

*Middlesex Community College  
BHE Mission Implementation Priorities  
Summer Status 2000 Report*

***Mission Priority 1: Promote teaching excellence and innovation to enhance student learning.***

<b><i>Objective</i></b>	<b><i>Effectiveness Indicator</i></b>	<b><i>Baseline Data</i></b>	<b><i>1999-2000 Data</i></b>
To emphasize the Scholarship of Teaching through activities which promote pedagogical experimentation and research related to teaching and learning.	Increase in the number of faculty participating in classroom based research and development projects	31 faculty	99 faculty - The college made a major commitment to support classroom based research and development projects. The 1999-2000 activities include the following: 5 faculty sabbaticals, 34 faculty participated in the Activated Learning in the Classroom initiative, 28 faculty were awarded mini-grants, 11 faculty participated in the Carnegie Teaching Academy and 21 faculty engaged in Problem Based Learning projects.
To provide a comprehensive faculty development program directed toward the pedagogical uses of technology	Increase in the number of faculty participating in training related to teaching with technology	58 faculty	94 faculty
To provide a comprehensive faculty development program directed toward the pedagogical uses of technology	Increase in the number of faculty incorporating technology into the delivery of instruction as a result of training	18 faculty	44 faculty
To support faculty in exploring and implementing pedagogies that promote achievement and success among underprepared and uncommitted learners	Research completed related to effective strategies and programs targeted toward underprepared and uncommitted learners	Not applicable	(1) Academic programs reviews are complete for developmental reading, writing and math. These reviews include research on student outcomes, identify program strengths and challenges and outline recommendations for improvement. (2) Academic Support Services also completed their program review. Student focus groups and state-wide survey data is included in the report. (3) Follow-up data has been collected for Summer Sprint (a jump start program for students requiring developmental coursework in reading, writing and/or math) (4) College-wide developmental course completion rates by day or evening, and by part time or full time instructor have been calculated and distributed .

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To support faculty in exploring and implementing pedagogies that promote achievement and success among underprepared and uncommitted learners	Development and implementation of programs targeted for underprepared and uncommitted learners	Not applicable	(1) A new reading/writing course for students in need of pre-basic writing was implemented. (2) In order to comply with the new BHE required reading cutoff, all of the required reading courses were revised to include the three levels of required reading. (3) The Skills Enhancement Program was developed to teach faculty techniques for integrating skills into the content area coursework. Six faculty members participated in the yearlong training and have incorporated strategies into their courses. (4) The Nursing program developed an At-Risk pilot for students with a moderate likelihood of failure. Faculty determined specific failure indicators and outlined strategies for success. Faculty collaborated with the Academic Resources reading specialist in developing the pilot. At risk students have been referred for help with study skills, note taking and time management problems. For this first year, 70% of the participants passed the nursing courses where a significant number has been predicted to fail. (5) The Center for Self-Paced Studies piloted the use of Academic Systems with 180 students enrolled in developmental writing and mathematics courses. Academic Systems is a multi-media learning resource. Its use has allowed the Center for Self Paced Studies to fully integrate technology into existing developmental courses to meet the multiple learning styles of developmental students. The successful course completion rate of students in the pilot group was significantly higher than the overall successful course completion rates for developmental writing and mathematics. (6) MCC's Collaborative Intervention Project teams a faculty member, a student development staff member, and an academic support staff member to work collaboratively in and out of the classroom to support at-risk students through intrusive intervention strategies. This strategy has been implemented with 4 to 6 class sections per semester. (7) The Director of Academic Support Services has offered workshops to individual academic programs throughout the year.

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To enhance the coordination, assessment, and communication of professional development programs and activities	An enhanced structure for the coordination of MCC professional development programs and activities	Not applicable	Although the college was unable to hire a full time Professional Development 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 an existing 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 directors and program coordinators who design professional development for their faculty and staff to insure that the range of professional development offered across the college meets our organizational needs. A Professional Development Council has been developed and is scheduled to meet in October, 2000.
To enhance the coordination, assessment, and communication of professional development programs and activities	Annual increase in the number of faculty and staff participating in professional development activities	147 faculty and staff	366 faculty and staff.

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***Mission Priority 2: Enhance college effectiveness through the use of appropriate technology and related applications. Develop programs, services and instructional modes that utilize technology to increase student access.***

<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
Create and maintain the dynamic, reliable technological environment necessary to accomplish institutional goals	100% of college faculty and staff offices are connected to the college network	Not applicable. The college will demonstrate that 100% of college faculty and staff are connected to the college network	The college is currently undergoing a complete re-wiring of its Bedford and Lowell campuses. By September 2000, 100% of the college faculty and staff will be connected to the college
Create and maintain the dynamic, reliable technological environment necessary to accomplish institutional goals	100% of classrooms and instructional areas are connected to the college network	Not applicable. The college will demonstrate that 100% of its classrooms and instructional areas are connected to the college network	The college is currently undergoing a complete re-wiring of its Bedford and Lowell Campuses. By September 2000, 100% of the classrooms and instructional areas of the college will be connected to the college network.
Develop the systems, processes and infrastructure necessary to support a variety of instructional modes and academic support services including the following: multimedia classroom instruction, distance learning video courses, telecourses, self-paced studies courses, on-line courses, tutoring, library resources, disabilities support tutoring, and learning styles and study skills testing	Increase in enrollments in distance learning courses	82 enrollments	534 enrollments
Develop efficient, effective student support and enrollment services accessible from both on and off campus locations	Increase in the number of students using technology-mediated academic, enrollment and student support services	Approximately 500 students	On average, there were 100 visits to the TutorWeb site per month. An additional 31 accounting and mathematics questions were answered electronically using the new "Ask the Tutor" service. 748 students submitted their applications to MCC on-line this past year. The Banner WEB for Student and WEB for Faculty products have been purchased by the college to expand student access to academic, enrollment and student development support services.

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<b><i>Objective</i></b>	<b><i>Effectiveness Indicator</i></b>	<b><i>Baseline Data</i></b>	<b><i>1999-2000 Data</i></b>
Provide students, faculty and staff with a general awareness of the technological resources and services available at the college	A minimum of 90% of student computing accounts are distributed prior to the first day of class	Not applicable	Students needing computer accounts to participate in On-line Distance Learning courses receive their accounts in their orientation packets which are issued two weeks prior to the beginning of classes. The Technology Center distributes computing accounts for all students enrolled in courses requiring computer access and/or e-mail accounts to the faculty teaching these courses before the first class meeting.
Provide students, faculty and staff with a general awareness of the technological resources and services available at the college	A minimum of 95% of new faculty and staff are assigned computing accounts during their first week of employment	Not applicable	New hires are informed of the available computing resources at MCC by their immediate supervisor, who validates the appropriate level of computer access and forwards the request for computing accounts to the Technology Center Help Desk. Help desk staff assign and activate the appropriate accounts for new faculty and staff within 48 hours.
Implement the following college-wide computing systems: Banner 2000 Student, Banner 2000 Financial Aid, Raisers Edge Blackbaud (Fundraising/Grants Management)	Full implementation of Raiser's Edge Blackbaud and Banner Student Information and Financial Aid Systems	Not applicable	The Blackbaud Raiser's Edge system is fully implemented. Over the last year, a system upgrade and a new module "Special Events" was installed. An import of MCC graduates into Raiser's Edge was successfully completed to create an alumni database for the institution. The Banner Student and Financial Aid modules are also fully implemented and are in operation. The implementation included an academic history conversion for more than 100,000 students' records from the legacy system. All Banner modules were upgraded to the latest versions in July 2000. All user manuals and training materials have been updated to reflect the upgrade and over 150 staff and employees have already been trained on the new version of Banner.

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***Objective***

Provide a full range of employee computer education and training programs

***Effectiveness Indicator***

Annual increase in circulation rates of the library collection of technology learning aids

***Baseline Data***

This is a start up activity. The MCC Activity Plan requires the Technology Center and the Library to collaborate on the development of a collection of technology learning aids to be distributed through the college Library and a companion technology support structure during the 1999-2000 academic year.

***1999-2000 Data***

236 circulations - The Library and the Technology Center worked together to develop a collection of technology learning aids and a companion support structure including a greatly enhanced and expanded, college-wide technology help desk accessible from on and off campus by phone or e-mail.

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***Mission Priority 3: Develop curricula to prepare students for careers in emerging technologies.***

***Objective***

Research workforce needs in emerging technology fields

***Effectiveness Indicator***

Criteria established for new technology program development

***Baseline Data***

Not applicable

***1999-2000 Data***

New technology program development criteria and procedures were developed by a college task force.

Research workforce needs in emerging technology fields

Annual information on workforce needs related to emerging technology and feasibility for establishing new program

Not applicable

The college created and filled the position of Director of Corporate Relations whose responsibilities include the collection of regional workforce needs. Last year, the director met with executives from eight different regional companies to determine their needs. Through this process he identified seven new programs needed by industry. To date the college has implemented a Cisco CCNA Certificate program and is developing an Information Technology Specialist Program.

Develop, implement and assess specific curriculum in new and existing programs

Minimum of one new emerging technology program developed annually

Not applicable. The intent is not necessarily to increase the inventory of active technology programs. For example, a program may be eliminated if it is found to be outdated. The college will provide documentation of the new emerging technology program developed.

The Cisco CCNA Certificate program was developed and implemented. The first class was oversubscribed. Middlesex also serves as a Cisco Regional Academy and is supporting the development of Cisco CCNA programs in six local high schools.

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***Mission Priority 3: Develop curricula to prepare students for careers in emerging technologies.***

***Objective***

Promote faculty development in emerging technologies

***Effectiveness Indicator***

A minimum of four faculty complete internship or job shadowing experiences

***Baseline Data***

Not applicable. The college will provide documentation of the four faculty internships or job shadowing experiences

***1999-2000 Data***

Three faculty participated in job shadowing or internship experiences at the following locations: United Customer Management Solutions, Audiovideoweb.com, and Gotonwgo.com. 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. (1) CISCO training was provided to faculty to support the college's new Cisco Regional Academy. (2) The Business Administration Accounting 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.



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***Mission Priority 4: Enhance general education and the Liberal Arts through a focus on key values, curriculum revision and assessment.***

<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
Fully implement and assess the impact of a values-driven core curriculum	Assessment plan to measure impact of core curriculum developed and implemented by May 2000	Not applicable	The core curriculum assessment plan has been developed and implemented. (1) A Core Curriculum Graduation Survey was developed and administered to students who applied to graduate in June or August 2000. The results will be reviewed by the General Education Committee during the Fall semester. (2) A faculty focus group for the Written Communication Intensive Value was held and a portfolio of ideas and strategies for assessing the writing intensive courses has been developed. The portfolio will be available for faculty through the Web.
Fully implement and assess the impact of a values-driven core curriculum	Degree audit tracks student completion of all core requirements	Not applicable	The Banner Degree Audit system (CAPP) has been fully implemented to track each individual student's progress toward the completion of his/her degree requirements, including all core requirements. The system has been used since Fall 1999 to inform students and their academic advisors of their progress toward the completion of their core requirements.

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***Mission Priority 4: Enhance general education and the Liberal Arts through a focus on key values, curriculum revision and assessment.***

***Objective***

Strengthen the liberal arts through assessment and curriculum modification

***Effectiveness Indicator***

Recommendations from the Liberal Arts and Departmental Program Reviews are implemented.

***Baseline Data***

Not applicable

***1999-2000 Data***

To date, the following 29 programs or departments have completed the academic program review process. 1996: Biotechnology, Medical Laboratory Science, Mental Health (Human Services) 1997: Business Administration Transfer, Computer Aided Design, Health Careers Preparatory Program 1998: Academic Resources (Tutoring and Tutorial Labs), Adult Learning Center, Basic Writing, Business Administration Career, Small Business Assistance Center, International Visitors Program, Lowell Career Beginnings, Nursing, Reading 1999: Accounting and Computerized Bookkeeping, Engineering Science Transfer, Liberal Arts and Sciences Transfer, Medical Assisting, Medical Secretary/Office Specialist, Radiologic Technology, Studio Art, The Career Place 2000: Computer Science Transfer, Criminal Justice, Developmental Math, International Business, Science Department and Concentrations, Technical Writing. Each year, the Provost meets with the faculty and staff from each program or department that has completed a review and discusses their recommendations. Through this process, the recommendations are analyzed and prioritized. Approved recommendations that do not require additional funding are implemented by the program staff. Academic funding priority is then given to significant recommendations with budget requirements. Many of these recommendations were implemented over the past two years and many more are scheduled for implementation in 2000-2001

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<b><i>Objective</i></b>	<b><i>Effectiveness Indicator</i></b>	<b><i>Baseline Data</i></b>	<b><i>1999-2000 Data</i></b>
Promote interdisciplinary learning and team teaching	A minimum of one new interdisciplinary course developed annually	Not applicable. The intent is not necessarily to increase the inventory of active interdisciplinary courses. The college will provide documentation of the new interdisciplinary course developed	(1) CJ/SC 2129 Forensics - This course integrates criminal investigative techniques with hands on experience in the scientific procedures now used in the modern crime laboratory. Topics include evidence collection, chemical and physical analysis of the evidence and crime scene and the impact of DNA technology on criminal investigations. (2) Course Cluster - Introduction to Sociology and Photography: SO6101 Introduction to Sociology: A View of American Culture - An introduction to the sociological perspective which emphasizes the effect of societal arrangements on human behavior. An important component of the course is the use of photography as a means of exploring and learning about American culture. HU2161 Photography: A View of American Culture - Students will learn the basic elements of using a camera and editing photographs. Students will use topics studied in Introduction to Sociology as their subject matter, exploring American culture through the lens of a camera.
Promote interdisciplinary learning and team teaching	Assessment instrument to document student understanding of interdisciplinary relationships piloted by June 2000; available to all faculty teaching interdisciplinary courses by June 2001	Not applicable	Assessment instruments were developed and piloted for 3 credit team taught courses and 6 credit two-course clusters.

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***Mission Priority 5: To enhance and expand Middlesex Community College’s role in educational, cultural and economic development with the region.***

<b><i>Objective</i></b>	<b><i>Effectiveness Indicator</i></b>	<b><i>Baseline Data</i></b>	<b><i>1999-2000 Data</i></b>
Enhance and expand educational collaborations within the region	A minimum of two new partnerships will be developed and at least two existing partnerships will be expanded	Not applicable. The intent is not necessarily to increase the inventory of active partnerships. The college will provide documentation of the two new partnerships and the two expanded partnerships.	New Partnerships (1) MCC and representatives from the Bedford, Burlington and Billerica school systems collaborated to design an innovative summer intervention MCAS Prep program for eighth graders who are in danger of failing the tenth grade MCAS test. The pilot project involved teacher training for cross-discipline curriculum development (with an emphasis on mathematics, science, technology) and related pedagogies, as well as a four week summer program for 90 students (30 from each system). This project, designed to meet the academic needs of suburban school students requiring intensive assistance, featured a replicable model that could be available for dissemination on a statewide basis ( 2) MCC and Billerica School System Curriculum and Assessment Collaboration: The goal of the partnership is to facilitate the transition from high school to college by promoting college readiness for all students, To that end, faculty and staff from Middlesex and Billerica High School met to develop a greater understanding of the basic skills required for college readiness, to promote greater understanding of the testing processes at each school, to explore the relationship between MCAS and the Computerized Placement Test, to address potential alignment of curriculum and assessment standards and to recommend interventions to reduce the need for developmental coursework. (3) The Provost was asked to serve on the Billerica for Education Board. As a result, the college now participates in awarding faculty development grants to Billerica Public School teachers and plays a strong role in the planning and implementation of the Billerica fine and performing arts talent show. Several MCC faculty serve as judges for the

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<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
<p>Increase the number and viability of small and micro enterprises operating in the Greater Lowell area through the Lowell Small Business Assistance Center</p>	<p>Increase in the number of programs offered and the number of clients served at the Lowell Small Business Assistance Center</p>	<p>575 clients and 23 programs</p>	<p>1075 clients and 87 programs</p>

weekend shows, which attract substantial community interest and support. Expanded partnerships (1) MCC expanded its partnership with the Educational Collaborative (ED CO) which provides professional development opportunities to teachers and professional staff in approximately 30 school districts. This year, MCC was involved in planning the Educational Collaborative October Professional Day. MCC and ED CO also collaborated on a successful grant application designed to help improve the academic skill levels of middle and high school students interested in future careers in technology. (2) MCC expanded the Lowell Connections program and increased its enrollment by 35%. Lowell Connections is a collaborative initiative between the University of Massachusetts Lowell and MCC that prepares students who do not meet UMass Lowell's entrance requirements to succeed at the university after interim attendance at MCC. To date, 42 Lowell Connections students have been admitted to the University and 9 more have been provisionally accepted.

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***Mission Priority 5: To enhance and expand Middlesex Community College's role in educational, cultural and economic development with the region.***

<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
Expand contract training offerings to new companies and organizations	Increase or maintain profits through all forms of contract training	\$778,000	\$727,000 - Several years ago, Raytheon Corporation made a large 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 non-Raytheon contract training initiatives. Even with the winding down of a major contract they maintained 93% of their baseline revenues.
Expand contract training offerings to new companies and organizations	Annual increase in number of courses offered through industrial park consortia	1 consortia/start-up activity, no courses offered yet	2 consortia - 32 courses offered

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***Objective***

Meet the human resource and training needs of area employers through collaboration with state, regional, and local economic development organizations

***Effectiveness Indicator***

Annual increase in the number of students participating in contract training initiatives (credit and non-credit "workforce development job skills training courses")

***Baseline Data***

2,510 students

***1999-2000 Data***

2,403 students - Several years ago, Raytheon Corporation made a large commitment to retrain its workforce. The plan included the need for MCC and partner institutions to provide training to large numbers of employees 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 employees requiring training from Middlesex. This year the college's Business and Industry Department did a tremendous job of increasing enrollments through non-Raytheon contract training initiatives. Even with the winding down of a major contract they maintained 96% of their baseline enrollments.

Increase the number of employers served by The Career Place and the services provided to them

Increase in number of individuals and employers using services offered at The Career Place

3,839 individuals and 800 employers

4,661 individuals and 810 employers

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***Mission Priority 6: Broaden community service-learning through increased student and faculty involvement and development of service-learning opportunities.***

<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
Develop and implement an additional 20 service-learning opportunities over a four-year period	Entered into partnership with ten new placement sites by Summer 2000.	Not applicable. The intent is not necessarily to increase the number of placement sites by ten - some placements could be discontinued. MCC will provide documentation of the ten new placement sites identified and filled.	New placement sites: (1) Boston Institute for Art Therapy (2) Little Sprouts Enrichment Centers (3 locations) (3) United Teen Equality Center (4) Rosie's Place (5) Girls Inc of Nashua (6) Habitat for Humanity of Greater Lowell (7) Rogers Middle School (8) Girl Scouts of Greater Lowell (9) Professional Center for Child Development (10) Massachusetts Alliance of Portuguese Speakers (11) Lowell Alternative High School (12) Headstart of Greater Lowell
Recruit and support an increasing number of students participating in service-learning experience	An increase of 20 students participating in service learning by summer 2000.	339 students	516 students



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***Mission Priority 7: Promote diversity, cross-cultural understanding, and global partnerships through program expansion and enhancement.***

***Objective***

Implement and assess activities that will enable students to satisfy the diversity/global awareness intensive core requirements

Expand student understanding of diversity and global awareness through on and off-campus activities

***Effectiveness Indicator***

A minimum of two new Student Development programs through which students gain credit for the diversity/global awareness intensive core requirement

Number of international visitors increases and a minimum of two structured learning opportunities are conducted

***Baseline Data***

Not applicable. The intent is not necessarily to increase the number of Student Development programs, but to insure the availability of effective, up-to-date options for students. The college will provide documentation of the two new Student Development programs developed through which students can gain credit for the diversity/global awareness core requirement.

87 visitors. The college will provide documentation of the two structured learning activities conducted.

***1999-2000 Data***

(1) Six programs - each focusing on a different culture, were offered through the Multicultural Series. Participation in three of the programs is required to fulfill a core intensive value requirement in multicultural/global awareness.(2) The One World Series is an annual program of lectures which addresses social issues as they relate to diversity. Participation in four programs is required in order to fulfill a core intensive value requirement for multicultural/global awareness. Both series require a minimum of twelve hours of work by students and verified by the program coordinator. This includes attendance at and evaluation of each program, a journal assignment for each program, and participation in a closing seminar.

115 visitors. Structured Learning Activities: (1) A delegation of five from the Consulate of the People's Republic of China held a series of meetings about current developments in the PRC with college faculty and staff. (2) Two visiting journalism faculty from Yerevan State University in Armenia were hosted by MCC as they participated in a US Department of Education funded program designed to enhance journalism in Armenia. They actively participated in focused meetings and lengthy discussions with many MCC faculty, students and staff. (3) Distinguished Portuguese Studies scholars from New England and Portugal participated in a five-week institute focusing on Portuguese

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<i>Objective</i>	<i>Effectiveness Indicator</i>	<i>Baseline Data</i>	<i>1999-2000 Data</i>
			culture. Three MCC faculty participated. (4) Two fellows from South Africa were guests of the college. They participated in numerous classes as presenters and discussants.
Expand student understanding of diversity and global awareness through on and off-campus activities	A third international fellowship program is developed and results in the participation of five students	2 programs: China and Europe	2 new programs: Costa Rica (5 students) and Ireland (11 students)
Provide technical assistance support to a minimum of one developing country a year	Minimum of one technical assistance program developed and delivered annually	Not applicable	(1) Cambodia: Conflict Resolution Training (2) Ethiopia: Curriculum and Faculty Development (3) Armenia: Journalism programs and courses (4) Ukraine: Economic/Tourism Development (5) Ethiopia: Small Business Development (6) Armenia: Job Development (7) Bosnia: Investigative Reporting (8) Croatia: NGO Administration (9) People's Republic of China: U.S Hospitality Industry
Continue to infuse international perspectives into the curriculum	Faculty participating in special programs to gain information on infusing international perspectives into curriculum report they have incorporated new information into syllabi	Not applicable	Eleven faculty members participated in a Title VI A project this past year focusing on Cambodia and Vietnam. Upon completion of the institute each faculty member documented how the new information was infused into his, or her, syllabus