

**Middlesex Community College  
Mission Priorities  
Status Report to the Board of Higher Education  
Summer 2000**

**Executive Summary**

Middlesex Community College's excellent progress toward the accomplishment of the Board of Higher Education Mission Priorities submitted in 1999 is documented in the enclosed Summer 2000 Status Report to the Board of Higher Education. This report lists each performance objective and its related effectiveness indicator/target, baseline data, and the college's 1999-2000 progress toward its achievement.

**Evaluation of Institutional Progress in Achieving BHE Mission Priorities**

The College met its performance goals for 1999-2000. We are especially pleased to report a record of outstanding accomplishment in several areas including classroom based research and curriculum development projects, faculty development in the areas of teaching with technology, and the implementation of innovative programs targeted for underprepared and uncommitted learners. Last year, 99 faculty participated in classroom-based research and development projects through sabbaticals, mini-grants, Problem Based Learning Projects, the Activated Learning in the Classroom initiative or the Carnegie Teaching Academy. In addition, 94 faculty have participated in training related to teaching with technology and 44 faculty have already incorporated the use of technology into the delivery of instruction as a result of the training. 534 students enrolled in on-line courses developed and offered by MCC faculty in 1999-2000. Major research and assessment initiatives and the new programs implemented to meet the needs of underprepared and uncommitted learners are documented in the enclosed Summer 2000 Status Report to the Board of Higher Education

The College invested heavily in technology in 1999-2000 with an emphasis on strengthening the institutional technology infrastructure to better support the expanding teaching and learning needs of the college community. A complete rewiring of the Bedford and Lowell campuses and a major network upgrade will be complete by September 2000, the College has just completed its first year using the new Banner Student and Financial Aid systems and Banner was upgraded to its latest version in July 2000.

Regional workforce needs were another important area of emphasis in 1999-2000. The College developed and implemented a new process to identify regional workforce training needs, especially in the area of emerging technologies. These efforts resulted in the development and implementation of a Regional CISCO Training Academy, local CISCO training initiatives at MCC and a planned Information Technologies Specialist certificate program. In addition, The Career Place served a record number of clients and employers and Business and Industry programs expanded their list of contract training initiatives provided to area businesses and organizations.

Expanding service learning and international fellowship opportunities were also important initiatives. Last year over 500 MCC students participated in service-learning experiences and two new International Fellowship programs were initiated. 5 students participated in the new International Fellowship program in Costa Rica and 11 students participated in the new program in Ireland.

There are three areas where the College did not achieve its target in the manner originally envisioned which are documented below and in the Summer 2000 Status Report to the Board of Higher Education. In these cases, alternative means were employed to achieve the objective. These areas include the following:

- (1) BHE Priority 1: Effectiveness Indicator: An enhanced structure for the coordination of MCC professional development programs and activities including a full time coordinator and a Professional Development Council is in place. 1999-2000 Progress: Although the College was unable to hire a full time program coordinator due to budget constraints, an enhanced structure for the coordination of MCC professional development opportunities was put in place through a realignment of the organizational structure. Responsibilities for professional development were assigned to a full time administrator who has worked with professional development for noncredit faculty for many years. This individual and the Provost have been in close contact with a variety of program coordinators who design professional development for their faculty and staff to insure that the range of professional development opportunities offered across the College meets our organizational needs. A Professional Development Council has been developed and is scheduled to meet in October 2000.
- (2) (2) BHE Priority 3: Effectiveness Indicator: A minimum of four faculty complete internship or job shadowing experiences. 1999-2000 Progress: Three faculty members participated in job shadowing or internship experiences. Instead of a fourth faculty internship or job shadowing experience, the College promoted faculty development in emerging technologies by investing heavily in the following specific, industry-related training. CISCO training was provided to faculty to support the College's new CISCO Regional Academy. The Business Administration Program Review identified the need to incorporate the use of accounting software packages used in industry in accounting classes. Training was provided in the use of this software to faculty teaching accounting classes. This new accounting software will begin to be used in MCC accounting classes in September 2000.
- (3) (3) BHE Priority 5: Effectiveness Indicators: Increase or maintain profits through all forms of contract training and Annual increase in the number of students participating in contract training initiatives. Baseline \$778,000 and 2,510 students. 1999-2000 Progress: \$727,000 and 2,403 students. Several years ago, Raytheon Corporation made a major commitment to retrain its workforce. The plan included the need for MCC and partner institutions to provide large numbers of training courses for a few years and then for the

company to provide “on-the-job” training. In 1999-2000 the project moved on to its “on-the-job” training component, resulting in a major decrease in the number of contract training courses required from Middlesex. This year the College’s Business and Industry Department did a tremendous job of increasing revenues from the non-Raytheon contract training initiatives. Even with the winding down of a major contract they maintained 93% of their baseline revenues and 96% of their baseline enrollment.

### **Evaluation of Implementation Plan as a Tool to Achieve a More Focused Institutional Mission**

Both the Board of Higher Education Mission Priority Implementation Plan and the College’s Strategic Planning process have contributed to the development of a focused set of institutional priorities that are directly tied to the College’s mission statement. In 1997, President Carole A. Cowan established a Strategic Planning Task Force chaired by Provost Charmian Sperling. This Task Force, which included representatives from faculty, staff, and the student body, conducted and reviewed internal and external environmental scans, examined current strengths and weaknesses, identified a vision for what the College would be in 2002, and created a mission statement. Twenty strategic goals evolved from this mission statement. All of these strategic planning goals were considered as the College identified its priority performance goals for the Board of Higher Education and their related objectives, outcomes and effectiveness indicators. These measures have proven to be very useful to the College as we assess our progress toward achieving mission specific organizational goals, identify future needs, and set budget priorities. The system has provided a set of clear, visible benchmarks to help us track our progress, allows the College to rely more heavily on documented outcomes for management decisions and budget priorities, and encourages a holistic approach to organizational planning and decision making.

A college-wide database, MCC Goals 2002, is in place to track MCC Strategic Planning and BHE Priority Goals, related planned activities, anticipated outcomes, effectiveness indicators, targets, baseline data and accomplishments. This system is in use by area faculty and staff to plan and report annual activities and outcomes. It is also used to track college-wide progress toward the accomplishment of MCC Goals 2002 and BHE Priority Goals, which are directly tied to our mission statement, and to report these outcomes to the MCC Board of Trustees and the college community. Reports generated from this system are available on the College Intranet.

### **Middlesex Community College BHE Priorities, Objectives, Effectiveness Indicators, Targets and Baseline Data for Academic Year 2000-2001**

MCC objectives, effectiveness indicators, targets and baseline data for academic year 2000-2001 for each of our BHE Priority Goals are described in the enclosed report titled Middlesex Community College BHE Priorities and Effectiveness Indicators – Summer 2001. Since the goals and their related objectives span a four year period, we are indicating on this report only those effectiveness indicators that will be used for our

report to the Board of Higher Education in the summer 2001. The remaining effectiveness indicators are based upon four years of implementing activities and will be incorporated in subsequent reports to the Board of Higher Education.