

Design Thinking Workshop Break-Out Group Summaries
Friday, November 3, 2017

Group #1

Task Force: Advising, Registration, and Retention

Members: Gayle Barrett, Lillian Baruffi, Leonel Carmona, Barbara Giffin, Judy Mazgulski

Topic: Online Courses

Group #2

Task Force: Advising, Registration, and Retention

Members: Emily Canto, Paul Carmichael, Joanne Faust, Angelo Glaviano, Irene Martin

Topic: Online Courses

Summary: Groups 1 and 2 combined ideas and presented jointly. Flexibility is a common denominator for students taking an online course. Other components equally important are structure; access to an ease of communication with instructors; engaged in online learning for both faculty and students; the opportunity to do an on campus check-in for a little more connectedness between students and faculty; peer connectedness; teaching styles and modality to serve a broad range of learning styles (example: learning through videos and online chats); 24/7 technology assistance; clear directions for first-time users; and well organized shell structure. The tagline developed is “Map your life. Become part of an engaged online learning community.” Selling points discussed were accelerated courses, standardized format for easy navigation, and multi-media resources.

Group #3

Task Force: Advising, Registration, and Retention

Members: Joy Hansen, Terry McNulty, Hilary Phelps, Rebecca Rist-Brown, Dan Viens

Topic: 15 to Finish

Summary:

Get your Associates Degree in just two years with the 15 to Finish Program! Target college ready students who do not face excessive outside barriers such as transportation, financial, family obligations, and physical and/or emotional wellness. The 15 to Finish Program will have specific incentives and would include a special coordinator/advisor, designated librarian, etc. Three groups of student to target include: 1) Existing applicants who can be flagged similar to Honors and TYP students based on Accuplacer and SAT scores. 2) Existing students who can be flagged using data pulled at the campus level via the Research and Assessment Office and other data available through faculty and staff. 3) The untapped pool of students who can be acquired by “buying” data to identify students who might be good candidates for 15 to Finish.

Group #4

Task Force: 21st Century Marketing Plan

Members: Wei Cen, Rebecca Davis, Jordan Domkowski, Rick Eriksen, Dan Nocera, Ashley Raitchel, Yvonne Page

Topic: Enrollment Subset (Part-time Students)

Summary: Part-time ≠ negative. Ways to incentivize part-time enrollment for students at MxCC and make their experience just as good as full-time students were discussed. The Part-Time Experience Program would have incentives to help part-time students. Some suggested incentives discussed were

discounts on Uber services through a partnership with Uber, collaborating with an agency who can offer childcare services for students, maintaining evening services at the College, and developing creative ways to give credits to part-time students, for example offer one a one-credit option in combination with a three credit course via weekend workshops.

Group #5

Task Force: 21st Century Marketing Plan

Members: Valerie Cooper, Evelyn Garcia, Janet Klinck, Sue Lugli, John Shafer, Trent Wright

Topic: College of Choice

Summary: Ways to battle misperceptions were discussed. Based on feedback from students, prior to starting at MxCC, they had the impression that MxCC was not a good choice for college. After enrolling at MxCC their perception changed and they felt MxCC had small classes with quality teachers in a campus setting, MxCC has first-rate technology and active Student Activities, MxCC gave them the ability to see their own progression, and provided them with job opportunities. How did student get here? Students enrolled at MxCC indicated the College was recommended to them by parents, teachers, and co-workers; or because someone they respect made positive remarks about MxCC. Take note that guidance counselors were not listed among those who recommended MxCC. The solutions discussed were more strategic outreach to the community to develop relationships, host events such as open houses, start early with middle school students to include joint collaboration with teachers, and develop advertising that counters misperceptions.

Group #6

Task Force: Academic Identity

Members: Ricky Barrett, Jill Flanigan, Lauren Katusha, Yvonne Rubin, Judy Wallace

Topic: College of Choice

Summary: A top five list of why “Middlesex wants you” was developed to combat misperceptions: 5) Affordability. Starting at MxCC before transferring to a four-year college will save a vast amount of money. 4) Convenience. MxCC is local within the community. 3) Career Oriented. Students can graduate with a two year and head directly into the workforce through some of our specialized degree programs. 2) Excellent Transfer Programs. Students can begin at MxCC and transfer to a four-year institution. 1) Culture of Excellence. This includes the type of interactions students have with faculty and staff.

Group #7

Task Force: Academic Identity

Members: Linda Ansarra, Jaime Flores, Yi Guan-Rackowski, Christine Ruggiero, Diane Bordonaro

Topic: Enrollment Subset (Non-traditional Students)

Summary:

Increase enrollment by targeting non-traditional students, specifically unemployed students. Methods for reaching these students include contact through the Department of Labor and various Social Service Agencies. The suggested tagline developed for this particular target group is “MxCC is here to support the change you seek.”

Group #8

Task Force: Academic Identity

Members: Michael Amouzou, Sara Brinckerhoff, Pam Frost, Rich Lenoce, Betty Riedinger

Topic: 15 to Finish

Summary:

Data show that students taking 15 credits per semester are more likely to succeed. Identify target students determined by academic readiness using data we already have. Students need to be degree seeking. High school students can be identified early on using current high school connections. Host a student focus group to determine best course scheduling. Develop a comprehensive plan using the guided pathways data coming down the pike to start mapping students so they have a clear pathway. Develop a comprehensive orientation process prior to school starting to address academic readiness and available resources. Have a success coach for 15 to Finish students.

Group #9

Task Force: Various (Management Team; each serves on different Task Forces)

Members: Cheryl Dumont-Smith, David England, Kimberly Hogan, Adrienne Maslin, Steve Minkler, Anastasia Pych

Topic: Increasing Enrollment

Summary: Some of the problems identified during this discussion were that MxCC has fewer students from our “usual” towns; MxCC has fewer students under age 30; transportation issues; transferability; cost; more opportunities needed to introduce influencers to the College; availability and variety of programs; and a need for more opportunities to connect with fellow students. Things discussed to increase enrollment: 1) Focus marketing efforts in towns where MxCC has lost students. 2) Provide shuttle service between Middletown and Meriden. 3) Offer a personal touch through student ambassadors, staff, faculty, and EAs. 4) Develop data driven practices. 5) Develop and alumni mentoring network. 6) Don’t lose things we do well. 7) Develop guided pathways. 8) Scale up OER. 9) Address the high cost of textbooks. 10) Look for opportunities to subsidize students and develop a scholarship opportunity for Platt High School students as an incentive for them to continue at MxCC after graduation. The tagline developed is “We’re here for you.” The campaign developed is “MxCC Pride” and includes activities such as Pride Day at MxCC, MxCC Pride Day in town, MxCC Pride shirts, decals, etc., bring a friend/family member to school day, and “I’m a graduate of MxCC” lawn signs. Important things to market are affordability, location, excellent faculty and programs, beautiful campus, caring faculty and staff, and veterans support services.