAMP-UP even for those who are at that level

Revised pre-calculus- bring social science students into pre-calculus-students from UML have been successful as a result of this change

Biology for pre-requisite change for Anatomy and Physiology-hoping for greater success in the course-ne pre-requisite results are still to be determined

Integrated Science I and II for Elementary Education students- elements course to prepare students for transfer

Environmental Health Program-this is relatively new, so there are no figures on transfer, etc

STEM Research- giving students opportunity to do research-exposing students to problem-solving has been positive-this has been successful in getting MCC students to work at UML labs

Developing Differential Equations course which will lead to a Mathematics concentration which will be proposed

Saturday Workshop for adjunct faculty-full time faculty ran workshops to allow for aligned curriculum and make course content more standardized

Wish: -testing center for those who need to make up tests- many more faculty give take-home tests if a student missed it
Everyone required to take one lab science class for developing Critical Thinking skills in order to graduate
Everyone required to take a College Level Math course in order to graduate

Transportation Employees-(TSA) Homeland Security course-critical thinking is important in this field so faculty added short writing assignments-pose a critical issue-students need to prove
critical thinking skills—everyone needs to participate by being leaders of a group, writing papers and presenting

Revamp of BIO-120 for part of Strategies for Success
Math across the Curriculum—Math has been incorporated in other classes, and this is a positive for students
Standard Four- The Academic Program

Prompt 2; Group 1

2. Describe your understanding of the role general education plays in our academic programs at Middlesex Community College

What aspect of our Gen Ed Program do you believe has the most impact on student learning?

If you had “one wish” that would improve our General Education Program, what would it be?

Role of Gen Ed
It is a common core for when students graduate, a common experience that gives the purpose-breadth and depth of knowledge
Wide range of knowledge and skills. Students take an English class, and use skills and other-transferrable skills. They fill in the gaps in education.

Wish: Why did we forget about aesthetics? Well rounded is important-Aesthetic awareness at MCC is an important part of the General Education curriculum at MCC
It is not a specific ISLO so if it is not an ISLO is it not important?

Task of how to apply knowledge- a taste of how to apply knowledge- a taste of the different disciplines- the building blocks-exploratory-how courses can transfer into jobs- is this experience making sense to you?
It is important to take all classes- gen eds provide conversations for good education
Gen eds are more life skills- and when you take them in your discipline, they help when you go out into the world
Gen eds provide common language for Mass Transfer-You can take them from one degree to another-gen ed make transfer easier-they help to decide what your major should be, they help identify themes that interest students

Gen ed of math with RAMP-UP help students overcomes the fear of math. Interdisciplinary work opens students’ eyes

Wish: An interdisciplinary course that would show connections between courses. How can we make it more exciting?
We are making connections externally with service-learning and leadership?

Wish: Are we explaining to students why they need gen ed classes? Can we incorporate more English classes into other disciplines?
Gen eds are an excuse to go beyond content. As an instructor we are being more creative and asking “Why are we writing in Science” makes a better teacher
What is the best piece of gen ed?
Intensive values were confusing- ISLOs focus on what our students are getting out of it and make more sense.

Evidence this is working- ISLOs have helped, it makes us ask are we achieving what we want? ISLOs are taking away the honor system and making people accountable.
Faculty’s” questions have changed-they are more self-reflective -How do I know what writing makes learning about? Infusing world cultures to bring an international focus to learning.
Practical experience –students listen to tips and try to perform but they need more hands-on, practical experiences.
Students need to dig further –if they are one website, they should check 3 websites to get more information but they won’t go to the library, they want instant gratification. We need to expose them to information literally- what is a library? How can librarians help?
Gen ed should not be watered down- we have to keep standards high. We must lead them to make data look a certain way. Gen eds attached to ISLOS will make us have evidence to prove that we have high standards.

How do we define our gen eds? There is no place where they are specifically defined.

Wish: that we define our gen eds, that we have consistency in gen-eds, shrink it down so we have common experience

Wish: make it more clearly to students why they have to take gen eds, and what they really have to take
You can’t get a competency in one class- so sprinkle it around
Shrink gen ed program- less options-more common experiences

Things are getting too spread out- everything is a gen ed-How is that supposed to create a common experience?
Gen eds need to be attached directly to mass transfer- gen eds need similar content to other institutions-if someone came to us, how would we apply the 34 mass transfer credit?
Which courses transfer?

Wish: have a clear definition of gen eds
There should be a technology skills course as a gen ed- word processing as well.
I wish that ISLOs would not be tied to gen eds because now we are locking out the arts from gen eds if we don’t meet 3 ISLOS

Arts will lose gen ed status. Many arts could be gen eds. Questions on how we will prove mastery
The tyranny of language- if you can’t prove it with an explanation, does it exist?

Wish: Consistency-Technology
3. Describe an opportunity that you have had to be involved in the assessment of student learning (course, program, and institutional level) at the college.

What evidence was considered or used in the assessment project? What did you learn about student learning? What changes (if any) were made?

If you had “one wish “that would improve our Assessment efforts at the college, what would that be?

It is eye-opening to see what level we expect to see our students at when we look at their papers and where they actually are.

Compare to a rubric, evaluated by three people, and they all have to agree to these standard sets. There is close agreement between evaluators. Show students the range between the beginners and the highest group as an example, comparing what is possible to where they are.

We should have adjuncts come regularly to meetings.

It is difficult to have consensus of what is good writing- time to be good at assessment

To assess learning, need to look at growth to know that learning has happened and how well

College website has graded writing samples-useful for backing-up grade if student challenges

How do you set the bar if you are working in isolation? With academic freedom how do you tell people? This is an issue for adjuncts- grading appears to be subjective

Have students mastered the skills that they need to progress to the next course in the sequence? Do what I consider mastery the same as others?

Wish: Adjuncts can be a part of the normal process of determining students’ skills

We have an assessment plan for those goals- monthly evaluation based on a comprehensive rubric

Subcommittee of CFAD-to evaluate papers- so instructors have a guidebook of the different levels of writing so that instructors know what a particular level of writing looks like-there is a common exit exam that makes instructors honest, so students are not graded on effort

Wish: Complete diagnostic to give students what they need
Change assessment culture- some people feel assessment is not valuable, just mandatory
Some people are very negative on assessment- they resist as a group to do anything not
required and we should change that idea, so that we value assessment
People use assessments to revamp their program- that is part of assessment-we need to point
that out
Look at work that is outside our program/discipline-do students really have what they need
when they go on- we need feedback on assessment
Examine which meetings are fruitful-we need smaller meetings where we actually do work- not
meetings to bear arms
Focus on meetings that are student-focused- student learning should be the focus
Opportunity to talk to other teachers about their classes
Not more meeting time-better meetings

Too many e-mails from the college

Need to learn from each cross-discipline meeting so we can cross-pollinate-We do your students
need to be?

Evaluation agreements-no chance to discuss as a department and never get reports back
Departments need to meet with high schools, other MCC departments, and UML for discussions
instead of the dean
Enter into agreements with consultation with the department

What has changed over ten years- More people are using rubrics, it allows teachers to be
consistent and alerts students of expectations

Students do better on research papers when students are given rubrics at the time they are
given assignment- they know what is expected

Program review process is better-but it could be more streamlined

How do I measure the learning/outcomes as an institution? We are more concrete and
measurable about outcomes

We learned so much during program review. It has changed so much; feedback is so important
from reviewers from another institution. I made changes based on recommendations.

We get expert guidance about Institutional Student Learning Objectives.

Measure understanding and how I can explain –Measurable has to be an understanding
Standard Four- The Academic Program

Prompt 1; Group 2

1. Describe a program/curriculum improvement that you were involved in which you are particularly proud of.
   How did this program/curriculum improvement impact student learning? How did you know?

If you had “one wish” that would improve our academic programs at Middlesex Community College, what would it be?

1. American Bar Association-four year process for initial approval
   Comprehensive review and assessment of program
   Forced continual assessment including every single course

   **Wish:** greater inclusion of adjuncts in development and assessment of work
   Webinars and ways to include adjuncts
   Comprehensive plan to include adjuncts
   With Advisory Board and faculty-changed all classes

2. Added a CAT Scan course to help students to learn more about radiology
   Students have gotten jobs in CT Scan which they wouldn’t have otherwise

   **Wish:** Practicums would be aligned for credits they offer-3 credits for 24 hours per week

3. Accreditation in DMS- received the highest accreditation
   Other schools are modeling curriculum
   Students needed to take Physics exam-all passed

   **Wish:** Add an AAS degree-would give more room to take specific occupational courses without going over 75 credits

4. Music Option: Students need to audition for 4-year schools so MCC needed to prepare students for auditions for acceptance at 4-year programs-has been successful in preparing students on an independent study manner

   **Wish:** Better facilities in Lowell for Music and Performing Arts

5. Improve internships for students to prepare for employment
   Advisory Boards help to inform the skills that students need

   One advisory Board member hires MCC students giving them placement opportunity and jobs

   **Wish:** OSHA Certificate for Biotechnology students
6. Business Accreditation Program
Began 8-week classes/5 hours each Saturday-Feedback was 5 hour classes are too long
Program changed to two hour on campus per week for 10 weeks in a hybrid model and students can do 3 classes per session
Program changed to Lowell and there is more food, etc. available in Lowell
Seeing more success with students which is good for retention
Added dedicated advisor to relate to students
Advising Center is open later on Saturday
Reflection papers are showing that students are learning more from other students

Wish: Do formal evaluation of student learning piece for the BTA (Business Transfer Accelerated) program

NU (Nursing)-Identify a problem with outcomes, grads need to take exams to keep them current with
state regulations
Nursing programs are changing and tests show readiness to enter the field
Students are more ready with English, Math, Science and Reading-
We changed the content for the Pharmacology course to address knowledge gap and have feedback from community partners saying MCC students seem more prepared
Partnered with ATI for learning modules-practical exams now more extensively used in program and incorporated in the grading system
The new program impacted the pass rate on NCLEX exam (anticipated 93-96%)
Want to continue to have students who meet benchmark and pass NCLEX

Create an Entrepreneurship exam for interdisciplinary curriculum that embeds entrepreneurship skills and knowledge
Develop course content that is not solely business-based
Need more entrepreneurship course content or a course that is transferable
“The job you create may be your own”
Use an interdisciplinary approach to Entrepreneurship content or course

RAMP-UP-still learning what is exactly needed-students are benefitting from handouts b/c no longer required- 3 semesters of courses can now be completed in one or two semesters-this saves the students money and time

Wish: Wonder if we can offer some kind of alternative c/b for students who will not be best
served by Ramp-Up-not all students learn by sitting at a computer
Better advising re: course numbers and understanding what the number means, b/c is not a
course number, it is a semester

I think there will be better retention with RAMP-UP
Strategies for Success Committees-students are succeeding; students are coming back
Learning Community English Composition I and Psychology
English Composition II and Psychology
Loved working with interdisciplinary Learning Communities

Wish: More c/b
Linked-cohort of students staged together-side benefit is students are together for two classes- they walk in together- there’s an energy- they feed off each other- class discussion is much more lively
1 credit course + career awareness
co-designing curriculum for career development

**Wish:** These courses will impact retention and become a 3-credit required course because some students, who are ready to transfer, still don’t know what they will major in at the transfer university.
Prompt 2; Group 2

2. **Describe your understanding of the role general education plays in our academic programs at Middlesex Community College**

What aspect of our Gen Ed Program do you believe has the most impact on student learning?

If you had “one wish” that would improve our General Education Program, what would it be?

Gen Ed is 7 courses- 21 credits which is common to all programs
Good that we are redefining ISLOs in relation to the 7 courses
Good to revisit the 7 courses- hasn’t happened for a long time

History didn’t get into gen ed but into Liberal Arts

Revisit- the distribution beyond the ISLO process

Gen Ed forces exposure and allows students to be more well-rounded. It gives a broader vocabulary.
It is helpful to look at what you are doing and why
Gen Ed is moot because 70% of us are part-timers and there is no consistency
ISLO as a qualifier is hard for so many part-timers, which is a problem
The deconstruction of a course is helpful as a professor
Deconstruction-taking courses apart to show how it meets the ISLOs
It makes faculty accountable which is helpful.
The new model of Gen Ed will allow us to be more accountable to what we are teaching
Gen Ed gives flexibility- good to take for transfer
A philosophical question-technical school vs. liberal arts
Broad description of Gen Ed vs. more in-depth description
Provides students with a diverse curriculum
This is not a training school-students need to be well-rounded

Our mission is to offer a broader curriculum than a technical school
Good question for students in a sociology class- “Why are they taking this course?”
With the economy changing students don’t know what they will need to prepare for an uncertain world and what general education is.
Gen Ed gives us the ability to demonstrate persistence

How are we progressing? --accountability- ISLOs
Written and oral communication needs to be assessed
Some students worry about instructor bias

Important aspects- e-portfolios-peer evaluation-teamwork-individuality

High school students have no idea what Gen Ed is
Can we align Gen Ed to career paths? Open eye to our society and the world. Gen Ed exposes students to diverse ideas, perspectives, and common sense. It teaches them that the world is larger than their circle of society, it teaches them to exchange ideas and work as a team.

**Wishes:** Aesthetics

Based on the program they are in, we should match Gen Eds more closely with the program.

History for a history major, Sociology goes with everything, Economics - Macro should be taken, Microeconomics for Business majors.

Economics trumps everything these days.

**Wish:** We revisit the 7 courses that we haven’t touched in 20+ years - should there be changes? More team teaching - more interdisciplinary work.

Stop reinventing - too many initiatives - too much asked of instructors.

---

**Prompt 3; Group 2**

Describe an opportunity that you have had to be involved in the assessment of student learning (course, program, and institutional level) at the college.

What evidence was considered or used in the assessment project?

What did you learn about student learning? What changes (if any) were made?

If you had “one wish” that would improve our Assessment efforts at the college, what would that be?

National accreditation requires mandatory assignments. We have rubrics. As a department we are supposed meet - we don’t usually - I wish we did.

Can pinpoint what teaching needs to be improved in order to improve student learning.

Have students write a critique of course - it helps the instructor - it is feedback on how they learn - using an outline helps them learn.

More than giving tests - learning through extra credit projects outside of class - connecting things students have an interest outside of class and including it to make the class more exciting and better.

There is a general assessment of tutoring - not specific to students.
Be proactive as faculty by reaching out to people who are reticent or shy. If you know they have an interest- you can get them to share –Teachers accommodate needs of disability students by giving the student a longer time to complete assignment. Better idea to give student challenges. Perhaps, there is something we can do.

Over the last 10 years, what is the reaction to how the school assesses?

Use division meetings for program review instead of doing work outside our regular work Program review is done by two full- time instructors. We need to involve more people.

Involvement with Carnegie, was good for developing student’s assessment of their own learning Are they a leader in class, etc.

Whenever we do a course or program review, the College needs to be very concrete/ specific/clear about what the institution means. E.g. what do you mean by multicultural outcomes/ or learning activities? Make a distinction. Don’t be nebulous.

Because “multicultural” is different for different subject areas, the expectations for outcomes need to be very specific.

Professional tutoring is very important. If our students have to take a writing exam, peer tutors might not be effective to help other students.

We don’t know that our tutoring is effective- there should be an assessment of tutoring.

We have low standards/ open enrollment for students coming in, we need to adjust. We need to look at where students start, not just the outcome.

Assess based on progress or expected standard of competency at the end?

Why spend four years of a student’s life if they would be better off in a vocational school?

If the goal is to “succeed”, then I can right it by encouraging students to withdraw if faculty thinks they will not do well.

We do not have a set attendance policy at the College.

Be careful about using just numbers. It will affect how teachers interact with students.

Approach at the institution has already been decided about what we will do and then told to us.

Instructors give “pity grades” to students who try and show up every day and then pass them along.

Sometimes when you do an assessment, you learn other things that you were not expecting.
Standard 5: Faculty

Prompt 1, Group 1

1. Describe an event or experience at the college where you were particularly proud of the creativity, commitment and/or qualifications of our faculty.

   If you had “one wish” regarding our faculty at Middlesex Community College, what would that be?

   Event
   1. Science Faculty Research project- students doing undergraduate research
   2. Cambodian Kiln-huge commitment on part of faculty members- one said she had never seen anything like this in her 30 years-brought in people from other states-potters- to test kiln before grand opening- all impressed- it was grant funded but college-supported.
   3. Chemistry service-learning project with Girls, Inc. and middle schools in Lowell
   4. STEM poster session-end of semester projects-faculty and provost scooped ice cream for attendees
   5. Women in STEM Luncheon-open to STEM undergars, grads and beyond-faculty speak at luncheon-two new faculty shared personal stories and research-very inspiring
   6. Changes in developmental education at college-RAMP-UP Math-buy in from faculty was a great deal of work-has seen professor tweak program as needed-very student focused- are working with a fragile population and can make or break a student’s academic progress-breaking tradition and doing something different-English department is also doing similar work with developmental students
   7. Music faculty make great contributions to concert series- also involve students-faculty play next to the students-Music Outreach Program- brings students here that wouldn’t otherwise have access
   8. College’s commitment to cultural education and East-West Center- now offer concentration in Asian Studies-many faculty have gone to the East-West Center and have developed coursework that includes their experiences- Asian students(Cambodian )have been more engaged- have new Dean of International Education- shows College’s commitment-Liberal Arts Weekend involved all different divisions-had a discussion regarding East-West Center and its purpose-faculty are learning from scholars
   9. Seasoned faculty is always so helpful to new faculty- are able to learn from example
   10. Faculty are committed to student success
       a) high school work
       b) vertical teaming
       c) honors program
       d)writing workshops
       e)work for At-Risk students
       f) Positive Psychology seminar
   11. Faculty involvement in recruiting events on nights, weekends- faculty understand how important their participation is to the recruitment of new students to the college.
**Wishes:**

1. **Hire more full time faculty** - people are going over and above - we need to sustain passion and commitment

2. **Enrollment keeps rising** - we are only keeping even by our use of adjuncts – they have no benefits or job security as they work multiple places

3. **Faculty want to have bigger advising role in the student’s first year** - want it to be discipline-based - need more faculty to do that - do not feel they can wait a full year to advise students in specific disciplines

4. **There are only limited full time faculty members in some** - can’t advise all music students and specialties – need more advisors that understand the specific curriculums and transfer options.

5. **Need more state support** - faculty reclassification showed Massachusetts at bottom - Several years ago to receive a salary increase, faculty need to teach 5 classes. This faculty course-load does not encourage scholarship, faculty interaction - It is 10 years later and we are still at the bottom when it comes to state support.

**Prompt 2, Group 1**

Describe an event/situation where you were particularly proud of the teaching and/or advising at the college.

If you had “one wish” to help improve teaching and/or advising at the college, what would that be?

**Event**

Struggling student with Asberger’s spectrum-TRIO was very responsive

Positive experience with AHP Program-communicating with Admissions

Positive experience when advising students in class

Proud of teaching Honors Seminars-good with interaction and smaller classes

President’s letter articulates great info about successful initiatives at the college

At conferences, faculty find that MCC is well ahead of other schools

Asian Studies Initiative

Faculty is wee-qualified and experienced

Good attendance at conferences and events

Professional Day is opportunity to connect with peers and learn from them

STEM research class is excellent despite little funding

Honors Option courses are excellent despite little funding

Science A and P I and II and standardized labs including students for entrance to Nursing

English Putting together process for standardized papers(graded)

Create rubric

**Wish:**

Tablets, laptops in classroom (depending on course - too much passive learning)

Nursing doing case scenarios instead of power points in class - put power points online after class

Nursing has access to Anatomy and Physiology teachers with same students-sharing

Block use of cell phones, laptops, etc. in classrooms

NO DESKS-theater tables facing front
Everyone wants Pollard Rooms
30 more faculty members in English to hold the standard-needed desperately

Environment bigger problem than teaching
Language acquisition problems follow students-mistakes happen in healthcare due to not understanding/speaking fluent English
Concerns about students going through ELL, but still have problems-one nursing student dropped out due to this on his own

Advising: A student received Anatomy and Physiology CPT Score below passing (by a few points) and an advisor called to see if the student could be let into program. Chair said no, so student went to a different community college for course (lower CPT score requirement)

Advisors always asking for exceptions for students (directed at faculty)
Wish: Discourage students to ask for exceptions (even if loophole)

Advisors need to explain to students who need more than two years that it is not because MCC is looking for more money-students don’t understand what their coursework load is
Wish: When advisors go to high schools, they should stress money is needed for books
Students need a reality check at many points throughout their education
They think faculty, etc are selling them a false bill of goods

Proud Moment: Would not let students in to take a test if they arrived late-next class four students were early-they learned their lesson

Wish:
Any questions about the program, students should contact the dept. advisor
Fact sheet about the program for the instructor
Getting faculty more engaged in the advising process
Structure for training in the advising meetings- dept. heads explaining/training on requirements
Evening advising
Improve communication inter-departmentally
Advisor having students use professors with whom they have a connection as advisor
Clarification of where students should go with questions-one-stop center
Have an on-line advisor- evening advisors- email notification automatically sent when a student drops or withdraws from a class (UML does this with a comment box as to why)
Faculty being more engaged with research- some way to promote time for research- this will help teachers excel and help transfer students
Professional Development for faculty members to keep current with subject they teach
Smaller classes- 2-15 students
Have different modes of teaching- depending on the level of the student competency
Technology training- Blackboard
One day for student advising-no meetings
Expand “course coordinators”
Proper training for technological faculty
Incorporate more professional department training into Professional Day
Advisees talk about classes they enjoyed
Proud of innovation with faculty to reach students
Share successes among staff-strong support among peers
Successes enjoyed considering the diversity of students
More congeniality and support
More sharing of ideas
Peer review in classrooms- constructive feedback
Training opportunities for Professional Development
Commitment and dedication of faculty
Creating videos to include in online classes
Smaller advising program-great opportunity to connect with students-help with programs
Degree Works is improving the advising process
During advising period, others jump in, if advisor is not there
More money for conference attendance
Hire more full time faculty
Increased input from faculty
Orientation lasted more than one day- so students got more information
CLOSE enrollment a week before school starts- students honor deadlines
Make students accountable and DO NOT ENABLE
No cell phones in class

Certain high schools let students cut and paste research papers. When they get to MCC, they feel they should still be able to do it.

I am proud of a teacher who tows the line with students and doesn’t give up.

Prompt 1, Group 2

Describe an event or experience at the college where you were particularly proud of the creativity, commitment and/or qualifications of our faculty.

If you had “one wish” regarding our faculty at Middlesex Community College, what would that be?

Event
Nursing Issues Class-wanted to make it more engaging in response to complaints of too much work for one credit- faculty prepared a side show at the end of the course and the growth of the students was evident- it allowed quiet students to blossom

Learning Communities-combining Criminal Justice and Writing -team teaching and working in an integral way shows students’ connections between writing and their profession- this was more effective than separate learning communities

Business faculty brought in 4 local business owners for a panel-students wrote the questions- it helped students develop contacts in the business community
Service-Learning in Dental Hygiene-begins in first semester and continues through all the semesters- have done it for 14 years
Service-Learning trip to Peru began from an idea/question from a student-faculty developed course and trip concept-involved nursing and dental collaboration

New faculty members impress me with the qualifications we require for our faculty-impressed with the search committee and the commitment from all areas of the college to find new qualified faculty- very impressed with our hiring process

**Wish:** The hiring process was the same for adjuncts-would like to see a career path for adjuncts-don’t hand them a book and tell them school starts in two weeks

**Wish:** have faculty mentoring program across all academic divisions-adjuncts contribute a great deal to the college

Mentoring program between full time faculty and adjuncts-it helps new faculty adjust to the college

Commitment of part time faculty-One program includes adjuncts in faculty meetings twice a year- part time faculty participate as leaders-promotes life-long learning

MCC cares about faculty-caring community

**Wish:** wish there was more faculty in the department to allow more team teaching and creative exchange of ideas

---

**Prompt 2, Group 2**

Describe an event/situation where you were particularly proud of the teaching and/or advising at the college.

If you had “one wish” to help improve teaching and/or advising at the college, what would that be?

**Event**

Blackboard Course site posted-all faculty in the department pooled resources together to use in class-streamlines-standardized what the students are learning

Held a workshop on a Saturday for adjuncts to show activities-what needs to be covered in every class; great workshops for faculty at MCC

Strategies for Success workshops- very useful training and activities provided for the teacher to teach in the class-provided with Blackboard details

Soup and Stones-engaging for faculty, staff and students- a great way for students to get to know faculty and staff on a deeper level- it helps provide students with role models
Department Assistant dean was very involved and helpful to new adjunct faculty members

Project with National Park-Math class implementing student work in project
**Wish:** More programs combining classes with community projects

Honor Program—students applying theory into practice—Student numbers are down for honor’s seminar—Lowell and Bedford campuses differ as far as honor’s seminar

**Wish:** Team teaching—Psychology/Statistics—Math/Science
   - Honors seminar come from Math and Science—more collaborations
   - Honors class for Math
   - Nursing-Math collaboration
   - Build culture with Math
   - Nursing could use a math tutor in class—students are expected to come to Nursing with stronger math skills than we are seeing

MCC Degree Works is a great addition to the school
Students do not see file or know program before advising— they need to be more prepared
The hard part of advising is pre-requisites for programs
New faculty need more help with degree works as in a “dummy student account” to practice

New faculty getting help from the MCC community is a positive
Integrated S/M Man into teaching was extremely positive
Saturday class, had dedicated but confused students—it was a hard course but students succeeded and went on to bigger and better things

**Wish:** More time for undergraduate research
**Time:** Sabbatical policy—very proud of being able to do that
**Time:** Need more time to stay clinically current in nursing—not too much support

High School teachers are required to be certified to teach—College does not require certification only content knowledge—How do we reconcile this?
Focus at MCC should be Learning—there are too many committees and projects
Resurrecting the CJ club was a positive

**Wish:** Twice a month faculty gets to learn about other subject areas—go to other classes
Tradition: sit in on classes to see other teaching methods, etc.

TLRC for new faculty needs more content
There should be more formal training for faculty and adjuncts teaching night classes
Evening instructors need information about copier codes, smart stations, where to get supplies
This is an institution of higher learning—use should teach and not worry about markers, etc.
Who can get peer tutors? Who cannot?—higher level courses need them desperately
We need on-line training

**Wish:**
Compensate adjuncts for training
Be informed of the qualifications required to hire adjuncts and full time professors
Better teacher training for new faculty
More money and space to open Soup and Stones for more people
When asked to teach a course, get a prior syllabus to teach the course- and get department orientation
Would like to see adjuncts be more connected with people in the department
Connection with HR to know who is hired each semester for an orientation
More full time faculty
More workshops geared towards creativity in teaching methods
More workshops geared towards technology
More sharing of teaching methods
More opportunities for faculty to learn from each other
Evening instructors feel lost with no administration
Bring back professional development in the evening for night professors
Make communication clearer for adjunct faculty
Better screening of students for English language and communication skills
Redesign, if necessary, the way teaching assignments are made to consider the mission of the college
Continue adjunct policy in hiring-keep balance between experience and education

Business Transfer Success Program-students transferred to Bentley and were prepared for class
I am proud when current and former students make a connection
I am proud to hear from employers that our co-op students are succeeding at their job

Wish:
Every professor should include at least one co-curricular experience and expose students to campus services
Expand teaching assistant program
Stress the big picture- how courses relate to each other and the student’s program of studies
Eliminate all meetings during the advising period
Do not advise outside a professor’s area of responsibility
Cancel classes during advising period
Faculty should not schedule appointments during student class time
Standard 6: Students

Co-Chairs: Jennifer Aradhya, John Smith

Room LC-118

Session I - Prompt 1

Describe an event or experience at the college when you were particularly proud of the creativity, commitment and/or qualifications of our student support and enrollment services staff.

- MCC Day at Lowell High
  - Relationship - open to reach out to population to particular groups – accommodating, flexible and informative about to programs, services and resources available at the college
  - SARS – Early Alert

If you had “one wish” regarding our student support and enrollment services staff at the college, what would it be?

- Customer service approach toward students from different walks of life to provide a greater experience to our students
- Creating a more open environment for our students – create a – Welcome center – because people/employees are very welcoming, but not the environment
- Creating a stronger connection with students that were at-risk in high school – more of a “guidance” approach from professional staff because this is a population that did not receive the proper guidance.
- More career focus with students that graduate MCC, more emphasis on career services, more internship requirements.
- Create 2 courses
  1. To teach them how to be a college student
  2. How to become an employed professional

Session I - Prompt 1

Describe an event or experience at the college when you were particularly proud of the creativity, commitment and/or qualifications of our student support and enrollment services staff.

- Open House in Lowell – holistic advising and meet and greet – went very well
- Invited Career Advisors and Admissions counselor into multicultural affairs. Students engaged and got and gave input. 2 different divisions working together to meet students’ needs to create resumes, etc.
- The events of student multicultural affairs has an open atmosphere and welcoming and safe place
If you had “one wish” regarding our student support and enrollment services staff at the college, what would it be?

- More of a presence and impact on Bedford Campus

Session 1 - Prompt 1
Describe an event or experience at the college when you were particularly proud of the creativity, commitment and/or qualifications of our student support and enrollment services staff.

- The honors program work, especially the Honors Fair that helped students achieve and present work.

If you had “one wish” regarding our student support and enrollment services staff at the college, what would it be?

- That students would disclose so we could help them more fully in the classroom and students/parents be more aware that College IEP/HS IEP may involve different processes for implementation.
- More classroom visits from Multicultural Affairs
- For a Career Center – we need that presence on both campuses
- Include new student info would be covered in a required FYE class or on orientation
- More use of adjuncts that have been in workforce to hook them up with students.

Session 1 - Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Food for Thought guest speakers for student support. Work through the student engagement specialist.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- There would be more reaching out to other faculty outside of individual classroom that is having Food for Thought.

Session 1 - Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Programs - Soup Stories – student engagement is high in Lowell

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?
• Very little student engagement in Bedford
• More space needs – on both campuses.
• Heroes among us – Lowell

• **To integrate campuses** – need for transportation between campuses. If we require students to take classes from program, we need transportation.
• **Support** – Proud that multicultural area is student centered and will drop all to help students – greeting students, help, talk to them. Other staff in areas also are helpful to students
• More awareness of physical foot print of both campuses – **Better signage** of buildings and where buildings and services are and where people are.

Session 1 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• At FSA meeting – Student presentation on the New Orleans trip. How it had an impact on him. Presentation was great.

See impact being a student leader has on personal development. Faculty and staff see potential of students and encourage them to get involved. Inclusive and supportive approach that provides opportunities for students to explore and creating leadership and character development.

Wealth of opportunities that students have to get involved, e.g., Honor Society, entrepreneurship, alternative service-learning spring break that has an impact on their education.

Faculty member was drawn to MCC because of commitment to Service-Learning and learning communities (and others). Wants to be part of an institution that values student engagement.

Faculty values participation of student representation on FSA Technology Committee. Suggestion made by student was implemented during the summer. Student voice was valued.

Transformation of students who participated in Fellowship Programs was recognized by faculty as demonstrated by growth into leaders in the classroom. Confidence that student gained by fellowship helped her get a job.

Safe place to practice leadership skills in a supportive environment for students

Co-curricular programs provide opportunities for students to meet other students with the same interest or passion.

Wide range of activities for students that also includes families and friends.
Adult learner attended luncheon changed her perspective about the college. Felt she was part of a community with other adult learners.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Find a way to get more students involved. See such a transformation on students would be helpful if more were engaged. Students are not aware of the benefits of getting involved.
- In addition, faculty are not aware of all of the opportunities available to students. Possibly - better arrangement on the web site, in a brochure or social media.
- More student representation on college-wide committees.
- Opportunities for internships that are connected to curriculum is difficult to find information on.
- Presenting opportunities to students in multiple points and multiple ways also applies to counseling, co-curricular and student support.
- Encourage students to use services from Disability Support because students may feel there is a stigma attached.
- Educating students about the rewards of getting involved. Highlighting past leaders (“Who’s Who of Students”)
- Need to step up the information campaign. Opportunities are there for students.
- Involvement as a group is beneficial.
- Student engagement funds should be more available.

Session I - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Day of Service - It’s hard to compare it to any other experience. Absolutely enormous impact on faculty, staff and students.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Return to Day of Service Model

Session I - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.
• As much collaboration with student disabilities support as possible. I remember one student for whom that interaction was very successful. In fact, I have no actual stories of failure when there was collaboration.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Faculty could meet with students and disability – more services evenings.

Session I - Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Counseling is one of the most important to me. Many more stories of being able to build a bridge over to Counseling.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• We literally have fewer counselors today than we did 20 years ago. My wish would be that Advising and Counseling back together – all aspects re-integrated.

Session I - Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• I see all genres of students who come to my office for one reason, but end up bonding over a game or something else and end up helping each other with homework.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• More evening student activities opportunities – evening students, for instance, can’t get ideas.

Session I - Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Tutoring Center works for students
If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- More tutoring available evenings.

Session 1 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Student Information Center – They work with an incredible range of students. Students who have all kinds of needs. They’re open – literally – no wall between them – and figuratively welcoming – and situations that get de-escalated so that the college may never have known they happened. Calming down distraught students.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Especially during busy times – we are teaching students to be self-reliant.
- We need more people who can triage students
- Also more case-management model

Session 1 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Academic Counselor – single mother wanted to get into sonography – had many obstacles but ultimately graduated and has kept in touch.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- More fully developed alumni connection

Session 1 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- We have various programs - ELL students, PAC – non-credit courses. PAC - wonderful/successful. During the day they are quicker to finish the classes. Many of the graduates come back and work here.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?
That there were more options for evening students – don’t have the support for evening students that could help them get through faster. (PAC in the evenings)

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Proud of Academy of Health Professionals commitment to refer students to advising, counseling, financial aid and other services.
- Faculty available to students at nights and weekends.
- Case management model
- Disability Services office does a wonderful job of supporting students. Proactive and good working relationship.
- Proud of Enrollment services and other offices at the college – has an open door policy. Students are never turned away.
- Admissions office is appreciative of other departments that are willing to collaborate on recruitment mission.
- Academic Support Services is crucial to student success. Available at all times and is very beneficial.
- Supplemental Instruction for gateway course seems to be effective.
- Extra-curricular activities has improved over the years. Extra connection helps with retention.
- College is responsive when we identify new groups of students coming on campus (example; Veterans)
- Establishment of Multicultural Center on the Lowell Campus is very active and supportive to students – Resource Center for students in Lowell
- Student Services at the college has done a lot more to be proactive and interactive with students. More visible than in the past. Could be a response to the NEASC review.
- Faculty are more aware of what they do.
- Liberal Arts students having the same advisor for years creates consistency of advising before they are assigned to content advisors.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Career Services and transfer information should be more distributed to students.
- Should have more career counseling staff.
- Not enough personal counselors for such a large campus. Also not available on evenings and weekends.
- Some kind of mandatory counseling or orientation to set personal and career goals for students when they start. Too many students have no plans for the future.
- Room to do more for the students
- Transportation between Bedford and Lowell should be implemented.
- More career fairs and professional panels could be added.
• Bring in business professionals.
• Have students connect with Career Center to develop resumes, etc.
• Expand offerings from the Career Center.
• Students need to take the initiative to learn about other resources at the college.
• Do a better job of helping students set a goal to be realistic on job market.
• Student Services should interface with Career Programs to expose students to a range of opportunities in particular programs.
• Work with them on resume writing, how to dress got success and career exploration.

**Session 2 - Prompt 2**

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of special orientation of international students.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Would like to reach more students and be more creative in that outreach.

**Session 2 - Prompt 2**

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of Passport Program where students share cultures of their country of origin.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Wish that more faculty would bring classes. More_____from college and faculty.

**Session 2 - Prompt 2**

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud it’s working - Supplemental instruction in health

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• But another faculty member had this wish as she didn’t know if student is struggling in dental or sciences need specialized tutoring either by peer tutoring, former grads.
• Have a place and resource to send them.
• Need a pool of student assistants for math as well to give individualized instruction – need a math center again or with 2 hrs, 3x/week dedicated to math tutoring.

Session 2 -Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of Graphic Design Lab

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Build lab assistant position into program specific budgets.

Session 2 -Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of advising and registration in reaching out to students in getting started sessions.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• ELL need more formalized getting started sessions. ELL and faculty work together. Perhaps FYE for ELL - even a 3 hour accelerated one

Session 2 -Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of E-Tutoring – students write better papers.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• How backed up – at moment – 4 days wait. Need more of this resource and more faculty and students more aware of it.

Session 2 -Prompt 2
Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• (a faculty member) proud that, in last 4 weeks, students are contacting advisors earlier. It’s working at changing the culture.

• Proud of Advising Center’s Open House. Next semester planning Advising EXPO.
• Degree Works “Works”! esp. “what if…”

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Like nursing – as part of dental assisting programs need mandatory orientation/advising sessions before accepted into the program – part of admission process

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud of TRIO – case management works! With students- students comfortable
• And One Stop Shop – Though hand-held they are taught to be self-advocating.
• Instills good study skills
• Proud of Belize, Peru, etc. Programs and students volunteering in New Orleans – Federal challenge

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Another place for students to present.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Proud to take students to MFA, etc but can’t rely on MCC Vans – w/ 25 students – Van holds 14.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Transportation between campuses – a bus that runs reliably.
• For student support – technology is not robust out there.
• Need more computers for students and then some computers don’t have programs or software to support student needs.
• More e-book access for students
• For a space on both campuses where students could go for computers. Not enough in libraries

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Very useful the tip sheet from VEA on vets
If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- That there be more outreach to spread word on veterans and tips on 10 things to know about vets.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Sports clubs provide a time to shine, which is for every student, not the High Honor Students.
- It breaks the ice, it gives you sense of belonging.
- International club does an excellent job at bringing students together.
- Clubs create the human interaction and releases the pressure of class-work.
- Great to have support from personal course for which helps them cope with life situations than can negatively impact academic performance,
- Excellent job by the disability support staff in reaching out to students in need and providing the necessary support.
- Tutoring has been a great resource for our students.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Find better ways to inform our students about the different resources available at the college. For example, some students are not aware of clubs/services despite all the banners/posters, TV monitors.
- Create a pop-up on Middlenet that informs students about events, or send text message, use facebook to advertise – Blackboard
- Have bus between campuses to allow students to participate in programs that are at a specific campus such as Graphic Design. It will enrich the college community.
- Create a survey to students that are enrolled between campuses to determine if there is enough interest.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- STEM – International and Multicultural staff very helpful w/Belize student
- Women in Science lunches ties in w/ women and Lowell Multicultural.
- Engagement area has been - changes made to Opening Day Lunch

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?
• Do More

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Veteran’s Coordinator – Veteran’s resource – shining star. Works so well with students using the Face book resource. Student Activities
• Student fairly disengaged – older student because of student activities. She went from not fitting in to being involved with every aspect of the college; it literally changed her life.
• Student on Ireland Fellowship grown immensely; became a writing tutor now Ramp-Up tutor - an example of faculty/staff/faculty connection

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Culture shift – Student voice is important but students have a very important role to share and I wish we would continue.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Engagement areas supporting curricular as well as co-curricular activities. The student support folks were wonderful in helping coordinate!

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Activity hours somehow

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Cambodian Speaker – nice co-curricular activity.
• Diversity – Disability had a blind student do an internship – demonstrate how students who could be marginalized were mainstreamed.
• Personal Counseling – when we talk to students, a lot of issues arise. We literally walk students to counseling. Often the student is in crisis but doesn’t necessarily even know that. The counselors are incredibly warm and welcoming.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• More cross training, i.e., Aspergers, etc.
Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Student activities showed a movie about Killing Fields – most of the audience (sentence ended there)

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Our whole Middlesex Community could be more aware of what our students and their families have gone through.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Support Services – So many students come in with good hearts and would make great nurses but their skills need to be developed. – help with exams; time management, etc. They simply could not be successful without help.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Nursing – more tutors available at crunch time.

Session 2 - Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

- Student was incredibly talented. Very engaged but was absent. It turns out he couldn’t get out of bed. Now he’s graduated and has a job. I worked with him and he finished the class.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

- Better advising – More communication between the majors and advising.
• How well various areas have worked together to collaborate for students. Students who “could not” do college work went into transition program and is now working.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• Admissions would love to sit in on break-out sessions and talking points for programs beyond just the language in the catalog. Better communication between Admissions and Programs.
• Responding to volume – The last two-three weeks before the semester, the registration is so busy. Students are not even getting to speak one-on-one. It’s hard on the advisors who are doing those sessions. Maybe faculty could help out at peak times, or staff. “All Hands on Deck” model.

Session 2 -Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• Day of Service on every level – epitome of college engagement – truly defines a college experience. Students talk about it our years later – Truly.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• More resources dedicated to Day of Service.
• Community College students need a lot of services – more personal counselors, disability support.

Session 2 -Prompt 2

Describe an event or situation where you were particularly proud of the co-curricular, counseling, engagement or student support work at the college.

• SAIT Team (Student Assessment Intervention Team). I think all of us at the college feel safer with that team in place.
• Of the three schools I’ve been at, this school is the most nurturing by far and this is known in the community.

If you had “one wish” that would improve the co-curricular, counseling, engagement or student support work at the college, what would it be?

• I wish more students would give me the forms because I can’t ask them.
• People who have knowledge would pass it along with them.
• I wish there was a list with a phone number and picture of everyone who I could call when I need help.
• I wish there were more Friday night adjunct services.
Standard 7: Library and Other Information Resources

Co-Chairs: Maria Arambel, Gina Spaziani

Room LF-206

Session 1

Nineteen people present in the room.
Started at 10:30 with introductions.
Group decided to discuss both questions as one group.

1. **Describe an experience you have had at the college where library resources and/or instructional technology have had a significantly positive impact on your work at MCC?**

2. **Give an example of a library resources and/or instructional technology that has had a significant positive impact on the student experience at the college.**

Questions 1 and 2 combined

- Learned how to use noodle bib
- Learned how to cite work for research
- There are software that can be used on campus and off campus
- The library has been a help with basic writing and helping to give guidance.
- Citation maker is a program used on line.
- Information technology is important
- Text books unbound – very important
- Library important for outside learning
- Resources available across the country
- Vital to military people because they move around (able to continue with the resources)
- Resource important but not all students have access due to hours (e.g., evening students)

If you had “one wish” that would improve the positive impact that library resources and/or instructional technology has on your work at MCC, what would it be?

If you had “one wish” that would strengthen the positive impact that library resources and/or instructional technology has on the MCC student experience, what would it be?

- Longer hours open for evening students
- Evening hours (open ‘til 11pm or 12am)
- More technology (more software)
- Lecture capture (or similar product)
- Stronger computers (wireless devices)
- A studio of computers
- Unbound textbooks
- Expanding tutoring to e-tutoring using Skype
- More resources for nursing students
• More resources for midterms and finals. Students need more during these times.
• Training on time management skills
• More library space (more quiet space for both campuses
• Individual study space with technology
• Rooms to create presentations
• Make space we have more efficient (mobile furniture, walls that move, electrical that can move, SMART boards)
• Better printers (color)
• Scanner and fax machine
• Upgrade technology (There is nowhere for students to print in color on campus)
• Creative multimedia (moving away from papers and need video capability)
• Support students and look at demographic to know what we need.
• Color printing needed
• Power point needed so students can work outside of class on projects
• Books more important to students than tuition. It would be great if the library had all class books to loan.
• More access codes for eBooks (so these can be lent to students)
• If the library had more space, more textbooks could be stored.
• The library is the last free thing so keep it alive.
• Books are important for primary resources.
• We need to emphasize the greatness of books. (There’s nothing like opening a new book.)
• More library outreach
• Tools at the library to be taught students
• Add instruction technology to the library.
• Outreach (more, more old and new employees)
• Computer classroom, study space needed. Students do not use service because not on Middle Street.
• Experience availability of the TLRC in classrooms
• More computers
• Capacity of computers increased
• Alternate format for resources (audio, video, DVDs)

Session I - Prompt 1

Describe an experience you have had at the college where library resources and/or instructional technology have had a significantly positive impact on your work at MCC?

Positive Experience:
• Learning to use Noodle Bib (helping creating reference list)
• Purchased through college resources
• Allowed student to access at all hours, days
• Resources available/concepts available at MCC
• Availability of online courses to students finishing degrees (students who are in military, relocated)
• Information literacy important
• Librarians very helpful

If you had “one wish” that would improve the positive impact that library resources and/or instructional technology has on your work at MCC, what would it be?

• Lecture capture: currently have Camtasia but there are products available which allows for more sophisticated and easier capture and access of classroom activities. Especially important because such a tool allows for what is occurring in the classroom so students can review or see what they’ve missed. Requires hardware systems and planning.
• Expanding tutoring virtually (face-to-face). E-tutoring that could expand our capacity.
• Increased space in our libraries, especially quiet spaces.
• Increased technology, room to allow for students to create presentations.
• Increased hours.
• All books for all classes available in the library for students.
• All students have all resources they need as soon as possible on registering.

Session I - Prompt 2

If you had “one wish” that would strengthen the positive impact that library resources and/or instructional technology has on the MCC student experience, what would it be?

• Would like more outreach to campus on what the library offers.
• Better dissemination of available technology
• More outreach training on available resources
• Increase capacity in libraries, especially computers and computer classrooms and spaces.
• Provide alternate formats or resources (i.e., audio)

Session II
Fifteen people present
11:30 - introductions around the room
Group decided to discuss both questions combined

1. Describe an experience you have had at the college where library resources and/or instructional technology have had a significantly positive impact on your work at MCC?

2. Give an example of a library resources and/or instructional technology that has had a significant positive impact on the student experience at the college.

Questions 1 and 2 combined

Experiences

• Students can put books on reserve easily
• Blackboard is part of the teaching. Enhances assignments, has a way to e-mail students all at once.
• Library has a large film collection. Hopes everyone know it’s GREAT!
• MCC is part of Noble and able to get everything and anything.
• Books have come in from University of Kentucky so it was great to have that resource.
• “I Love Blackboard. Blackboard training was very helpful.” The blog is a great tool for learning. It is used at both campuses.
• Library is a part of my everyday needs. The library is warm and inviting. I encourage all of my students to go.
• Face book did a survey and MCC students noted the library was their favorite place.
• The library is a great space but finding a quiet place is hard.
• Teachers are able to reserve materials for class. Films. Databases, big help to online community.
• Library has chat window so students can type in a questions at any time. This is a great tool.
• The people who work there are great.
• Updates are made frequently so information needed is always available.
• Students all know assistant librarian and she knows all the students. Students appreciate that they are known.
• Computer access in the library
• Computers and library full at 8pm at night. Used by many students.
• 4/5:30 in Bedford, the library is full.
• Chat window on the library website very helpful.
• Our librarians are not like the old school who always told you to be quiet. Ours let you talk (which is why there is no quiet space).
• More full-time library staff
• More space
• More education on database
• Clone assistant librarian (We need more employees like her.)
• Bedford library is stuffy. Would like it to have better ventilation.
• More access to mobile technology. Check out laptops, e-readers, tablets… (lo-jack so they come back)
• ELL materials (more copies needed)
• Expansion of medical and nursing books.
• An ability to have a database to highlight new books (include CD, DVD...)
• Face book page (not sure if we have one)
• Better way to find research information (too many layers to get to what you need)
• More Audio books (on CD - not on cassette – too obsolete)
• Unabridged audio books
• More space (especially on Middle Street)
• A building dedicated just to the library 4-5 floors
• Quiet space needed (students in hall more) They need space.
• Talbot has no space for students. A student Union needed in Lowell (Middle Street)
• Cyber café needed – maybe on Middle Street
• Neon sign to direct students
• Wish there was enough money to expand Blackboard things like collaborate
• I Cloud interface
• Institutional policies to come into the 21st century and move to Mac and I Cloud interface
• Projectors to be able to point in different directions
• You Tube videos instruction (lecture capture software) or something like that for outreach.
Communication to get information out to students in different formats.

Describe an experience you have had at the college where library resources and/or instructional technology have had a significantly positive impact on your work at MCC?

- Integrating resources into courses helpful
- Online links to resources helpful
- Personnel keep up-to-date with resources. Able to connect with students.
- Computer access in the library
- Students using the facilities and resources (filled to capacity at all times)
- Librarians a positive presence with positive impact
- Kerouac Room in constant use.

If you had “one wish” that would improve the positive impact that library resources and/or instructional technology has on your work at MCC, what would it be?

- More full-time staff especially in Lowell
- Additional rooms such as Kerouac
- Bedford – environment “feels stuffy”
- Access to mobile technology (i.e., laptops for check out)
- Have ELL materials available
- Increased updates that highlight services and materials (i.e., new items)
- More user-friendly search engines
- More quiet space
- More rooms for group and collaborative work
- More student spaces
- Blackboard add-ons (i.e., collaborative ad content management, analytics, I Cloud capability, mobile device compatibility.
- Online tutorial for resources (You Tube)
Standard 8: Physical and Technological Resources

Co-Chairs: Pamela Flaherty, Vincent Funaro

Session I - Prompt One

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- North Academic, Bedford - Get everything we want

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Need new projector – otherwise pretty happy

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- South Academic, Bedford – No complaints regarding equipment

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Can’t open windows
- Temperature control difficult – too hot or too cold

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- Best – Pollard classrooms – tables, technology good, acoustics are hard due to vents

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Middle Street – Lowell
  - Poles get in way, tablet desks not helpful
  - Projector out in Derby 305

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- Galvani Room – Best example
  - Plasma TV, computer, surround sound

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Bedford Café – giant projection screen with ceiling-mounted projector (rather than needing 3 separate screens)
Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- Copy Center in Lowell – very responsive– send via e-mail, ready almost immediately. Lets you know when ready.

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Helpful when lights in front of room can be shut off
- Helpful having wireless now in Derby
- Would also like speakers for computers (Derby) and tables (not tablet desks)

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- Fitness Center, Fitness Studio, trail, Basket Ball court on quad - Bedford Campus
- Lowell – almost nothing – don’t have programming space for Fitness – currently using a classroom. Can use UMass Lowell facility (have to pay).

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Would like to have space in Lowell – “One room, well-placed”

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
- Facilities Department – response very quick.
  - Fixed within couple hours/days. Very pleasant to deal with (Lowell) (Agreement from other participants.)
  - Help Line goes to voicemail – should have person (Bedford) – could mirror IT process.

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
- Separate room with clean sink to wash out dishes so don’t have to use ladies room to rinse out cup. ?Kitchenette – or just a sink?
- In faculty/staff dining area in Lowell – put in sink
- Dedicated space for faculty training - one/campus – LRC only has 3 computers.
- Alcott or Kerouac set-up is good but hard to schedule times.
- Adjunct faculty “fighting for space”
- Net lab C – City 2nd floor - Turned into adjunct faculty space?

Session I - Prompt 2

Describe a technology that has been implemented at the college that has significantly enhanced your teaching, counseling, or provision of support services.
Great Experiences

- Blackboard – works well, communicate w/students, tutor training, announcements from teachers, assignments, also from a student’s perspective
- Ken-connect (thru McGraw)
- Ramp-Up: technology works; benefit to refresh math skills in one setting; ability to move through multiple sections/modules; students can finish 3 classes within one semester; great quality ramp-up; refresher with other math areas
- Degree works – computer; degree audits; what ifs scenarios; students like; advising sessions
- Read and write gold and e-tutoring - successful: App for students (disabilities) different learning styles

If you had “one wish” that would improve technology resources at the college, what would it be?

- WIFI and more mobile technology and app upgrade; increase of band width; availability, accessibility, reliability; students to have access to information anywhere on campus; ability to use eBooks
- Upgrades – communications on all applications upgrades. Preview the next version of upgrades on applications used by students, faculty, staff.
  In addition:
- Internet access for students @ home
- Times for students to gain access to PC’s, printers on Saturdays and “other days and times”.

Session II - Prompt One

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?

- Design of Ramp-Up rooms – include implement and maintenance. Different areas of the college came together to work cooperatively. Six classrooms and two campuses, over 200 computers. “We will see how we can do to make it work”.

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?

- Tables and chairs instead of tablet arm chairs in classroom (echoed by many). Don’t promote group work; seems high school not collegiate.
- SMART board (for transition space)

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?

- Agreed re; Ramp-up rooms, 4th floor, Pollard Building – Wi-Fi, moveable tables/chairs – facilitates group work – accommodates lots of new learning methods.
• Also, library is well set-up but always full, need more space – good that hours are up – opens until 9pm

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
• More Library space – or space for students to gather/de-compress

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
• Dental Hygiene Clinic – constantly renovated and updated over past 15 years. Space is now helpful to students in all semesters (including 1st semester).

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
• Make wall into dental hygiene cline between waiting room and lobby glass wall

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
• Science labs in Talbot – improve every year-well set up. Now have Wi-Fi, well-equipped, get new equipment on regular basis

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
• Need more rooms (Lab space) or quit scheduling lectures in lab rooms ()

Describe a college facility that you believe is especially well equipped and maintained to support teaching and learning?
• Agreed – re; Science Labs

If you had “one wish” that would improve college facilities to best support teaching and learning, what would it be?
• Need new microscopes for General Biology. Equipment wearing out.
• White Boards in Bedford not maintained well. Don’t have erasers; have to buy markers yourself; rugs get filthy and don’t get cleaned. Have discussed with facilities but hasn’t been addressed.
• Biotech Lab in Bedford – Enrollment is increasing – good job demand.
• SMART board in Early Childhood – great – Would be great to have in more classrooms
• Monitors on Main Street or 1st floor – would be great to have more
• Talbot 215 – Trip over cords. Plugs on wall – Could be put in floor?
• Student Suggestion Box
• Better signage – Where are you (Map – like in the malls)

Session II - Prompt 2

Describe a technology that has been implemented at the college that has significantly enhanced your teaching, counseling, or provision of support services.

Great Experiences
- SMART Boards - BH 002
- Camtasia Studio – Video for online courses; Student’s view application as a positive experience.
- DegreeWorks – easier for advisors and students; run degree audit; students – self-sufficient; planning; notes; ability for students and faculty – proactive
- Math Ramp-Up – ability for students to complete all modules in one semester w/MyLabs Plus – students ability to access program
- Positive use of upgraded applications (re. Access 2003 to 2010)

If you had “one wish” that would improve technology resources at the college, what would it be?
- SMART Boards
- Computer Labs – accessible to students throughout campus
- In addition to Library – more hours and days
- “How to” or “tutorial” via video. i.e., virtual tours – same technology via Ramp-Up
- Use of videos for learning
- DegreeWorks ability to register students when meeting with advisors. (eliminating one step); ability to change Student’s major – prompts from UN to Major
- Use of social media; a way to communicate with students – Face book/Twitter
- Middlenet checklist and other student info to incorporate all student functionalities
- Wi-Fi - wireless everywhere throughout the college; accessibility and reliability to use Wi-Fi for student and staff networking needs.
- Use MCC website to help students take care of their administrative needs; transcripts, registration, etc and to put up old academic catalog descriptions
- Use technology to login to MyMCC, Middlenet and DegreeWorks – only once – singular face/web page
- Personalize MyMCC for students capabilities.
- All classrooms upgraded to SMART rooms
Session I - Prompt 1

- Describe an experience you have had at the college when new resources were allocated to improve a program, or start a new one. How did you demonstrate its link to the strategic plan and/or use assessment data to document the need and efficacy of the proposed approach?
  - Title III Design Team – Strategies for Success
    - Booklets
    - Lesson plans
    - Student success
    - Time management
    - 6 modules designed
    - Highlights
      - Study skills
      - Time management
      - Critical thinking
      - Research skills
      - Career readiness
  - Success and improve retention - Learning community – integrated (same room) – not supported now, only linked.

If you had “one wish” that would further enhance the use of assessment data and/or the strategic plan to guide resource allocation at the college, what would it be?

- More funds for facilities and more funds for integration
- More funding for Distance Learning training and Developmental

Session I - Prompt 1

- Describe an experience you have had at the college when new resources were allocated to improve a program, or start a new one. How did you demonstrate its link to the strategic plan and/or use assessment data to document the need and efficacy of the proposed approach?
  - BATEC Grant
    - Integrated Workplace behaviors.
    - Taught skills required for Workplace
    - Students were able to present business plans to professionals.
  - Grants fund great programs and able to continue with college funds - e.g., Computer Forensics Program.
  - Lumia Project – work with UMass/Lowell integrating quantitative reasoning
  - Funding for Honors Program has increased. Students able to transfer and getting great financial resources.
  - Student Engagement Funds - Students bond, very excited
  - Professional Development – great help in using funds for education to attain Bachelors.
  - TRIO – Partnerships with Lowell High School.
• Upward Bound (50 students) – Low income
• Student success

If you had “one wish” that would further enhance the use of assessment data and/or the strategic plan to guide resource allocation at the college, what would it be?
• Use more resources for high school students – for tutoring

Session I - Prompt 1
Describe an experience you have had at the college when new resources were allocated to improve a program, or start a new one. How did you demonstrate its link to the strategic plan and/or use assessment data to document the need and efficacy of the proposed approach?
• Entrepreneurship Grant – Students compete at the Federal Reserve Bank and they won. Students were also from Babson and UMass/Lowell. All students (9) went on to get their Bachelors degree.

If you had “one wish” that would further enhance the use of assessment data and/or the strategic plan to guide resource allocation at the college, what would it be?
• More funds for students to take them out to see “outside world”. Students are more successful. Student success is greater when funds are used to take students outside class. Better retention, better success
• More funding for adjuncts to do more teaching, training and receive stipends.
• More SMART rooms
• Would like to see better tracking of
  o Students who go on to a career before graduating from MCC
  o Students who go on to private schools before graduating from MCC - Some students stay for 1 year and then transfer to 4-year college for sports.
    All agreed that our success rate is better than actually reported. The picture would be brighter.
• Use assessment data to define success rate.
• Are returning students tracked?

Main wish
• Support for part-time
• Hire more full-time
• Better tracking of students
• Residence halls
• Veterans Resource Center is very well used – need updated libraries
• More student jobs. “Career Center” run by students instead of work study. Students in career programs need Career Placement (Job Center) on site.
• A Recruiting Center with advertised jobs and bring in companies. The Center would help the students with their resumes. Students would drop off their completed resumes and go back to schedule interviews for advertised jobs. Use the data from the center to show more student success.
• Need a Fitness Center in Lowell – builds community – better student life
• Need freshmen Orientation in the summer and make it required/mandatory because students don’t know what they are doing on the 1st day of class.

Session I – Prompt 2

Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?

• Fundraisers raise money for scholarships thru the Foundation. A student receives funding that enable student to come to MCC – access
• Hockey Team has fundraiser for their costs
• Celebrity Forum contributes to personal growth and knowledge
• Student scholarships applications are moving and demonstrate their need for assistance in order to attend.
• Foundation Grant for International Film Series promotes personal growth by breaking down barriers between cultures.
• New Orleans Spring Break – fundraising – leads to civic growth. Also all the international trips.
• International Fellowships – BTU International donated money for China Fellowship.
• Grants from promoting study for Asia
• Cambodian Music Concert raised money for Cambodian Symphony to purchase instruments – engages the community
• Student Emergency Fund – allowed a student to remain in school after a fire.

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?

• Much is going on at the college but we don’t always know what they are. I would like to know what all the grants are.
• Enough funding for expanded computer classrooms and labs in order to advance our academic mission both regular and B and I courses.
• Better connections with local businesses for internships for our students such as computer science, etc.
• Students need to better understand and apply for scholarships.
• Wish I knew what money is going directly to students and what is going to equipment/software/facilities.
• A money tree
• More government funding from the state.
• Increase the Student Emergency Fund.
• More information on how to direct students who are in financial distress.
• At a fundraising event like the 5K, make it clear where the money is going from the event. This would help folks be more personally connected to the event.
• More fundraising events like the 5K
• More students might be more connected to fundraising events if they saw that the money from the event would benefit things they cared about.
• Funding to better support part-time faculty.
**Session I: Prompt 1**

1. Describe an experience you have had at the college when new resources were allocated to improve a program, or start a new one. How did you demonstrate its link to the strategic plan and/or use assessment data to document the need and efficacy of the proposed approach?

- “MACCWDTA grant assisting older people to make the transition to college and retraining. Helping un-employed or underemployed gain access to college and prepare for the workplace.
- Bio Tech program – over 200 students but only 1 ½ full-time faculty. Class evening, Saturday – serving many students 99.8% placements for jobs. Need additional full-time faculty and a clean room. Many transfer to BU with $5000 scholarship. Donations from biochemical companies. DOL grant serving students and employers.
- Need to connect other majors at the college to the Biotech industry: accounting, writing, etc.
- Peru community outreach program for health career and STEM. Service to community and global experience.
- Data indicates this is having an impact.
- Title III Strategies for Success grant was designed by two task forces. Curriculum redesign to infuse student success skills into curriculum and Advising redesign focused on providing greater access to information and broadening advising.
- Title III helped me be a part of a faculty team and to gain new ideas.

If you had “one wish” that would further enhance the use of assessment data and/or the strategic plan to guide resource allocation at the college, what would it be?

- Wanting to see if other faculty who have worked on Title III redesign are continuing to utilize these strategies.
- Need the data to show the Title III Strategies are successful so this work will continue to spread for online teaching.
- Need to apply ISLOs so that they count for online teaching.
- Has data on online Title III courses been gathered?
- Need resources for the technology for nursing ad STEM. The industry is using more advanced. The federal funds tend to go to high schools. Our technology is way behind. This can easily be documented.
- Analysis of data for matching cultural identity and vocational choices. This can help guide dialogue with students to help them explore their vocational choices and the role of family or community pressure.
- A Health Careers exploration course for those considering health careers. Data on how many drop out because of the career not being the right fit.
- Look at data of students who start or apply to a program and the number who finish. Develop presentations on various programs so advisors are better informed about the programs and entice students to attend meetings with advisors.
- How much advising information is heard and used by students.

**Session I: Prompt 2**
2. Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
   - Honors students are able to do an Independent Study in the Science Lab. The students choose the topic and do experiments.

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?
   - Would like to see it opened up to all.

Session I - Prompt 2

2. Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
   - There are funds which the MCC Foundation has allocated to pay for books for students in need.

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?
   - Availability for the funds should be better advertised so students are aware of them.

Session II - Prompt 2

2. Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
   - The World of Music Concert Series is an amazing outreach for the community and student engagement
   - Study Abroad opportunities are amazing from students and the college as well.
   - (Not sure where the funds come from to support both initiatives)

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?
   - Study Abroad program expanded to include more countries.

Session I - Prompt 2

2. Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
   - Cambodian Grant – travel to Cambodia was an experience that made me and the students appreciate other cultures.
   - Safety-net scholarship – Help for students who do not get as much financial aid.
If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?

- More transportation between campuses – essential for students who need to take classes on both. Might take more than a year for the availability to become used and known as being available but would be worth the effort.
- Integration of both campuses
- Soccer Club – Need funding to rent a place in the winter. Reliable funding that will be available year-to-year. Cannot depend on fundraising.

**Session I - Prompt 2**

- Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
  - Day of Service – Gave students an idea of what was around them. College should do more of community engagement.
  - MCC is looked at by High Schools as a “safety school”. “Going on to College” for some means “going on to UMass”.

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?

- Do a better job of advertising our good qualities – programs, etc.
- Do more visible things
- Funding outreach
- Funding Community Engagement

**Session II - Prompt 2**

- Describe an excellent program or activity that you have been involved in, or know about, that has been supported through institutional fund raising activities? How does this program or activity contribute to the fulfillment of the college’s mission and/or strategic plan?
  - If people don’t want to send students to MCC/Community College, companies won’t want to hire our students either.

If you had “one wish” that would further strengthen the link between the programs supported through college fundraising efforts and the fulfillment of the college mission and/or strategic plan, what would it be?

- Change the way we are perceived as a college.
- Transparency – List of Funds available
Standard 10: Public Disclosure

Co-Chairs: Judy Burke, Kathleen Rich  Room LF-220

Session I

Describe one of our print or web publications/resources that you are particularly proud of that accurately represents the college and provides the information needed by students and the general public to make informed decisions.

- On website: info on transition program is appreciated
- College catalog and website are informative
- Profiles is an excellent and professional magazine
- “This Month at Middlesex” (collection of news clippings) is good, but maybe should be more widely distributed.
- MCC Connects
- Campus Security and Safety Report
- Utilization of social media (info reaches the students “where they are”) is good
- Improvement in the emergency notification system is good
- Brochure development for the Community Education and Training Department has been rapid.
- Website is somewhat better for people with learning disability (especially visual), but it is still not great. For example, e-readers do not work well.

If you had “one wish” that would improve our college print and web resources, what would it be?

- Blogs and other social media should be more student-centered (how do students get their voices heard?)
- Provide “mini-seminars” on You Tube. For example, HR seminars on health insurance, etc. because people’s lives are often too busy to attend the face-to-face meetings.
- May be helpful to update the school directory with pictures of faculty and other info.
- The TV’s in the lobbies should be used more and there should be more TV’s to promote info.
- Also, put messages as screen savers on all computer monitors in library, etc to get info in from of students.
- Centralize that both students and faculty should be using their MCC e-mail address.
- Bring uniformity to face book pages and keep them current (because sometimes students create rogue face book accounts.
- Bring the pillars back to MCC branding so that it is more universal
- How do we get MCC in the Boston Globe more often? Northern Essex is covered all the time.
- More funding to cover these wishes.
- Student radio station
- Highlight some of the companies we work with to show strong MCC partnerships.
- MCC should have a dedicated Public Relations person to push and control our message.
Session II

Describe one of our print or web publications/resources that you are particularly proud of that accurately represents the college and provides the information needed by students and the general public to make informed decisions.

- Proud of Transition Program info – accurate, effective for a wide range
- Academic Catalog – excellent resource, simplified info, well-designed
- Web Site
- Profiles – nice picture of what the college does.
- This Month at MCC
  - Not consistent in distribution
  - Love it when I see it
  - How is it distributed?
  - Why is it paper?
  - Electronic version
- Radio and TV
- Campus Safety and Security report – clearly public looking at security
- Social Media
  - Accurate, quick info
  - Face book, Twitter – reaches students where they are
  - How are hits counted? We track it, forms made
- Emergency Notification System has greatly improved. Great to receive text
- New Corporate Ed piece - MVPP – They also have new brochure – highlight works of our partnerships. How does the media of our partners reflect on MCC?

If you had “one wish” that would improve our college print and web resources, what would it be?

- Web site has issues for disabled students using screen readers.
- Blog, social media needs to be more student-driven. More info about student activities and work. How are students being heard/needs met?
- New info about benefits. Put mini-sessions on You Tube about SMART plan. Hoping we can move toward it.
- Add more photos to faculty info on the web. Now it’s voluntary. UML has no photos. Disability had photos, need updating. Encourage people to update. Would benefit our students.
- TV monitors – utilize more and add more
- Message on Student computers reinforcing monitor info and what’s going on in your classroom.
- Syllabus – encourage use of MCC e-mail address only. New MCC e-mail contacts only go thru MCC e-mail. We need to educate faculty and staff.
- Training on new e-mail system. Faculty need to know features so we can educate students.
- Web pages that aren’t maintained; remove pages that aren’t official (STEM). New process in place to find and take down sites that aren’t maintained or inaccurate.
- Promote Face book as a means for student voice.
- Bring back pillars on MCC logo to improve brands. Promote the logo, have T-shirts available for students/faculty groups working in the community.
• Globe/north NECC always there increase MCC’s staffing needs to be adequate for this. Bristol also has a media dedicated to that mission
• MCC Radio Station – problem with consistency of students. Participation is a problem.
• Communications Program review is looking at upgrade of some equipment.
• Highlight the work of our Corporate and Community Ed. i.e., Sunny D looking to reciprocation
• Give out awards to our clients/boards

Describe one of our print or web publications/resources that you are particularly proud of that accurately represents the college and provides the information needed by students and the general public to make informed decisions.
• New web site
  o great improvement
  o welcomes students
  o ___say more people are visiting and staying on the site longer
  o More communication reaching departments - Mail/phone calls
  o Teaser for new web site coming
  o Looks cleaner, less text
  o Pics are great
  o Use to take 15 minutes to get people to the Health Programs
  o Appreciate the thought that went into the stand
  o Pillars in the poster posting area very clever
• Face book – Cool, informative resource to get information from students. Quick and relative. We seem to be ahead of the curve.
• Blog is great, fun, community info, things I didn’t know was occurring.
• Publications adapts to different needs of the college and different ways to reach students – Publications is very open to explore promotional ideas and has new ideas.

If you had “one wish” that would improve our college print and web resources, what would it be?
• Understand Career Place and where the link is.
• Publicize career Place activities is helping our students.
• Didn’t know about student newscaster. How to use. Effective for students. Publicize launch.
• Resumé writing for Health Careers.
• Increase our use of “You Tube” – How to use and “You Tube” comes up first when you Google.
• Need on-line registration for Community Ed.
• Standardization of web menus; has been restrictive; info buried in areas.
• East ways to reach alumni of specific areas. (Rad Tech, Accounting, etc.)
• Interactive forms – create more (e.g., online transcript requests)
• Improve our TV commercials (SNH really good)
• Use TV monitors all the time to attract students to the monitors with weather or some other hook.
• More presence in various media – global, billboards.
• Improve Career Place info. Maybe put on student newscaster.
Web site process to make sure all our content is accurate.
Use our alums better – working testimonials, etc. on advisory boards to inform programming.
Signage on Bedford and Middle Street needs to be better. “You are here” on a map at multiple places. Signage for external visitors.
Better signage for smoking areas/reception
Maybe directories at garages/maps. Be sure key things are identified (e.g., FA, Bookstore, student activities, conference rooms.
Identify building with work, name and #.
“Today’s Events” website – Room reservations site loads too slowly

Describe one of our print or web publications/resources that you are particularly proud of that accurately represents the college and provides the information needed by students and the general public to make informed decisions.

- Fall advising schedule is great for the target group, but something similar would be nice for non-credit.
- Search button on website seems better
- Daily Newscaster is good and appreciated
- New website format – like to “upcoming events” section
- Emergency notification system is better, but maybe have faculty put on syllabus to have students sign up too.
- “Cheat sheet” for new students was really nice with quick reference info – great.
- It’s good that new forms are now available on the website.
- They do a good job with the advising catalogs (format and info)
- New bar code is good
- Billboard posters at entrance at Bedford Campus
- MCC Connect is good
- Street billboards on Lowell Connector
- R25 is appreciated
- Old fashioned cork boards

If you had “one wish” that would improve our college print and web resources, what would it be?

- MCC catalog – include complete address info for both campuses (make it more obvious and visual)
- MCC website is too busy and too many layers – should be more upfront
- Include “add to cart” button on website
- Make it so non-credit students can register online
- Promote for students to sign up for the text messages for emergency notification
- Improve social media exposure
- Update the directory for current phone extensions
- Reorganize face of website; put the major use buttons at top and bigger.
- Make note on website that you can’t use GPS to find 33 Kearney Square, because it’s not an actual street address.
- The course catalog should be more obvious on website and the academic catalog too.
• Talk to the ground troops before making major changes (like the recent update to the website)
• Flyer maps available in lobbies for people to grab to learn where buildings and department are (“you are here”).
• AR = Building #1 (Need to clarify and make universal what we call and name buildings on student schedules, etc.)
• Increase signage on streets for Lowell Campus building.
• Staff spotlight on lobby TV’s or in Profiles magazine.
Standard 11: Integrity

Co-Chairs: Lauren Ellis, Priscilla Eng

Room LC-110

**Session I - Prompt 1.**

Describe an effective institutional policy or practice that fosters an atmosphere of respect and support for people of diverse characteristics and backgrounds.

- Menu of strategies for coursework in the classroom based on skill levels: to connect every student to the class.
- Use of virtual avenues for getting info out to students (You Tube, on-line, etc.)
- Posting lectures on line (access, You Tube, Blackboard)
- Conforming to different culture of learning: technology PowerPoint, notes, handouts, instant information.
- Don’t assume generalities about people’s circumstances and situations.
- Engaging students by creating a welcoming ad accessible environment.

If you had “one wish” about how the college could more fully foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, what would it be?

- Wish for more diverse faculty
- Wish for “measure of diversity and inclusion in faculty and staff areas.

**Session I - Prompt 1**

Describe an effective institutional policy or practice that fosters an atmosphere of respect and support for people of diverse characteristics and backgrounds.

- Respect = welcoming, valued
- Opportunity

If you had “one wish” about how the college could more fully foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, what would it be?

- Multiple strategies are needed
- All need to be done intentionally – can’t be assumed.

**Session I - Prompt 1**

Describe an effective institutional policy or practice that fosters an atmosphere of respect and support for people of diverse characteristics and backgrounds.

- Respect is a weighty term – what does that mean? Create a welcoming atmosphere. People need to feel like they belong. Hiring more diverse people could be helpful. “regard”, “thoughtfulness” is related to respect.
- Effective – if you value people, you need processes that demonstrate these values.
  - Photos reflect diversity
  - Brochures in other languages
  - Navigator positions – helping unemployed adults
  - College reaches out to community agencies.
Focus on closing the achievement gap – cross functional group

If you had “one wish” about how the college could more fully foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, what would it be?

- Attend to Diversity of Learners. Some people are natural teachers and some staff need to be prepared. Some areas train staff to work with students better than others.
- College compromising on some things to make life easier – actually makes things hard. i.e., late registration.
- Need to have more diverse staff which will make students more comfortable.
- Wish we communicated better about what we have available.
- Create and promote opportunities.

Session I - Prompt 2

Describe an effective policy or practice at the college that fosters an atmosphere of academic honesty and integrity?

- Honesty and integrity represent how one chooses to behave when one does not expect to be caught/
- How does one encourage?
  - Public shaming?
  - Peer judgment of integrity cases?
  - Reward for integrity?
  - Student-developed standards?
  - Reinforced - read and sign honor code each term
  - More group work – teamwork vs. competition between students
- Are we parents? Are students competing against each other such that integrity and honesty is our responsibility to teach? Or is our responsibility just to share knowledge?
- How is the Honor Code different from any other set of rules? How do you get student buy-in? Do you feel bound by rules you had no voice in?

If you had “one wish” about how the college could more fully foster an atmosphere of academic honesty and integrity, what would it be?

- Bring back student newspaper – no student voice
- Wish to hear more from students in classroom setting.
- Make sure we are being candid with students about employability. This information should be available to potential students.
- Students need to be educated in some cases about what integrity looks like.
- Everyone should quiz students on syllabi to ensure they understand all policies including academic integrity.
- Create consistent classroom policies and procedures across the college.
- Part-time faculty need to receive more information about academic integrity.

Session I - Prompt 2

Describe an effective policy or practice at the college that fosters an atmosphere of academic honesty and integrity?

- Honor Code is good.
- Technology - anonymous discussion board as a safe place to discuss integrity.
- Students on college boards or committees.
- Anonymous suggestion boxes
- Clarify the role of students in the classroom as collaborators rather than solo performers – need to help each other. Already happening but should happen more.

Wish and Policy

Session I - Prompt 2
If you had “one wish” about how the college could more fully foster an atmosphere of academic honesty and integrity, what would it be?
- Most faculty have a policy regarding plagiarism – bookmark is great. Should be a requirement for the syllabi checklist.

Session II - Prompt 1
Describe an effective institutional policy or practice that fosters an atmosphere of respect and support for people of diverse characteristics and backgrounds.
- Learning style inventories are widely used. Student info centers are a great resource.

If you had “one wish” about how the college could more fully foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, what would it be?
- Need an inventory of initiatives that support diverse learners and employers. More materials that can be used when employing universal design practices in our courses.
- Transportation between Bedford and Lowell to ensure that students are interacting.
- Use Skype, etc. to allow students to interact between campuses.
- Wish we could get more information about disabled students early in the semester.
- Better services for veterans and more publicity.
- Create more cross-functional teams and meetings to ensure that all voices are heard.

Session II - Prompt 1
Describe an effective institutional policy or practice that fosters an atmosphere of respect and support for people of diverse characteristics and backgrounds.
- DSS – practice that is a support
- Multicultural – more than just exists – very active
- TRIO programs – helps student feel included - Student services – student Achievements
- Search committee – training to focus on diversity/HR works hard to support diversity
- PAC – free program for new immigrants.
- Multicultural ISLO – faculty working on that across the curriculum
- ELL classes specifically designed for English language learners
- Diversity work through NCBI
- Community Ed – lifelong learning – children through seniors
- Diversity Committee – FSA committee ad hoc group that facilitates formal and informal presentations.
- International travel and fellowships – respect for diverse learners – different delivery methods but also universal design.
• Academic alerts warn students about their situation
• Case management model for at-risk students who are coming to MCC.
• FYE courses helping diverse students understand resources available.

If you had “one wish” about how the college could more fully foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, what would it be?

• International students have a lot to offer in terms of decorum and cultural difference.
• Take the stigma away in a student’s mind about asking for extra help.
• Programs that service the community (HS, CJ, FS) need to support diverse students because they are needed in field.
• Non-traditional students need special services to address their unique issues.
• Ensure that all students can afford texts – need more options for faculty

Session II - Prompt 2

Describe an effective policy or practice at the college that fosters an atmosphere of academic honesty and integrity?

• Currently have the Honor Code in place for students but question how effective it is. The Honor Code needs work. One faculty member reports that she uses the Honor Code – reviews in class but if it wasn’t reviewed, she suspects that the code wouldn’t be noticed/paid attention to by students. There is a question by other faculty – do my students really understand the Honor Code. Consensus by others.
• Faculty spoke about plagiarism – they wish there was a universal policy. Some feel that it is not strong (policy). We need to examine the state-wide policy (in fact there is a state-wide policy). Some faculty feel, when the policy is left up to the individual faculty to implement, each enforce the policy differently.
• Dealing with students who come from different countries makes for very interesting discussions in class on academic dishonesty and cheating.
• Are student even aware that they are cheating? Information is so accessible to them. Do they know where the boundaries are? A response is that they are aware but they can easily justify their behavior. The idea is “I have to get ahead by any means.
• Some students who cheat see cheating as having no other choice – perhaps because of time constraints; other external factors.
• Quantifying the using “safe assignment” software – some measure of material is copied more than 10% is a way to measure.

If you had “one wish” about how the college could more fully foster an atmosphere of academic honesty and integrity, what would it be?

• A uniform policy on plagiarism – how to define it more concisely than the state to make it more clear/understandable for students.

Session II - Prompt 2

Describe an effective policy or practice at the college that fosters an atmosphere of academic honesty and integrity?
A unified response to a uniform policy makes this challenging. Should faculty have a plagiarism consequence in their syllabi? Do we establish a uniform policy among faculty? A uniform policy must be in line with the administration’s views.

If you had “one wish” about how the college could more fully foster an atmosphere of academic honesty and integrity, what would it be?

- To have an open/honest conversation - who has a “right” to be here but to be able to discuss the problem in which some students “shouldn’t “ be here. Despite a 3-strikes rule implemented currently, some students are allowed to stay longer than they should. Is this fair for students to continue to take their tuition when it’s clear that they can’t do the work.

College success skills (through First-Year Experience) and through other programs do address/help students who need to learn how to be students. But, there are other students who exhibit early that they don’t have the academic ability to do college work. There are students who barely get by in entry-level courses, particularly in specific programs. It’s clear to faculty that these students don’t have the aptitude for a particular program. Some need to be re-directed early to a different major where they may perform better.

If we do move in this direction, there needs to be a series of checks and balances to assess the student’s ability – before dismissing someone from a particular program. And, one’s cultural background will affect a student’s level of success.

At what point do we explore with students other options to college – to acknowledge that some people succeed with college and some succeed without college.

- Examine passing grades for pre-requisites; i.e., students who get “D” in a course and move onto the next level. Some achieve “D’s” throughout all levels - Even “C’s”. Do they imply mastery? How do we teach mastery so courses can build on one another and promote success?

We need to put into place more definitive evaluative standards for course completion.

Is the course grade a better predictor of success when compared to CPT scores?

Session II - Prompt 2
Describe an effective policy or practice at the college that fosters an atmosphere of academic honesty and integrity?

Are students now being moved through the process more quickly trying to get them to master material in order for them to get through an academic program in a more timely fashion? But do we lose students if we move them through too quickly? Of all of this is evaluated by the state, will we suffer from lack of funding if we don’t move students through quickly enough?