

Middlesex Community College Mission Implementation Plan Final Report Summer 2001

Executive Summary

Middlesex Community College's excellent progress toward the accomplishment of its Board of Higher Education Mission Priorities is documented in the FY2001 Implementation Plan Final Report. This document lists the college's seven mission implementation priorities and details their related objectives, implementation steps, indicators, baseline data, AY2000-01 targets and timeframes, and AY2000-01 results.

Evaluation of Institutional Progress in Achieving BHE Mission Priorities

Middlesex Community College exceeded its target performance for 2000-2001. We are especially pleased to report that the college community successfully built on last year's record of outstanding accomplishments, especially in the areas of classroom based research and curriculum development projects, faculty development in the areas of teaching and technology and the implementation of programs for under-prepared learners. 116 faculty participated in classroom based research and development projects through activities such as sabbaticals, mini-grants, Problem Based Learning Projects, the Activated Learning in the Classroom initiative, and the Carnegie Teaching Academy. Last year, 97 faculty members received training related to teaching with technology – bringing the total to 119 faculty trained college-wide. To date, 56 faculty have already incorporated the use of technology into classroom instruction. 14 new on-line courses were piloted in 2000-01 and four more were developed. On-line course enrollments increased by 81% (968 enrollments). Enrollments in other technology-mediated courses increased by 152% (917 enrollments).

The college continued to focus on meeting the needs of under-prepared learners through the development of 2 new academic support activities that will be piloted in 2001-02 – a topics based Freshman Seminar and a three day summer orientation program. In addition to continuing the programs for under-prepared learners successfully piloted last year, the college implemented three new technology-mediated developmental courses in mathematics and writing.

The college continued to invest heavily in technology to support institutional teaching and learning needs. To insure system availability for classes, a major network upgrade was completed, the link between the Bedford and Lowell campus sites was upgraded, and a secure system firewall was put in place. Appropriate, cost-effective, system redundancies will be fully implemented by September 2001. In addition, the SCT Banner system was upgraded and the Banner Web for Student and Web for Faculty products have been fully implemented and integrated into the college's web site. Students now have the capacity to apply to any college degree or certificate program, register for classes, apply for financial aid and review their academic and financial records on-line. Students will also have the capacity to pay bills over the Web as of August 2001.

Regional workplace needs continue to be an area of emphasis and accomplishment for the college. The college has centralized the coordination of new program research and development for emerging technologies within a new Middlesex Technology Institute. Business and Industry contract training enrollments grew by 15% (2771 enrollments) and served 35 Massachusetts employers. In addition, The Career Place provided services to a record number of employers (865) and clients (4923).

Assessing the outcomes of college programs and services is an important college priority. In 2000-01 special emphasis was placed on assessing the effectiveness of the core curriculum through a series of activities including workshops, focus groups, a major student survey, and the Spring Professional Day. Middlesex has developed a culture of assessment that is evidenced by the program review activities, surveys, institutional research reports, assessment databases, and institutional performance tracking initiatives detailed in the FY2001 Mission Implementation Final Report.

Out of 198 targets, only 13 are not yet achieved, or were achieved in different ways than originally envisioned. In almost all cases, these targets represent one of multiple indicators associated with an implementation step. Other indicators and targets for the implementation steps were achieved. These targets, which are described in a later section of this report, include the following:

- 1 target not met as a result of a change in technology,
 - only 2 faculty were trained in the use of interactive video for teaching – target was 3 faculty
- 5 targets not met partially due to an economic slowdown in the service area
 - 8.8% decrease in the number of jobs posted at The Career Place
 - 33% decrease in the number of clients placed in jobs by The Career Place

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- An internship or cooperative education experience was not developed for an emerging technology program – alternate means of infusing workplace experiences into the curriculum were substituted
- Alpha Industries cancelled a Workplace Literacy program – 88 of their employees were enrolled at the time
- 50 students enrolled in ACT Center Courses – target was 250. MCC was a serving as a Beta test site for ACT. Unanticipated technology issues also contributed to the problem.
- 3 targets not met as a result of entering student placement test results and the challenge of setting stretch goals
 - 143 students enrolled in EN1100 English Fundamentals – target was 150. 100% of students requiring the course were accommodated.
 - 67% of the students enrolled in EN1100 earned a grade of C- or better – target was 70%. This is an example of a difficult stretch goal for the college. In previous years the success rate for students testing at these levels using former methodologies was closer to 40%.
 - 28 students were enrolled in LINKS – target was 30. Enrollment directly tied to the number of students completing the MCC Adult Basic Literacy courses.
- 2 targets not met due to the nature of the Program Review process at MCC. It is a faculty driven, reflective process that often requires longer than one year to complete. 14 program reviews were in progress in 2000-01.
 - Fine and Performing Arts Program Review scheduled to be complete in September
 - Interdisciplinary Studies Program Review is scheduled to be complete during the 2001-02 academic year.
- 2 targets not met due to institutional decisions to re-prioritize activities
 - The publication of 1 Service-Learning article in *The Learning Community* was postponed until Fall 2001.
 - The publication of 1 article on core value teaching strategies and the results of faculty assessments on student learning in *The Learning Community* was postponed until Fall 2001.

Analysis of Targets Achieved

The following tables summarize the targets achieved for each of the seven Middlesex Community College Mission Priorities as defined in the FY2001 Mission Implementation Plan. Each target is directly linked to a Mission Priority, a Middlesex Community College objective, an implementation step, an indicator of effectiveness and baseline data whenever appropriate. The full results are documented in the accompanying FY2001 Implementation Plan Final Report. I am pleased to note that the college met, or exceeded, its goal for 94% of the 198 targets identified.

Mission Priority 1:

Promote Teaching Excellence and Innovation to Enhance Student Learning

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Promote pedagogical experimentation and research related to teaching and learning		
17 additional faculty participated in classroom-based research and development projects: 116 faculty in 2000-01	10 additional faculty	Exceeded
28 classroom based research project results were documented	5 projects	Exceeded
16 classroom –based research or curriculum development projects were funded	10 projects	Exceeded
58 faculty participated in Activated Learning in the Classroom workshops	35 faculty	Exceeded
160 faculty and staff attended a Professional Day focusing on pedagogical experimentation and research	90 faculty	Exceeded
21 faculty attended discipline specific conferences and 90% of them documented how they are better informed about teaching in their discipline as a result	10 faculty 90% document	Exceeded Met
7 articles were published in <i>The Learning Community</i> and 5 were published in <i>Profiles</i> related to faculty innovations in teaching	Learning Community 2 Profiles 1	Exceeded
Objective 2: Provide a comprehensive faculty development program targeted toward pedagogical uses of technology		
25 additional faculty participated in training related to teaching with technology: 97 faculty trained in 2000-01: 119 faculty trained college-wide	9 additional faculty	Exceeded
12 additional faculty incorporated the use of technology into the delivery of classroom instruction – 56 faculty	10 additional faculty	Exceeded
9 additional faculty attended the Distance Learning Training workshop for the development of on-line courses	3 additional faculty	Exceeded
14 new on-line courses were piloted in 2000-01, 4 more will be piloted in Fall 2001	3 courses	Exceeded
Use of interactive video was piloted in 3 courses	3 courses	Met
97 faculty attended one or more of 9 workshops on pedagogical applications of technology	24 faculty 4 workshops	Exceeded

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AY2000/2001 Results	Target	Met or Exceeded
Individual consultations were provided to 23 faculty and staff implementing pedagogical applications of technology	12 consultations	Exceeded
17 faculty and staff attended one or more of 3 workshops provided on using internet resources for teaching and learning	15 faculty/staff 3 workshops	Exceeded
Individual consultations were provided to 9 faculty and staff using the internet as a resource for teaching and learning	7 consultations	Exceeded
A feature article was published in "The Learning Community" examining the pedagogical uses of technology	1 article	Met
Objective 3: Support faculty in exploring and implementing pedagogies that promote achievement among under-prepared and uncommitted learners		
2 new support programs for under-prepared learners were developed	2 programs	Met
3 programs for under-prepared learners were implemented	2 programs	Exceeded
14 faculty participated in a research program on teaching and motivating and 8 of these faculty members have already incorporated new strategies into their syllabus.	2 participate	Exceeded
Individualized workshops on incorporating integrated skills into content classes were provided to 40 faculty. 35 of these faculty members incorporated integrated skills into their classes.	10 participate 3 incorporate skills into classes	Exceeded
5 faculty attended a developmental education conference	5 faculty	Met
Objective 4: Enhance the coordination, assessment and communication of professional development programs and activities		
36% increase in participation in professional development opportunities. In addition to attendance at 2 college-wide Professional Days, over 500 faculty and staff participated in professional development activities in 2000-01	5% increase in participation	Exceeded
The Teaching and Learning Committee initiated a professional development e-mail conference and participants posted 70 messages.	1 conference 50 messages	Met Exceeded
A plan to improve the communication of professional development opportunities to the college community was developed and documented	Document Plan	Met
102 adjunct faculty members attended one or more of 20 professional development opportunities	50 faculty 2 activities	Exceeded
80% of participating part-time faculty rated 2000-01 professional development activities as meeting their needs	80%	Met

Mission Priority 2:

Enhance college effectiveness through the use of appropriate technology and related applications

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Create and maintain the dynamic, reliable technological environment necessary to accomplish institutional goals		
Bandwidth to MCC classrooms, computer labs and offices was increased to 100 megabits per second	100 megabits	Met
Bandwidth between campuses was increased to 45 megabits per second by summer 2001	45 megabits	Met
The college internet service is now provided by University Information Services and supported 24 hours per day, 7 days per week	As described	Met
A secure system firewall is in place and enhanced system redundancies will be fully implemented by September 2001	As described	Met
Objective 2: Develop the systems, processes and infrastructure necessary to support a variety of instructional modes and academic support services		
1 technology-mediated placement testing service was implemented. CAN-8, a multimedia authoring system, was fully implemented to improve ESL course placement testing. Faculty and staff were trained in its use.	1 service	Met
4 additional technology-mediated course titles were offered through the Center for Self Paced Studies	3 course titles	Exceeded
152% increase in technology-mediated course enrollments: 917 enrollments	30% increase	Exceeded

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AY2000/2001 Results	Target	Met or Exceeded
1 new PBS tele-course was offered. 36 additional students were enrolled in PBS tele-courses	1 course 15 students	Met Exceeded
10 "smart" workstations available for use in MCC classrooms and labs	10 workstations	Met
9 faculty attended 2 thirty-hour workshops for faculty developing on-line courses.	5 faculty 2 workshops	Exceeded Met
43 faculty participated in one or more of 16 multimedia workshops provided to support faculty teaching on-line courses	15 faculty 4 workshops	Exceeded
81% increase in on-line course enrollments: 968 enrollments	10% increase	Exceeded
10 new on-line courses offered in Fall and 4 new courses offered in Spring	6 courses in Fall	Exceeded
Objective 3: Develop efficient, effective student support and enrollment services accessible from both on and off campus locations		
160% increase in students using technology-mediated enrollment services. 1129 students applied to the college on-line, 357 students completed on-line Quick Flow Enrollment Forms and 466 students registered for classes on-line. In addition, 2237 prospects requested application, financial aid or course schedule information on-line	100% increase 1000 applications	Exceeded
100% of MCC admission application materials and support documents for both open door and selective programs and 100% of MCC course descriptions, credits, and prerequisites are accessible on-line	100% of materials and courses	Met
Objective 4: Fully implement the latest versions of the Banner Administrative Systems		
Oracle 7.3.4.5 was fully implemented, tested and certified	As described	Met
Banner Student 4.3 and Financial Aid 4.3.3 were fully implemented, tested and certified	As described	Met
Objective 5: Expand student and faculty access to Banner capabilities by implementing or linking to the following: Banner Web for Student, Web for Faculty, MCC Home Page		
Banner 2000 Web for Student and Banner 2000 Web for Faculty (MiddleNet) were implemented, pilot tested and made available to the college community. Functionality includes on-line, real time registration; access to student specific admissions, financial aid, billing, enrollment and grading information; access to real-time course availability and course descriptions; access to financial aid and admission application materials and information; capacity to apply for admission to any MCC degree or certificate program or to complete a quick flow enrollment form for new students in undeclared major status; capacity to update address, phone and e-mail information; access to an up-to-date campus directory	As described	Met
466 students used MiddleNet to register for classes	250 students	Exceeded
121 faculty used MiddleNet to submit Spring 2001 grades for 243 classes	25 faculty	Exceeded
4 links were implemented between MiddleNet and the MCC Home Page including a direct link to MiddleNet from the MCC Home Page, Admissions information on MCC Home Page and MiddleNet, Financial Aid information and resources in both locations, and the campus directory.	3 links	Exceeded
Objective 6: Enhance the college's institutional research and assessment capacity through the use of technology		
All five major college divisions used the on-line, integrated "MCC Goals 2002" database to report MCC Goals 2002 and BHE Mission Priority implementation Goal activities and outcomes	5 divisions	Met
8 large databases were developed to support program reviews and institutional assessment efforts	5 databases	Exceeded
Institutional data was provided to support 14 program reviews	10 program reviews	Exceeded
7 reports regarding institutional progress toward the accomplishment of MCC Goals 2002 and the BHE Mission Priorities, the results of 3 college-wide surveys, and a 5 year trend demographic and enrollment report were posted to the Institutional Research Intranet site	6 reports 2 surveys 1 demographic trends report	Exceeded Exceeded Met
Objective 7: Provide a full range of employee computer education and training programs		
7% increase in the number of technology learning aids available for circulation in the college library and a 25% increase in circulation: 573 items and 294 circulations.	5% items 10% circulations	Exceeded

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AY2000/2001 Results	Target	Met or Exceeded
Help desk capabilities expanded through the implementation of Remedy, Intel LAN Desk, Intel Alliris and Norton Antivirus.	As described	Met
Help desk hours extended to 88.5 hours per week	As described	Met
6,300 student, faculty and staff requests for assistance were serviced through the Technology Center Help Desk.	1000 requests	Exceeded
70 faculty and staff attended one of the 3 new training course titles offered	20 faculty/staff 2 classes	Exceeded
35 technology training classes were offered with a total enrollment of 205	32 classes 156 enrollments	Exceeded
Course material from 6 MCC developed technology training classes were made available for download and were accessed by over 50 faculty and staff, 11 links were made to external technology training sites, and 7 free software packages were made available for download from the MCC Technology Center Intranet site. 1446 documented visits	5 sets of materials 50 faculty/staff download 3 links to external sites 6 free software packages 100 visits	Exceeded

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

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Research workforce needs in emerging technologies		
An analysis of MCC's methods of collecting accurate workforce needs data and the process for assessing the feasibility of developing and implementing new programs identified the need for the centralized coordination of the development and research for all technology programs. In response, an Internal Coordinating Committee and an Advisory Committee from industry are being implemented within a new Middlesex Community College Technology Institute.	As described	Met
As a result of an assessment of service area needs, MCC will offer A+ Certification Training using a CISCO developed curriculum	As described	Met
Objective 2: Implement and assess specific technology curriculum in new and existing programs		
New emerging technology programs have been developed in Sun Solaris and Adobe Web Developer Certification.	1 program	Exceeded
3.7% increase in technology course enrollments: 6195	3% increase	Exceeded
100% of technology program 1999 graduates are employed or enrolled in further education	85%	Exceeded
4 faculty are engaged in the Telecommunications Program review process	As described	Met
Instruments to assess alumni and employer satisfaction in 1 program were piloted	1 program	Met
3 approved recommendations from the Computer Science program review were implemented	2 recommendations	Exceeded
IT Skills standards and MOUS skills were incorporated into 1 course	1 course for each	Met
580 computer-based workforce training course titles available through the ACT Center housed in The Career Place by January 2001. 1000 titles available by June 2001	500 courses	Exceeded
Objective 3: Promote faculty development in emerging technologies		
10 technology faculty developed and documented individual professional development plans, and the Computer Science department created a professional development plan.	5 faculty 1 program	Exceeded Met
27 technology faculty participated in one of two workshops on developing teamwork	10 faculty 2 workshops	Exceeded Met
6 faculty or staff took advantage of 6 internship or job training opportunities	2 opportunities 1 faculty	Exceeded
Objective 4: Strengthen workplace connections in the classroom		
78 students enrolled in internships or cooperative education at one of 65 different sites	75 students 50 sites	Exceeded

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Mission Priority 4:

Enhance General Education and liberal arts through a focus on key values, curriculum revision and assessment

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Fully implement and assess the impact of a values driven core curriculum		
College-wide Professional Day focused on assessing the Core Curriculum was held in April 2001	As described	Met
Preliminary results of the Core Curriculum Assessment Survey were reviewed by the General Education Committee and presented to the college-community. The survey was administered a second time and completed by 607 May 2001 graduates.	350 survey respondents	Exceeded
35 faculty participated in focus groups intended to obtain information on teaching strategies and the results of faculty assessment on student learning focusing on the Multicultural/Global Awareness, Written Communication and Values, Ethics and Society Intensive Values.	10 faculty	Exceeded
4 faculty presentations were made to faculty and staff on core value teaching strategies and the results of assessments of student learning	1 presentation	Exceeded
7 additional courses were approved to meet a core intensive value: 205 courses	1 course	Exceeded
3 core curriculum portfolios including examples of successful teaching strategies and student work were developed and posted on the college's Intranet site.	3 portfolios	Met
70 faculty attended one of 6 workshops focused on assessing the core curriculum	5 faculty 1 workshop	Exceeded
Students had the option of completing a core intensive value requirement through the One World Lecture Series offered by Student Development. In addition, in collaboration with the Health division, Student Development designed new Fitness Management coursework that has been approved to satisfy a core intensive value.	1 activity	Exceeded
Over 200 students satisfied a core intensive value through an alternate means outside of the traditional classroom – such as service-learning and on-line coursework.	10 students	Exceeded
Objective 2: Strengthen the Liberal Arts through assessment and curriculum modification		
Lowell Connections program strengths and areas for improvement were identified through an assessment process. 175 students were enrolled in the program in 2000-01, 24 additional program participants were accepted to UMass Lowell (total of 93 students) and 6 additional participants were admitted to other colleges (total of 16 students)	150 enrollments, 20 acceptances to UMass Lowell, 3 acceptances to other colleges)	Exceeded
4 approved recommendations from the Science Department program review and 5 of the approved recommendations from the Liberal Arts and Sciences program review were implemented	2 recommendations from each	Exceeded
Objective 3: Promote interdisciplinary learning and team teaching		
1 new interdisciplinary course was developed and piloted	1 course	Met
Revised assessment instrument was administered in 7 interdisciplinary courses	4 courses	Exceeded
7 interdisciplinary courses enrolled 121 students	95 students	Exceeded
Objective 4: Increase the success of under-prepared students by researching instructional innovation; designing and implementing new curriculum and instructional approaches and enhancing student support services		
94% of the students who successfully completed EN1100 English Fundamentals enrolled in EN1101 Basic Writing within one year	70%	Exceeded
There were 24 faculty enrollments in one or more of 6 workshops offered for faculty teaching developmental math	10 faculty 2 workshops	Exceeded
A new academic orientation program was designed and approved by the Faculty Staff Association for inclusion in the Fall 2001 class schedule.	1 program	Met

Mission Priority 5:

Enhance and expand Middlesex Community College's role in the educational, cultural and economic development within the region

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Enhance and expand educational collaborations within the region		
32 additional MILES courses were offered: 44 courses	3 courses	Exceeded
95 additional enrollments in MILES courses: 185 enrollments	60 enrollments	Exceeded
94% of the students enrolled in LINKS (transition program for adult basic education graduates) successfully completed their first semester at MCC	70%	Exceeded

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AY2000/2001 Results	Target	Met or Exceeded
Specifications for a system to track collaborative educational partnership participants and their eventual enrollment at MCC are identified and documented	As described	Met
Objective 2: Assess the effectiveness of The Career Place Programs and services		
5 senior managers from 5 area companies participated in 2 Advisory Board meetings for The Career Place	5 senior managers 5 companies 2 Advisory Board meetings	Met
800 clients completed surveys to assess the quality of service at the Career Place. The data was used to assess and document significant customer strengths and areas for improvement. Improvements were implemented in registrations, workshops and placement services.	500 completed surveys Document plan	Exceeded
The Career Place met its goal of fulfilling a minimum of 95% of the evaluation and improvement requirements of the Regional Employment Board and all state, local and federal agencies.	As described	Met
Objective 3: Meet the human resource and training needs of area employers through collaboration with state, regional and local economic development organizations		
15% increase in enrollments in contract training courses : 2771 enrollments	2% increase	Exceeded
23 additional employers served by contract training initiatives: 35 total employers	1 additional	Exceeded
Strengths and areas for improvement for the following collaborations were assessed and an improvement plan was identified and documented - Greater Lowell Chamber of Commerce, North Suburban Chamber of Commerce, the MOBD, CBWL, the MJC and the SBA	As described Document plan	Met
5 additional school systems were served and 1 additional professional development and/or academic support service was offered to local school systems in collaboration with EDCO. 7 school systems served, 3 activities offered	1 additional activity and school system	Met Exceeded
Objective 4: Increase the number of employers served by The Career Place and the services provided to them		
7% increase in the number of employers utilizing The Career Place: 865 employers	4% increase	Exceeded
6% increase in the number of clients served through The Career Place : 4923 clients	4% increase	Exceeded

Mission Priority 6:

Broaden community service learning through increased student participation and faculty involvement in and development of service-learning opportunities

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Develop and implement additional service-learning opportunities		
6 students completed service-learning experience at 6 newly approved service learning sites	3 students 4 sites	Exceeded
Objective 2: Recruit new faculty and support current faculty offering service-learning experiences within the curriculum		
4 new faculty offered service-learning opportunities in their courses	2 faculty	Exceeded
22 current faculty continued to offer service-learning opportunities in their classes	10 faculty	Exceeded
A large number of service-learning articles, materials and resources were widely disseminated to faculty in discipline specific workshops, at college-wide professional days, at Teaching as a Career Night and at a workshop on Solving Authentic Problems in Society	5 articles	Exceeded
Objective 3: Recruit and support an increasing number of students participating in service learning experiences		
175 students attended one of 30 service-learning orientations	50 students	Exceeded
41 students received individual support related to their service-learning project from the Director	10 students	Exceeded
Service-learning promoted in the Student newspaper who published a congratulatory list of participants	1 article	Met
82 students submitted writings about their service-learning experience and 60 were selected for publication	15 student writings submitted 10 student writings selected for publication	Exceeded

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Mission Priority 7:

Promote Diversity, cross-cultural understanding and global partnerships through program expansion and enhancement

AY2000/2001 Results	Target	Met or Exceeded
Objective 1: Develop and implement faculty and staff orientations and workshops focusing on diversity and global awareness		
85% of new employees participated in one of 3 orientation workshops that emphasized the college's commitment to diversity	50% of new employees 2 workshops	Exceeded
58 college employees and 45 students attended one of 4 workshops focused on diversity issues	50 employees 2 workshops	Exceeded
Objective 2: Expand student understanding and global awareness through on and off campus activities		
87 students attended one of 5 structured learning activities involving international visitors to the college	20 students 2 activities	Exceeded
97 students and 33 faculty and staff attended one of 3 One World Series lectures on Hispanic/Latino issues	2 presentations 30 students (15 each)	Exceeded
28 students and 14 faculty or staff attended an activity related to African American issues	15 students 1 activity	Exceeded Met
10 students attended a sensitivity training workshop focusing on diversity	5 students 1 activity	Exceeded Met
3 exhibits featuring the cultures of China, Western Europe and Costa Rica were offered at both campuses	3 exhibits	Met
28% increase in the number of MCC International Fellowship opportunities : 83 applicants	10% increase	Exceeded
Objective 3: Increase service-learning sites related to diversity/international experiences		
3 students completed service-learning projects at 2 new sites that provided a diversity of international experience	2 students 2 sites	Exceeded Met
Objective 4: Continue to infuse international perspectives into the curriculum		
11 faculty attended one of two workshops held for faculty interested in infusing an international perspective in their courses	10 faculty 1 workshop	Exceeded
14 faculty incorporated an international perspective in their courses	13 faculty	Exceeded
3 additional courses were approved to meet the diversity intensive value: 51 courses	1 course	Exceeded
7 faculty attended a series of 8 discussion sessions for faculty focused on issues of race, gender and social class	6 faculty 5 discussions	Exceeded

Remaining Targets to be Achieved

The 13 targets defined in the FY2001 Mission Implementation Plan that are not yet achieved and the reasons why are summarized in the following table. In many of these cases significant progress was made toward achieving the target. In some cases the target was attained through an alternate means. Where noted, timelines for meeting the target have been extended. As is documented in the accompanying FY2001 Mission Implementation Final Report, in almost all cases these targets represent one of multiple effectiveness indicators associated with a defined mission implementation step. Other indicators and targets for the related implementation steps were achieved.

AY2000/2001 Targets/Timeframes	AY2000/2001 Results	Reason Target Not Yet Achieved
A minimum of 3 faculty will participate in training using interactive video by January	2 faculty participated in training using interactive video	Since Verizon informed Middlesex, and the other MassCode Colleges, that it would no longer be supporting the analog fiber optic technology in place to support interactive video, the college has been investigating alternate technologies such as a MITI network or a dial up ISDN. Due to the current uncertainty regarding the adoption of new interactive video technologies, additional faculty or staff members were trained. Once a new technology is selected and implemented, additional faculty and staff will be trained.

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AY2000/2001 Targets/Timeframes	AY2000/2001 Results	Reason Target Was Not Achieved
The ACT Center will have enrolled a minimum of 250 students by June 2001. (MCC was serving as a Beta test site for ACT)	50 students were enrolled in ACT Center courses	The low number of enrollments is attributed to the following factors. (1) MCC was serving as a Beta test site for ACT. Unanticipated technical issues increased the complexity of accessing ACT courseware from off-site locations. (2) Slowing regional economy has resulted in decreasing funds dedicated toward employee tuition remission benefits in area companies. (3) Higher unemployment rate in the area (2.7% in May 2000 and 3.5% in May 2001) resulting in less available personal income to allocate to job training.
Cooperative education and/or internship opportunities will be designed by a minimum of one emerging technology program that does not currently offer these options by June 2001.	No new cooperative education and/or internship opportunities were designed by an emerging technology program	The difficulty of obtaining internships in a slow economy forced the Computer and Telecommunications department to seek other means of infusing workplace behaviors into the curriculum. First year students now are periodically evaluated using an instrument similar to what might be used in industry. These are discussed on an individual basis. In addition, a unit on workplace ethics has been added to the curriculum. Class visits to local companies have also been added.
A minimum of 20 students will be enrolled in a Workplace Literacy program at Alpha Industries by June 2001.	88 students were enrolled in a Workplace Literacy program at Alpha Industries by June 2001. Program was cancelled.	Financial issues at Alpha Industries resulted in their need to cancel these well-enrolled courses.
Increase the number of jobs posted at The Career place by at least 4% by June 2001.	8.8% decrease in the number of jobs posted at The Career Place	The reduced number of job postings is attributed to the economic slowdown in the service area. The Career Place served 7% more employers, 6% more clients and 33% more first time clients. Unfortunately, the number of available jobs has declined. The unemployment rate rose from 2.7% in May 2000 to 3.5% in May 2001
Increase the number of clients placed in jobs by The Career place by at least 4% by June 2001	33% decrease in the number of clients placed in jobs by The Career Place	The reduced number of job placements is attributed to the economic slowdown in the service area. The Career Place served 7% more employers, 6% more clients and 33% more first time clients. Unfortunately, the number of available jobs has declined. The unemployment rate rose from 2.7% in May 2000 to 3.5% in May 2001
A minimum of two approved Fine and Performing Arts program review recommendations will be implemented by June 2001	No approved Fine and Performing Arts program review recommendations were implemented	The Program Review process at Middlesex Community is a faculty driven, reflective process that may require more than one year for some academic programs to complete. Faculty members are supported through the process by an assistant dean in Academic Affairs and the Institutional Research Office. The Fine and Performing Arts Department's Program Review will be complete in September 2001 and a final list of approved recommendations will be approved for implementation at that time.
Significant strengths and areas for improvement for interdisciplinary course offerings are identified and documented by March. Improvement plan is identified and documented by June 2001	Significant strengths and areas for improvement for interdisciplinary course offerings and improvement plan was not identified and documented	The Program Review process at Middlesex Community is a faculty driven, reflective process that may require more than one year for some academic programs to complete. Faculty members are supported through the process by an assistant dean in Academic Affairs and the Institutional Research Office. The Ad Hoc Interdisciplinary Studies Committee has worked on their program review diligently over the past year and is expected to finalize their report during the Fall 2001 semester. An improvement plan will then be identified and documented.
A minimum of 30 students will be enrolled in LINKS by January 2001	28 students were enrolled in LINKS by January 2001	Course enrollment was very close to meeting the target. It is directly tied to the number of students who successfully complete Adult Basic Education courses at MCC.

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AY2000/2001 Targets/Timeframes	AY2000/2001 Results	Reason Target Was Not Achieved
A minimum of 150 students will be enrolled in EN1100 during the 2000-01 academic year	143 students were enrolled in EN1100 during the 2000-01 academic year	Course enrollments are directly linked to entering student placement test results. All students who tested at the predefined levels were required to enroll in EN1100.
At least 70% of students enrolled in EN1100 will earn a grade of C- or better	67% of the students enrolled in EN1100 earned a grade of C- or better	Although the percent of students earning a grade of C- or better in EN1100 was lower than the target, the college is still very encouraged by the success of students enrolled in this course. This course enrolls students who test at the lowest writing levels and need developmental work in reading. Previously, the success rate for students testing at this level was closer to 40%. We are further encouraged by the very high percent of students who, after successfully completing EN1100 English Fundamentals, continued on to EN1101 Basic Writing. (94%)
A minimum of 1 article on core values teaching strategies and the results of faculty assessments on student learning will be published in <i>The Learning Community</i>	No articles on core values teaching strategies and the results of faculty assessments on student learning were published in <i>The Learning Community</i>	1 article on core values teaching strategies and the results of faculty assessments on student learning will be published in <i>The Learning Community</i> during the Fall, 2001 semester. Publication was delayed in order to include information gleaned from the April 2001 Professional Day.
A minimum of 1 service-learning article will be published in <i>The Learning Community</i>	No service-learning articles were published in <i>The Learning Community</i>	The publication of 1 service-learning article was postponed until the Fall 2001 semester as a result of personnel changes in the area.

Evaluation of Implementation Plan as a Tool to Move toward a More Focused Mission and Indicators as a Means of Assessing the Achievement of Institutional Priorities

Both the Middlesex Community College Board of Higher Education Mission 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 Cowan established a Strategic Planning Task Force chaired by Vice President 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 goals were considered when the College identified its seven mission priority goals for the Board of Higher Education and their related objectives, implementation steps, effectiveness indicators, performance targets and timeframes. The indicators selected 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 provides 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.

Additional Campus Information

Middlesex Community College is pleased to submit the results of its 2000-01 Mission Implementation Plan to the Board of Higher Education. The College's mission priorities were identified through a careful planning process and are focused on areas in which the College was seeking to grow. A comparison of the original baseline data submitted in 1999 and the results described in the accompanying FY2001 Mission Implementation Final Report documents tremendous institutional growth. The College is better able to meet the needs of our students and our communities as a result of these efforts.