

**Middlesex Community College
FY2001 Implementation Plan Final Report**

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

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
<p>Objective 1</p> <p>Emphasize the scholarship of teaching through the following activities which promote pedagogical experimentation and research related to teaching and learning</p> <p>Implementation Steps for Objective 1</p> <p>1. Support classroom based faculty research and develop new programs, curriculum, course(s) or course module(s) through (a) Professional Development mini-grants and (b) Activated Learning in the</p>	<p>The number of faculty who engage in classroom-based research and development projects in 2000-01.</p> <p>The number of faculty who document the results of their classroom-based research and development projects in 2000-01.</p> <p>The number of faculty mini-grants to conduct classroom-based research and/or to develop new programs, curriculum, courses or course modules funded in 2000-01</p>	<p>99 faculty</p> <p>Not applicable. A minimum of five projects will be documented during the 2000-2001 academic year</p> <p>Not applicable. A minimum of 10 faculty mini-grants will be funded in 2000-01.</p>	<p>10 additional faculty will have participated in classroom based research and development projects by June 2001</p> <p>Faculty will document the results of a minimum of 5 classroom based research projects by June 2001.</p> <p>A minimum of 10 faculty classroom-based research and/or new program, curriculum, course or course module projects will be funded by May 2001.</p>	<p>116 faculty (increase of 17) participated in classroom-based research and development projects by June 2001.</p> <p>Faculty documented the results of 28 classroom-based research projects by June 2001.</p> <p>16 faculty classroom-based research and/or new program, curriculum, course or course module projects were funded by May 2001.</p>

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Classroom (ALC) Workshops	The number of faculty who participate in Activated Learning in the Classroom Workshops in 2000-01.	Not applicable. A minimum of 35 faculty will participate in ALC Workshops in 2000-01	A minimum of 35 faculty will participate in ALC Workshops by May 2001.	58 faculty participated in ALC Workshops by May 2001
2. Sponsor Professional Day including programming related to pedagogical experimentation and research	Number of faculty who attend a Professional Day that includes programming related to pedagogical experimentation and research in 2000-01	Not applicable. A minimum of 90 faculty will attend the Professional Day in 2000-01. The programming related to pedagogical experimentation and research will be documented.	A minimum of 90 faculty will attend a Professional Day with programming related to pedagogical experimentation and research by December 2000.	160 faculty attended a Professional Day with programming related to pedagogical experimentation and research by December 2000. In addition, 133 faculty attended a Spring Professional Day focusing on assessing the Core Curriculum.
3. Support faculty and staff participation in discipline specific regional and national conferences to be better informed about teaching in their discipline.	Number of faculty members who attend discipline specific conferences in 2000-01	Not applicable. A minimum of ten faculty members will attend a discipline specific conference in 2000-01.	A minimum of 10 faculty will attend discipline specific conferences by May, 2001	21 faculty attended discipline specific conferences by May 2001.

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<p>4. Publish articles related to MCC faculty innovations in teaching in <i>The Learning Community</i> and <i>Profiles</i>.</p>	<p>The percentage of faculty members who attend discipline specific conferences in 2000-01 who document how they are better informed about teaching in their discipline in their conference reports.</p> <p>The number of articles related to MCC faculty innovations in teaching published in <i>The Learning Community</i> and <i>Profiles</i> in 2000-01</p>	<p>Not applicable. A minimum of 90% of faculty who attend a discipline specific conference in 2000-01 will document how they are better informed about teaching in their discipline as a result.</p> <p>Not applicable. A minimum of 2 articles will be published in <i>Profiles</i> and a minimum of six articles will be published in <i>The Learning Community</i> in 2000-01.</p>	<p>A minimum of 90% of the faculty who attend a discipline specific conference during 2000-01 will document the ways in which they are better informed about teaching in their discipline as a result by June 2001.</p> <p>A minimum of 1 article will be published in <i>Profiles</i> and 2 articles will be published in <i>The Learning Community</i> by January 2001. At least 1 additional article will be published in <i>Profiles</i> and 4 additional articles will be published in <i>The Learning Community</i> by June, 2001</p>	<p>90% of the faculty who attend a discipline specific conference during 2000-01 documented the ways in which they are better informed about teaching in their discipline as a result by June 2001.</p> <p>The following 7 articles were published in <i>The Learning Community</i> (1) Middlesex LifeLinks Project 2002 Model for Statewide Initiative (2) Carnegie Scholarship of Teaching Project (3) The Spanish Experience (4) The European Experience (5) Critical Thinking Researcher/Writer/Edit or Will Share Expertise with MCC Faculty (6) Field Notes: Report on</p>
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				<p>5th National Conference for Nurse Educators: Assessing Program Outcomes (7) Learning Assistance Association of New England: Developmental Methodologies and Innovations</p> <p>5 articles published in Profiles: (1) Professor Brings Passion for Drama and Literature to Students in Classroom and Prison (2) At MCC Service Learning Connects the Classroom to the Community (3) Lowell Connections Gives MCC Students Access to a University Education (4) An Artist's Life Includes Teaching for a Living (5) Popular Culture is Serious Study</p>
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<p>Objective 2</p> <p>Provide a comprehensive faculty development program directed toward the pedagogical uses of technology through the following activities</p> <p>Implementation Steps For Objective 2</p> <p>1. Continue the Distance Learning Initiative for the development of on-line courses (a) Provide a ten week training program to three faculty in distance learning pedagogies and the use of educational technologies (b) pilot and modify on-line courses</p>	<p>The number of faculty who participate in training related to teaching with technology in 2000-01</p> <p>The number of faculty who incorporate technology into the delivery of classroom instruction during in 2000-01 academic year as the result of training</p> <p>Number of faculty who participate in Distance Learning Training</p>	<p>94 faculty</p> <p>44 faculty</p> <p>Not applicable, a minimum of three faculty will participate</p>	<p>A minimum of nine additional faculty will have participated in training related to teaching with technology by June 2001</p> <p>A minimum of 10 additional faculty will have incorporated technology into the delivery of classroom instruction by the end of the Spring 2001 semester</p> <p>A minimum of three faculty will participate in the Distance Learning</p>	<p>Approximately 25 additional faculty participated in training related to teaching with technology by June 2001 (In all 97 faculty received training in 2000-01. 72 of these faculty had also received training in prior semesters. This brings the total number of faculty who have received training related to teaching with technology to 119.</p> <p>12 additional faculty incorporated technology into the delivery of classroom instruction by the end of the Spring 2001 semester</p> <p>9 faculty participated in the Distance Learning Training Workshop for</p>
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	<p>Workshop for the development of on-line courses in 2000-01.</p> <p>Number of on-line courses piloted as a result of the Distance Learning Workshop for the development of on-line courses in 2000-01.</p>	<p>in the Distance Learning Training Workshop for the development of on-line courses in 2000-01</p> <p>Not applicable, a minimum of three on-line courses will be piloted as a result of the Distance learning Workshop for the development of on-line courses in 2000-01</p>	<p>Training Workshop for the development of on-line courses by January 2001.</p> <p>A minimum of three on-line courses will be piloted as a result of the Distance Learning Workshop for the development of on-line courses by June 2001.</p>	<p>the development of on-line courses by January 2000</p> <p>As a result of Distance Learning Workshops, 14 new on-line courses were offered in 2000-01. These include: (1) Introduction to Web Publishing (2) Introduction to Web Graphics (3) Advanced Web Graphics (4) Oral Histology and Embryology (5) Introduction to Literature (6) Introduction to the Humanities (7) The Short Story (8) Spanish for Medical Personnel (9) Anatomy and Physiology I (10) History of Western Civilization Before 1700 (11) Historical Geology (12) Infectious</p>
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<p>2. In collaboration with MassCODE, provide a minimum of three faculty with training in using interactive video (a) identify and train faculty (b) pilot use of interactive video in course</p>	<p>Number of faculty who participate in training in using interactive video in 2000-01</p>	<p>Not applicable, a minimum of three faculty will participate in training using interactive video in 2000-01.</p>	<p>A minimum of three faculty will participate in training to use interactive video by January 2001.</p>	<p>Diseases (13) Algebra I (14) American Government.</p> <p>4 additional new on-line courses have been developed and are being offered for the first time during the Fall 2001 semester: (1) Algebra II (2) Alcoholism and Substance Abuse (3) Women' History (4) Society's Mirror: Reflections of Society on Film</p> <p>Two faculty participated in training in the use of interactive video by January 2001. Due to uncertainty regarding the adoption of new interactive video technologies, no additional faculty or staff members were</p>
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<p>3. Offer workshops focusing on specific pedagogical applications of technology and provide individual consultation and follow-</p>	<p>Number of courses in which the use of interactive video is piloted in 2000-01</p> <p>Number of workshops offered to faculty and staff on specific pedagogical applications of technology in 2000-01</p>	<p>Interactive video will be piloted in a minimum of three courses in 2000-01.</p> <p>Not applicable, a minimum of four workshops on pedagogical applications of technology will be provided in 2000-01</p>	<p>Interactive video will be piloted in a minimum of three courses by June 2001.</p> <p>A minimum of four workshops on pedagogical applications of technology will be conducted by April 2001.</p>	<p>trained. Since being informed by Verizon that the analog fiber optic technology in place would no longer be supported, the college has been investigating alternate technologies, such as a MITI Network or a dial up ISDN. Once a new technology is selected and implemented, additional faculty and staff will be trained.</p> <p>The use of interactive video was piloted in 3 courses by June 2001 (two French courses and one History course) by June 2001</p> <p>9 workshops on pedagogical applications of technology were conducted by April 2001 (1) Designing a</p>
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<p>up services to faculty and staff</p>	<p>Number of faculty and staff who attend workshops on specific pedagogical applications of technology in 2000-01</p>	<p>Not applicable, a minimum of 24 faculty and staff will attend workshops on pedagogical applications of technology in 2000-01</p>	<p>A minimum of 24 faculty and staff will attend workshops on pedagogical applications of technology by April 2001.</p>	<p>Web Site to Support Face to Face Instruction (2) Getting Started with Blackboard (3) Use of Academic Systems Mediated Learning in Self-Paced Instruction (4) Introduction to the CAN-8 System (5) Integrating PowerPoint into Reading and Study Skills Instruction (6) Evaluation of Web Resources (7) Introduction to Digital Photography (8) Power Point for Lectures (9) Internet Resources for the Educator</p> <p>97 faculty and staff attended workshops on pedagogical applications of technology by April 2001.</p>
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4. Offer a series of workshops on using Internet resources for teaching and learning. Provide individual consultation and follow-up services.	Number of individual consultations to faculty and staff implementing the use of technology as a result of training in 2000-01.	Not applicable. A minimum of 12 individual consultations with faculty and staff implementing pedagogical applications of technology as a result of training will be provided in 2000-01.	A minimum of 12 faculty and staff implementing pedagogical applicants of technology will receive individual consultations by June 2001.	23 faculty and staff implementing pedagogical applicants of technology received individual consultations by June 2001.
	Number of workshops on using internet resources for teaching and learning offered in 2000-01.	Not applicable, a minimum of three workshops on using internet resources for teaching and learning offered in 2000-01.	A minimum of three workshops on using internet resources for teaching and learning offered by April 2001.	3 workshops on using internet resources for teaching and learning were offered by April 2001. (1) Evaluating Web Resources (2) Internet Resources for Educators (3) Designing a Web Site to Support Face to Face Instruction
	Number of faculty and staff who attend workshops on using the internet for teaching and learning in 2000-01	Not applicable, a minimum of 15 faculty and staff will attend workshops on using the internet for teaching and learning in 2000-01	A minimum of 15 faculty and staff will attend workshops on using the internet for teaching and learning by April 2001.	17 faculty and staff attended workshops on using the internet for teaching and learning by April 2001

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<p>5. Publish a minimum of one feature article a year examining the pedagogical uses of technology in <i>The Learning Community</i>.</p>	<p>Number of individual consultations provided to faculty and staff using the internet as a resource for teaching and learning as a result of training in 2000-01</p> <p>Number of feature articles examining the pedagogical uses of technology in <i>The Learning Community</i> in 2000-01.</p>	<p>Not applicable, a minimum of 7 individual consultations will be provided to faculty and staff using the internet as a resource for teaching and learning as a result of training in 2000-01</p> <p>Not applicable, a minimum of one feature article examining the pedagogical uses of technology will be published in <i>the Learning Community</i> in 2000-01.</p>	<p>A minimum of 7 individual consultations will be provided to faculty and staff using the internet as a resource for teaching and learning as a result of training by June 2001</p> <p>A minimum of one feature article examining the pedagogical uses of technology will be published in <i>the Learning Community</i> by June 2001.</p>	<p>9 individual consultations were provided to faculty and staff using the internet as a resource for teaching and learning as a result of training by June 2001</p> <p>1 feature article examining the pedagogical uses of technology was published in <i>the Learning Community</i> by June 2001 “Coping with a Core Intensive Value at the Campus Library”</p>
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<p>Objective 3</p> <p>Support faculty in exploring and implementing pedagogies that promote achievement and success among underprepared and uncommitted learners</p> <p>Implementation Steps for Objective 3</p> <p>1. Provide a semester long research, study and discussion program on teaching and motivating that pairs faculty and Academic Support specialists to faculty interested in revising content courses to meet the needs of under-prepared students. Help these faculty incorporate new strategies into their</p>	<p>The number of programs targeted for underprepared and uncommitted learners developed during the 2000-01</p> <p>The number of new programs targeted for underprepared and uncommitted learners implemented in 2000-01</p> <p>Number of faculty participating in a semester long research</p>	<p>Not applicable. The college will document the two programs targeted for under-prepared and uncommitted learners developed in 2000-01.</p> <p>Not applicable. The college will document a minimum of two programs targeted for under-prepared and uncommitted learners implemented in 2000-01</p> <p>Not applicable. A minimum of two faculty will participate in a</p>	<p>A minimum of 2 new or modified programs to address the needs of under-prepared or uncommitted learners will be developed by June 2001.</p> <p>A minimum of two programs targeted for under-prepared and uncommitted learners will be implemented by June 2001.</p> <p>A minimum of two faculty will participate in a semester long research</p>	<p>2 new or modified programs to address the needs of under-prepared or uncommitted learners were developed by June 2001. (1) A topic based Freshman Seminar for developmental students (2) A three day summer orientation program for entering developmental students</p> <p>3 programs targeted for under-prepared learners were implemented using Academic Systems Mediated Learning by June 2001. (Algebra I, Algebra II and Basic Writing – ESL)</p> <p>8 faculty participated in a research and discussion program on</p>
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syllabus.	and discussion program on teaching and motivating who incorporate new strategies into their syllabus in 2000-01.	semester long research and discussion program on teaching and motivating and incorporate new strategies into their syllabus in 2000-01.	and discussion program on teaching and motivating and incorporate new strategies into their syllabus by June 2001.	teaching and motivating and incorporated new strategies into their syllabus by June 2001. 6 additional faculty completed the research and discussion portion of the initiative and will be incorporating these strategies into their classes during the 2001-2002 academic year.
2. Provide workshops to faculty on incorporating integrated skills into content classes.	Number of workshops on incorporating integrated skills into content classes offered In 2000-01	Not applicable. A minimum of two workshops on incorporating integrated skills into content classes will be offered in 2000-01	A minimum of one workshop on incorporating integrated skills into content courses will be offered during the Fall 2000 semester and at least one workshop will be offered during the Spring 2001 semester.	Individualized workshops on incorporating integrated skills into content courses were provided to 40 faculty – 20 in the Fall and 20 in the Spring.
	Number of faculty who attend workshops on incorporating integrated skills into content	Not applicable, a minimum of ten faculty will attend workshops focusing on	A minimum of ten faculty will attend workshops focusing on incorporating integrated skills into	40 faculty participated in individualized workshops on incorporating integrated

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<p>3. Support faculty professional development in the area of developmental education through conference participation</p>	<p>classes in 2000-01</p> <p>Number of faculty who incorporate integrated skills into content classes as a result of training in 2000-01.</p> <p>Number of faculty who attend a developmental education conference in 2000-01</p>	<p>incorporating integrated skills into content classes in 2000-01.</p> <p>5 faculty</p> <p>Not applicable, a minimum of five faculty will attend a developmental education conference in 2000-01.</p>	<p>content classes by May 2001.</p> <p>A minimum of three additional faculty will incorporate integrated skills into content classes as a result of training by June 2001.</p> <p>A minimum of five faculty will attend a developmental education conference by June 2001.</p>	<p>skills into content classes by May 2001</p> <p>35 additional faculty incorporated integrated skills into content classes as a result of training by June 2001.</p> <p>5 faculty attended a developmental education conference by June 2001</p>
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<p>Objective 4</p> <p>Enhance the coordination, assessment and communication of professional development programs and activities</p> <p>Implementation Steps for Objective 4</p> <p>1. Implement an E-mail conference on staff development issues</p>	<p>The number of faculty and staff participating in professional development activities in 2000-01</p> <p>Number of messages posted to the Professional Development e-mail conference in 2000-01</p>	<p>366 faculty and staff in 1999-2000</p> <p>Not applicable. The college will document the establishment of an active e-mail Professional Development Conference with a minimum of 50 messages sent in 2000-01.</p>	<p>Increase participation by a minimum of 5% (18 faculty and staff) by June 2001</p> <p>A Professional Development Conference will be available through the institutional First Class e-mail system by January 2001.</p> <p>A minimum of 50 messages will be posted through the First Class Professional</p>	<p>Increased participation by 36% (134 faculty and staff) by June 2001. There were over 500 participants in FY01 professional development activities. In addition, 160 faculty and staff attended the Fall Professional Day and 133 attended the Spring Professional Day.</p> <p>The Teaching and Learning Committee initiated a professional development conference through the First Class e-mail system by January 2001.</p> <p>70 messages were posted through the First Class Professional Development</p>
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<p>2. Assess the effectiveness of various methods of communication of professional development opportunities. Collect baseline data related to effectiveness of current methods. Make recommendations for revision, if appropriate.</p>	<p>Percent of MCC faculty and staff who rate the effectiveness of the communication about professional development opportunities to the college community as satisfactory in 2000-01.</p>	<p>Not applicable. Baseline data will be available, the most effective communications will be documented and an improvement plan will be documented in 2000-01.</p>	<p>Development Conference by June 2001.</p> <p>A plan to improve the communication of professional development opportunities to the college community will be in place by June 2001.</p>	<p>Conference by June 2001.</p> <p>A plan to improve the communication of professional development opportunities to the college community including the following was in place by June 2001. (1) Development of a Professional Development Coordinating Council (2) Development of a Professional Development Calendar which has been approved for implementation in Fall 2001 (3) Development of a needs assessment survey to be administered in Fall 2001 (4) Electronic posting of Professional Development opportunities on</p>
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<p>3. Assess professional development activities previously provided for adjunct faculty (workshop evaluations, participant comments, and presenter comments). Design and implement professional development activities specifically addressing the needs of adjunct faculty.</p>	<p>The number and type of professional development opportunities implemented for adjunct faculty in 2000-01.</p>	<p>Not applicable. A minimum of two professional development opportunities for adjunct faculty will be designed and offered in 2000-01.</p>	<p>A minimum of 2 professional development opportunities will be offered to adjunct faculty – one in the fall and one in the spring.</p>	<p>Newsboard. Survey data indicates a baseline satisfaction rate of 85%.</p> <p>20 professional development opportunities were offered to adjunct faculty during the Fall and Spring semesters</p>
	<p>The number of adjunct faculty who participate in professional development activities in 2000-01.</p>	<p>Not applicable. A minimum of fifty adjunct faculty will participate in professional development activities in 2000-01.</p>	<p>A minimum of 50 adjunct faculty will participate in professional development activities by May 2001.</p>	<p>102 adjunct faculty participated in professional development activities by May 2001.</p>
	<p>Percent of adjunct faculty who participate in professional development opportunities rate the experience as meeting their needs in 2000-01.</p>	<p>Not applicable. A minimum of 80% of participating part time faculty will rate 2000-01 professional development activities as meeting their professional needs.</p>	<p>A minimum of 80% of participating part time faculty will rate 2000-01 professional development activities as meeting their professional needs by June 2001.</p>	<p>80% of participating part time faculty rated 2000-01 professional development activities as meeting their professional needs by June 2001.</p>

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Mission Priority 2: Enhance college effectiveness through the use of appropriate technology and related applications.

- Part A: Develop programs, services and instructional modes that utilize technology to increase student access**
- Part B: Increase the effectiveness and efficiency of administrative, academic and student support services through technology**
- Part C: Provide appropriate technological training and support for students, faculty and staff**

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
<p>Objective 1</p> <p>Create and maintain the dynamic, reliable technological environment necessary to accomplish institutional goals.</p> <p>Implementation Steps for Objective 1</p> <p>1. Increase the bandwidth to the desktop computers in all classrooms, computer labs and offices.</p>	<p>Bandwidth available to the desktop computers in classrooms, computer labs and offices</p>	<p>10 megabits per second</p>	<p>The bandwidth available to MCC classrooms, computer labs and offices will be increased to 100 megabits per second by June 2001</p>	<p>The bandwidth available to MCC classrooms, computer labs and offices was increased to 100 megabits per second by June 2001</p>

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2. Increase the bandwidth between campuses	Available bandwidth between MCC Bedford and Lowell campuses	T1 Line – 1.5 megabits per second	The bandwidth available between the Bedford and Lowell Campuses will be upgraded to a DS3 line – 45 megabits per second by June 2001	The bandwidth available between the Bedford and Lowell Campuses was upgraded to a DS3 line – 45 megabits per second by Summer 2001.
3. Improve the reliability of internet service (a) migrate from current internet service provider to University Information Systems (b) increase the troubleshooting service hours	Documentation of successful migration to University Information Systems as the college internet service provider which will bring MCC onto the same system as the rest of the Massachusetts Community Colleges Number of service hours	Former Internet Service provider – Merrimack Education Collaborative Monday through Friday	Middlesex Community College will be fully operational using the University Information Systems as their internet service provider by October, 2000 University Information	Middlesex Community College is fully operational using the University Information Systems as their internet service provider as of October, 2000 University Information

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<p>4. Improve the reliability and security of expanded campus computing resources (a) identify appropriate firewall specifications (b) purchase and install firewall (c) identify appropriate system redundancies (d) purchase and install necessary equipment and software</p>	<p>per week internet troubleshooting service is available from internet service provider in 2000-01</p> <p>Documentation of the installation of an appropriate firewall to protect the safety and security of MCC computing resources and data in 2000-01</p>	<p>7:30 to 9:00</p> <p>Not applicable, over the past two years the college has invested heavily in building a new technology infrastructure to meet future demands. The college's old firewall and system redundancies are no longer adequate to protect the integrity institutional data and provide a stable</p>	<p>Services will provide support and troubleshooting services for Middlesex Community College's internet access 24 hours a day, 7 days per week by October 2000.</p> <p>The college will document the implementation of a system firewall adequate to meet the security demands of the institution while providing appropriate access to system resources by June 2001</p>	<p>Services provides support and troubleshooting services for Middlesex Community College's internet access 24 hours a day, 7 days per week as of October 2000.</p> <p>A system firewall adequate to meet the security demands of the institution while providing appropriate access to system resources was documented, implemented and operational by June 2001.</p>
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- Part A: Develop programs, services and instructional modes that utilize technology to increase student access**
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- Part C: Provide appropriate technological training and support for students, faculty and staff**

<p>Objective 2</p> <p>Develop the systems, processes and infrastructure</p>	<p>Documentation of the implementation of appropriate system redundancies to minimize system “down time” during 2000-01</p>	<p>computing environment while providing the level of system access necessary to accomplish institutional goals</p>	<p>The college will document the implementation of system redundancies adequate to provide stable, reliable computing resources to the college community by June 2001.</p>	<p>The implementation of system redundancies adequate to provide stable, reliable computing resources to the college community will be completely implemented by September 1, 2001.</p>
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<p>necessary to support a variety of instructional modes and academic support services</p> <p>Implementation Steps for Objective 2</p> <p>1. Identify and design a new technology-mediated academic support service in the area of testing, tutoring or library resources, identify staff technology training needs to implement new service and develop training and implementation plan.</p>	<p>The specifications of a new technology mediated academic support service are documented in 2000-01.</p>	<p>Not applicable, new support service development in 2000-01 will be documented.</p>	<p>New technology-mediated academic support service in the area of testing, tutoring or library resources will be identified and designed by January 2001</p>	<p>One new technology-mediated testing resource was implemented. The use of CAN-8 was incorporated into the ESL Placement Testing procedure. CAN-8 is a multimedia authoring system that allows integration of graphics, text, video and audio into instructional and assessment design.</p>
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<p>2. Expand the technology-mediated curriculum offered</p>	<p>Staff technical training needs are identified and an implementation plan for the new technology mediated academic support service is documented. (testing, tutoring or library resources) in 2000-01</p> <p>Number of technology mediated course titles offered through the</p>	<p>Two titles (Basic Writing and Fundamentals of Math)</p>	<p>The staff technology training needs to implement the new academic support service will be identified by March 2001</p> <p>The new academic support service implementation plan will be in place by May 2001.</p> <p>A minimum of three additional technology-mediated course titles</p>	<p>Placement testing staff members and ESL faculty were trained in the use of CAN-8 software by January 2001</p> <p>The implementation plan for using CAN-8 software in ESL testing was complete and the program was implemented by January 2001.</p> <p>4 additional technology-mediated course titles were</p>
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Part A: Develop programs, services and instructional modes that utilize technology to increase student access

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through the Center for Self-Paced Studies (CSPS)	Center for Self-Paced Studies in 2000-01.		will be available to students through the Center for Self Paced Studies by January 2001	available to students through the Center for Self-Paced Studies by January 2001. (1) Algebra I (2) Algebra II (3) Basic Writing –ESL (4) English Composition
	Number of students enrolled in technology mediated courses through the Center for Self-Paced Studies in 2000-01	363 enrollments	Enrollments in technology mediated course titles in the Center for Self Paced Studies will increase by at least 30% by March 2001	Enrollments in technology mediated course titles in the Center for Self Paced Studies increased by 152% (917 enrollments)
3. Review and, if appropriate, expand student learning opportunities through PBS tele-courses	Number of PBS tele-courses courses offered by Middlesex Community College	2 course titles	Minimum of one additional PBS tele-course will be offered at MCC by January 2001	1 additional PBS tele-course was offered at MCC by January 2001 (Death, A Personal Understanding

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	Number of students enrolled in PBS tele-courses at MCC	36 enrollments	A minimum of 15 additional students will be enrolled in MCC tele-courses by February, 2001	36 additional students were enrolled in MCC tele-courses by February, 2001 (72 enrollments)
4. Increase multimedia teaching resources available to MCC faculty	Number of “smart classrooms” at Middlesex Community College	No MCC classrooms were equipped with “smart” workstations	A minimum of 5 classrooms will be equipped with “smart” workstations by January 2001	6 classrooms areas were equipped with “smart” workstations by January 2001
	Number of portable “smart classroom” stations available for faculty use at Middlesex Community College	No portable “smart” workstations were available at MCC	A minimum of 5 portable “smart” workstations will be available to MCC faculty by January 2001	10 portable “smart” workstations were available to MCC faculty by January 2001. 6 are located in specific classroom areas or departments

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5. Enhance the technical services and resources supporting on-line course development and offerings.	Number of workshops provided to faculty designing and teaching on-line courses in 2000-01	Not applicable, new workshops provided in 2000-01 will be documented	A minimum of two, thirty-hour workshops will be provided for faculty designing on-line courses – one on the Fall and one in the Spring.	and 4 are available for use in any college location. Two, thirty hour workshops were provided for faculty designing on-line courses in the specified time frame.
	Number of faculty designing and teaching on line courses who attend workshops in 2000-01	Not applicable, number of participants in new workshops provided in 2000-01 will be documented	A minimum of five faculty will participate in a thirty hour workshop to support the development of new on-line courses by June 2001	9 new faculty participated in a thirty hour workshop to support the development of new on-line courses by June 2001
			A minimum of four multimedia workshops will be provided to	16 multimedia workshops were provided to support

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	Number of enrollments in MCC on-line courses in 2000-01	534 enrollments	support faculty teaching on-line courses by June 2001 A minimum of 15 faculty will participate in multimedia workshops by June 2001 The number of enrollments in on-line courses will have increased by a minimum of 10% by March 2001	faculty teaching on-line courses by June 2001 43 faculty and staff participated in multimedia workshops by June 2001 The number of enrollments in on-line courses increased by 81% (968 enrollments)
	Number of on-line credit courses offered by the college in 2000-01	20 titles	A minimum of six additional on-line course titles will be offered by January 2001	10 new on-line courses were offered during the Fall 2000 semester (1) Introduction to Web Publishing (2) Introduction to Web

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				Graphics (3) Advanced Web Graphics (4) Oral Histology and Embryology (5) Introduction to Literature (6) Introduction to the Humanities (7) The Short Story (8) Spanish for Medical Personnel (9) Anatomy and Physiology I (10) History of Western Civilization Before 1700
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<p>Objective 3</p> <p>Develop efficient, effective student support and enrollment services accessible from both on and off campus locations</p> <p>Implementation Steps for Objective 3</p> <p>Enhance on-line application materials available on the Middlesex Community College Home Page</p>	<p>Number of students using technology-mediated enrollment Services in 2000-01</p>	<p>Approximately 750 students</p>	<p>The number of students using technology mediated enrollment services will at least double by June 2001</p>	<p>1952 students used technology mediated enrollment services to enroll in classes or apply to the college by June 2001. (160% increase) In addition, 2237 prospective students requested</p>
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	<p>Number of MCC academic degree and certificate programs with complete admission applications materials available on the MCC Home Page in 2000-01</p> <p>Number of applications to MCC completed and submitted on-line through the MCC home page in 2000-01</p>	<p>Only the general MCC admission application was available at the MCC Home Page</p> <p>748 applications</p>	<p>Complete application materials and information for 100 % of MCC credit degree and certificate programs will be available through the MCC Home Page by November 2000.</p> <p>A minimum of 1000 on-line applications will be processed by Middlesex Community College by June 2001</p>	<p>college program, application or financial aid information over the college web site.</p> <p>Complete application materials and information for 100 % of MCC credit degree and certificate programs were available through the MCC Home Page by November 2000.</p> <p>1129 on-line applications and 357 on-line Quick-Flow Enrollment forms were processed by Middlesex Community College by</p>
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Publish Middlesex Community College course descriptions on the MCC Home Page	Percent of MCC credit classes with accurate course descriptions, credits and prerequisites accessible from the MCC Home Page	A few departments published course descriptions on their pages	100% of MCC credit course descriptions, credits, and prerequisites will be accessible on the MCC Home Page by April, 2001	June 2001. 100% of MCC credit course descriptions, credits, and prerequisites were accessible on the MCC Home Page by April, 2001
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<p>OBJECTIVE 4</p> <p>Fully implement the latest versions of the Banner2000 Student, Banner2000 Financial Aid Systems</p> <p>Implementation Steps for Objective 4</p> <p>1. Upgrade to database to Oracle 7.3</p> <p>2. Upgrade to latest versions of the Banner Student and Financial Aid Systems</p>	<p>Oracle 7.3 is fully implemented, tested and certified and in use in production mode at MCC</p> <p>The latest versions of Banner Student, Account Receivable 4.3 and Banner Financial Aid 4.3.3 are installed,</p>	<p>Oracle 7.3.3.3</p> <p>Banner 3.0 Student, Accounts Receivable and Financial Aid</p>	<p>Oracle 7.3.4.5 will be fully implemented, tested, certified and in production by November 1, 2000</p> <p>Banner 4.3 Student and Accounts Receivable and Banner 4.3.3 Financial Aid will be installed, tested, certified and in</p>	<p>Oracle 7.3.4.5 was fully implemented, tested, certified and in production by November 1, 2000</p> <p>Banner 4.3 Student and Accounts Receivable and Banner 4.3.3 Financial Aid were installed, tested,</p>
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	tested, certified and in full production use at MCC		production by December 1, 2000	certified and in production by December 1, 2000
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<p>Objective 5 Expand student and faculty access to Banner 2000 capacities by implementing, or linking to the following: Banner2000 Web for Student, Banner 2000 Web for Faculty, Middlesex Community College Home Page</p> <p>Implementation Steps for Objective 5</p> <p>1. Implement Banner Web for Student to provide on-line admissions, registration, financial aid and student billing services through</p>	<p>Number and list of Banner Web for Student functions that are fully implemented and accessible to MCC students</p>	<p>None, new initiative</p>	<p>On-line, real time registration through Banner Web for Students will be ready for pilot testing by February 15th 2001</p>	<p>On-line, real time registration through Banner Web for Students was ready for pilot testing by February 15th 2001</p>
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the internet to MCC students		None, new initiative	On-line, real time registration through Banner Web for Students will be pilot tested and accessible by MCC students by April 15 th 2001 Student specific admission, financial aid, grade, and student billing information will be accessible to MCC students through the Banner Web for Students by May 1, 2001	On-line, real time registration through Banner Web for Students was pilot tested and accessible by MCC students by April 15 th 2001 Student specific admission, financial aid, grade, and student billing information were accessible to MCC students through the Banner Web for Students by April 15 th 2001.
	Number of students who	None, new initiative	A minimum of 250 MCC	466 MCC students used

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2. Implement Banner Web for Faculty to provide internet based access to faculty to their student records, registration and grading	utilize the Banner Web for Student enrollment related capacities		students will have used the Banner for Students to register for classes by June 2001	Banner Web for Students to register for classes by June 2001
	Number of Banner Web for Faculty functions that are fully implemented and accessible to MCC faculty	None, new initiative	Banner Web for Faculty will be installed, implemented and ready for pilot testing by February 15, 2001	Banner Web for Faculty was installed, implemented and ready for pilot testing by February 15, 2001
	Number of faculty who utilize the Banner Web	None, new initiative	Banner Web for Faculty will be accessible for MCC faculty to access student records, registration and grading by April 15, 2001	Banner Web for Faculty was accessible for MCC faculty to access student records, registration schedules and grading by April 15, 2001
			A minimum of 25 faculty will have utilized the	121 faculty utilized Banner Web for

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<p>3. Create a smooth link between information available on the MCC Home Page and information, services and functionality available through the Banner Web for Student and Web for Faculty products</p>	<p>for Faculty capacities</p> <p>Number of links developed between Banner Web for Student and Banner Web for Faculty and information provided on the MCC home page in 2000-01</p>	<p>None, new initiative</p>	<p>Banner Web for Faculty to access student records, registration and/or grading by June 2001.</p> <p>A minimum of 3 links will be developed between Banner Web for Student and Banner Web for Faculty and information provided on the MCC home page</p>	<p>Faculty to submit final grades for 243 classes by June 2001. Faculty also had the ability to review student transcripts and class schedules using Banner Web for Faculty resources by April 15th 2001.</p> <p>The following 4 links are in place between Banner Web for Students, Banner Web for Faculty and the MCC Home Page. (1) Direct access to Banner Web for Students and Banner Web for Faculty from the MCC Web Site Home Page</p>
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				(2) Application to Middlesex Community College, including all support documents (3) Financial Aid Information, processes, forms and links to external sites (4) Campus Directory
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<p>Objective 6</p> <p>Enhance the college's institutional research and assessment capacity through the use of technology</p> <p>Implementation Steps for Objective 6</p> <p>1. Fully implement the Middlesex Community College Goals 2002 software application to collect, track and report college-wide information about annual activities planned to accomplish organizational goals, anticipated outcomes</p>	<p>Number of college divisions that use the MCC Goals 2002 software application to report their annual MCC Strategic Goals 2002 planning activities, anticipated outcomes and actual outcomes in 2000-01.</p>	<p>The MCC Goals 2002 software application was developed and pilot tested with one division in 1999-2000</p> <p>System was developed and piloted with one division in 1999-2000</p>	<p>All five major college divisions will have utilized the MCC Goals 2002 to collect, track and report information about annual activities planned to accomplish the twenty MCC strategic planning goals, anticipated outcomes and actual outcomes – Academic</p>	<p>All five major college divisions utilized the MCC Goals 2002 to collect, track and report information about annual activities planned to accomplish the twenty MCC strategic planning goals, anticipated outcomes and actual</p>
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and actual outcomes			Affairs by October 2000, Student Development by November 2000, Enrollment Management by December 2000, Technology Center by February 2001 and Fiscal Affairs by March 2001	outcomes within the timeframes indicated.
	Number of college divisions that use the MCC Goals 2002 software application to report their annual BHE Mission Priority activities, anticipated outcomes and actual outcomes.		All five major college divisions will have utilized the MCC Goals 2002 to collect, track and report information about annual activities planned to accomplish the 7 MCC BHE Mission Implementation Priorities – Academic Affairs by October 2000, Student Development by November 2000,	All five major college divisions utilized the MCC Goals 2002 to collect, track and report information about annual activities planned to accomplish the 7 MCC BHE Mission Implementation Priorities within the timeframes specified.

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<p>2. Use ACCESS, EXCEL and SPSS to create databases to support departmental program reviews and institutional assessments, analyze the data, and generate useful reports</p>	<p>Number of databases created by the Institutional Research Office specifically to support departmental program reviews and large scale institutional assessments in 2000-01</p>	<p>Not applicable, databases developed in response to institutional needs in 2000-01 will be documented</p>	<p>Enrollment Management by December 2000, Technology Center by February 2001 and Fiscal Affairs by March 2001</p> <p>Minimum of five large-scale databases will have been developed by the Institutional Research Office to support program reviews and institutional assessment efforts- three by the end of the Fall term and two more in the Spring.</p>	<p>The following 8 large-scale databases were developed by the Institutional Research Office to support program reviews and institutional assessment efforts. (1) 5 years of Center For Self Paced Studies course enrollments and performance data (2) Tracking database used to assess the academic outcomes of Student</p>
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				Success Program Students (3) Tracking Database used to assess the academic outcomes of students who used college tutoring services (4) Tracking database to assess the academic outcomes of students enrolled in interdisciplinary courses (5) Tracking database used to assess the academic outcomes of disabled students (6) Database to integrate administrative system data related to the completion of core intensive values by MCC graduates and Core Assessment
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				Survey Data for assessment purposes (7) Database to assess the impact of previous exposure to English Composition on the academic outcomes of students enrolled in courses designated as satisfying a Writing Intensive Value in the Core Curriculum (8) Database to track the academic outcomes of "late" registrants for assessment and program development purposes
	Number of program reviews supported by the	8 program reviews were supported by the	The Institutional Research Office will	The Institutional Research Office

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	Institutional Research Office in 2000-01	Institutional Research Office in 1999-2000	provide data to support a minimum of 6 program reviews by December 2000, and an additional 4 by June 2001.	Provided data to support 9 program reviews by December, 2000 (1) ESL Courses (2) Early Childhood Education (3) Center for Self Paced Studies (4) Student Activities (5) Business Technologies – Office Management and Technology Systems (6) Math courses – Intermediate Algebra and above (7) Computers and Networking Technologies (8) Electronic Telecommunications (9) Interdisciplinary Courses
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				Data was supplied to support 5 additional program reviews by June 2001 (1) Fire Protection and Safety Technology (2) Computer Applications Department Courses (3) Diagnostic Medical Sonography (4) Criminal Justice State program Review (5) Behavioral Science Department. (Annual Total – 14 program reviews supported)
	Number of Institutional Research Reports posted to the IR Intranet site regarding institutional	3 reports	A minimum of 6 Institutional Research Reports posted to the IR Intranet site regarding	7 Institutional Research Reports were posted to the IR Intranet site regarding institutional

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	<p>progress toward the accomplishment of MCC's Strategic Planning Goals 2002 and BHE Mission Priorities in 2000-01.</p>		<p>institutional progress toward the accomplishment of MCC's Strategic Planning Goals 2002 and BHE Mission Priorities by May 2001.</p>	<p>progress toward the accomplishment of MCC's Strategic Planning Goals 2002 and BHE Mission Priorities by May 2001. (1) Middlesex Community College Executive Summary Report to the BHE reporting FY00 Mission Implementation Plan Outcomes. (2) MCC FY 00 BHE Mission Priority Outcomes – Detail Report (3) MCC FY01 BHE Mission Implementation Activity Plan (4) College Environment Assessment Reports (5) MCC Goals 2002</p>
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<p>3. Develop and implement an Institutional Research Intranet Web Site and post (1) college strategic planning activities and data tracking institutional progress</p>	<p>Number of large scale institutional research survey reports posted on the college intranet in 2000-01</p>	<p>None, new initiative</p>	<p>The results of a minimum of two large-scale institutional research survey reports will be posted to the MCC Institutional Research Intranet site by December, 2000</p>	<p>Effectiveness Indicators (6) MCC Goals 2002 – Results of Spring 2001 college-wide status survey, student focus groups, and meetings with the Academic Council and Student Development (7) BHE-MCC Performance Measurement System: Report to the MCC Board of Trustees</p> <p>Two large-scale institutional research survey reports were posted to the MCC Institutional Research Intranet site by December 2000. (1) Student Assessment of</p>
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<p>toward their accomplishment, (2) college-wide survey and (3) institutional data</p>	<p>Number of college demographic and enrollment reports posted to the MCC Intranet in 2000-01</p>	<p>None, new initiative</p>	<p>A minimum of one major demographic and enrollment report will be posted on the MCC Institutional Research Intranet Site by May, 2001</p>	<p>the College Climate (2) Employee Assessment of the College Climate In addition, the results of the Graduate Assessment of the Core Curriculum Survey were posted by April 2001.</p> <p>A 5 year trend demographic and enrollment trend report was posted on the MCC Institutional Research site by May, 2001</p>
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<p>Objective 7</p> <p>Provide a full range of employee computer education and training programs</p> <p>Implementation Steps for Objective 7</p> <p>1. Expand library collection of technology learning aids</p>	<p>Circulation rates of the library collection of technology learning aids in 2000-01.</p> <p>Number of technology learning aids available for circulation through the MCC library in 2000-01</p>	<p>236 circulations</p> <p>537 items</p>	<p>The number of circulations of technology learning aids will increase by at least 10% by June 2001.</p> <p>The number of technology learning aids available for circulation in the MCC library will increase by at least 5%</p>	<p>The number of circulations of technology learning aids increased by 25% by June 2001. (294 circulations)</p> <p>The number of technology learning aids available for circulation in the MCC library increased by 7%</p>
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<p>2. Expand Technology Help desk capacities and accessibility</p>	<p>Number of Help Desk software programs installed and operational in 2000-01</p> <p>Number of hours per week help desk available to college community in 2000-01</p>	<p>Home grown software application</p> <p>63 hours</p>	<p>By March 2001</p> <p>The following Help Desk software will be installed, tested and in use by October 2000. Remedy, Intel LAN Desk and Intel Alliris by October 2000.</p> <p>Help desk will be available to MCC students, faculty and staff Monday through Friday 7:30am to 10PM and Saturday and Sunday 8:30am to 4pm by October 2000.</p>	<p>By March 2001 (573 items)</p> <p>The following Help Desk software was installed, tested and in use by October 2000. Remedy, Intel LAN Desk , Intel Alliris and Norton Antivirus</p> <p>Help desk is available to MCC students, faculty and staff Monday through Friday 7:30am to 10PM and Saturday and Sunday 8:00am to 4pm by October 2000. Help desk is available over the WWW 24 hours a</p>
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	Number of MCC students, faculty and staff who receive services through the Help Desk in 2000-01	Not available	A minimum of 1000 faculty, staff and students will receive services through the help desk by June 2001.	day, seven days per week. 6,300 faculty, staff and student requests for assistance received services through the help desk by June 2001.
3. Develop additional technology training classes for MCC faculty and staff	Number of new training classes offered by the Technology Center to MCC faculty and staff in 2000-01	Not applicable, new training programs are developed in response to user needs and others are retired as appropriate. The new training classes offered in 2000-01 will be documented	A minimum of two new training classes will be offered to MCC faculty and staff by the Technology Center- one in the Fall and one in the Spring	3 new training classes were offered to MCC faculty and staff by the Technology Center (1) Ten Tips for Word (2) Windows File Management (3) Using Calendars in FirstClass) within the time line indicated.

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- Part B: Increase the effectiveness and efficiency of administrative, academic and student support services through technology**
- Part C: Provide appropriate technological training and support for students, faculty and staff**

	<p>Number MCC faculty and staff who attended new Technology Center classes in 2000-01</p> <p>Total number of technology training classes offered to MCC faculty and staff by the Technology Center in 2000-01</p> <p>Total number of enrollments in MCC technology training classes offered to faculty and staff by the Technology Center in 2000-01</p>	<p>Not applicable. The college will document the number of participants in the new training classes offered in 2000-01</p> <p>30 classes</p> <p>136 enrollments</p>	<p>A minimum of 20 additional faculty and staff will participate in new technology training classes by June 2001</p> <p>The Technology Center will increase the number of technology training workshops offered by a minimum of two by June 2001</p> <p>The number of faculty and staff enrollments in technology workshops will increase by a minimum of 20 by June 2001</p>	<p>70 additional faculty and staff participated in the new technology training classes by June 2001</p> <p>The Technology Center increased the number of technology training workshops by five by June 2001.</p> <p>The number of faculty and staff enrollments in technology workshops increased by 69 by June 2001 (total 205 enrollments)</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 2: Enhance college effectiveness through the use of appropriate technology and related applications.

- Part A: Develop programs, services and instructional modes that utilize technology to increase student access**
- Part B: Increase the effectiveness and efficiency of administrative, academic and student support services through technology**
- Part C: Provide appropriate technological training and support for students, faculty and staff**

4. Post technology training materials on the MCC Technology Center Intranet site allowing faculty and staff to download training materials and provides links to external technology training sites on the internet	Number of faculty and staff visiting the Technology Center Intranet Site	None, new initiative	A minimum of 100 MCC faculty and staff will visit the Technology Center Intranet Site by June 2001	There were 1446 visits to the Technology Center Intranet Site by June 2001.
	Number of Technology Center courses with course materials available for download on the Technology Center Intranet Site	None, new initiative	Course materials from a minimum of five Technology Center courses will be available for download by December, 2000	Course materials from 6 Technology Center courses were available for download by December, 2000 (1) FrontPage 2000, (2) Excel 2000 (3) Network Drives (4) Computer Viruses (5) Windows File Management (6) First Class
	Number of MCC faculty and staff who download technology	None, new initiative	A minimum of 50 faculty and staff will download technology training	Over 50 faculty and staff downloaded technology-training

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Mission Priority 2: Enhance college effectiveness through the use of appropriate technology and related applications.

- Part A: Develop programs, services and instructional modes that utilize technology to increase student access**
- Part B: Increase the effectiveness and efficiency of administrative, academic and student support services through technology**
- Part C: Provide appropriate technological training and support for students, faculty and staff**

	<p>course training materials from the MCC Technology Center Intranet Site</p> <p>Number links to external technology training sites accessible from the MCC technology Center Intranet Site.</p>	<p>None, new initiative</p>	<p>materials from the Technology Center Intranet site by June 2001</p> <p>Links will be made to a minimum of three external technology training sites by May 2001</p>	<p>materials from the Technology Center Intranet site by June 2001.</p> <p>Links were made to 11 external technology-training sites by May 2001. (1) Freeskills.com (2) About.com (3) CNET Online Tutorials (4) LearnThant.com (5) ZDNet (6) eHow (7) Download Frontpage Tutorial (8) Training tools.com (9) Basic JavaScript (10) WebMonkey (11) Just Programming tutorials</p>
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Mission Priority 2: Enhance college effectiveness through the use of appropriate technology and related applications.

- Part A: Develop programs, services and instructional modes that utilize technology to increase student access**
- Part B: Increase the effectiveness and efficiency of administrative, academic and student support services through technology**
- Part C: Provide appropriate technological training and support for students, faculty and staff**

<p>5. Create a page on the Technology Center Intranet that allows users to download various free software packages from one location(examples: First Class, Adobe, Windows Media Player, Windows Internet Explorer and various browser plug-ins)</p>	<p>Number of free software packages available for download from the MCC Technology Center Intranet Site</p>	<p>None, new initiatives</p>	<p>A minimum of six free software packages will be available for download from the MCC Technology Intranet Site by December, 2000</p>	<p>7 free software packages were available for download from the MCC Technology Intranet Site by December, 2000 (1) FirstClass (2) PowerPoint Viewer (3) Windows Media Player (4) Acrobat Reader (5) Internet Explorer (6) Macromedia Shockwave Plug-in (7) Macromedia Flash Player</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
<p>Objective 1</p> <p>Research workforce needs in emerging technology fields</p> <p>Implementation Steps for Objective 1</p> <p>1. Assess the effectiveness of procedures in place to identify the need for new technology programs, modify existing processes as necessary and document the enhanced procedure.</p>	<p>An enhanced process to identify new technology programs to meet the work force needs of area employers is developed and documented</p>	<p>Not applicable. The college will document the work force needs data collection process, the information collected, and the implications for emerging technology program development at MCC in 2000-01.</p>	<p>Current methods of collecting accurate work force needs data will be reviewed. and enhanced as appropriate and documented by June, 2001</p>	<p>Current methods of collecting accurate work force needs data were reviewed, and recommendations for enhancements were identified and documented by June 2001. A need was identified for the centralized coordination of the development and research for all technology programs through an Internal Coordinating Committee and an Advisory Committee</p>

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

<p>2. Assess the effectiveness of procedures in place to evaluate the feasibility of implementing specific new technology programs, modify existing processes as necessary and document the enhanced procedure.</p>	<p>An enhanced process to assess the feasibility of implementing new technology programs is developed and documented.</p>	<p>Not applicable. The college will document the work force needs data collection process, the information collected, and the implications for emerging technology program development at MCC in 2000-01</p>	<p>The process for assessing the feasibility of developing and implementing programs in specific emerging technologies will be assessed by June, 2001, modified as appropriate and documented by June, 2001</p>	<p>from industry. The process for assessing the feasibility of developing and implementing programs in specific emerging technologies was assessed by June 2001, modified as appropriate and documented by June 2001. A need was identified for the centralized coordination of the development and research for all technology programs through an Internal Coordinating Committee and an Advisory Committee from industry.</p>
<p>3. Research and document area work force needs related to emerging technologies</p>	<p>Up to date information on workforce needs related to emerging technology in the MCC service area is documented for program</p>	<p>Data collected in 1999-2000 and one report distributed</p>	<p>Workforce needs data will be collected and documented by June 2001.</p>	<p>Workforce needs data were collected and documented by June 2001. As a result, MCC will offer A+ Certificate training</p>

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

	development purposes			using a CISCO developed curriculum.
Objective 2 Implement and assess specific technology curriculum in new and existing programs Implementation Steps for Objective 2	Number of new emerging technology programs developed in 2000-01	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.	Minimum of one new emerging technology program will be developed by June 2001	New emerging technology programs include SUN Solaris and Adobe Web Development Certification.
	Number of enrollments in credit and non-credit technology courses in 2000-01	5972 enrollments	A minimum of a 3% increase in enrollments in MCC technology courses by June 2001	3.7% increase in enrollments in MCC technology courses by June 2001. (6195 enrollments)
	Percent of 1999 graduates from technology programs that obtain employment, advance in related positions, or pursue	90% with an extremely low unemployment rate in the service area	A minimum of 85% of graduates from technology programs obtain employment, advance in related positions, or pursue	100 % of graduates from technology programs obtained employment, advance in related positions, or pursue additional

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

<p>1. Begin Program Reviews for Telecommunications Program Courses</p>	<p>additional higher education</p> <p>Number of Telecommunications faculty engaged in a departmental program review in 2000-01</p>	<p>Not applicable. The college will document the progress achieved on this program review in 2000-01.</p>	<p>additional higher education by January 2001</p> <p>Program review in Telecommunications Program will begin during the Fall 2000 semester.</p>	<p>higher education by January 2001</p> <p>Telecommunications Program Review has been in process since Fall 2000. 4 faculty have completed a draft report that will be finalized in Fall 2001.</p>
<p>2. Develop and pilot survey instruments and other research methods to assess alumni, student and employer satisfaction with the quality and effectiveness of MCC technology programs.</p>	<p>Number of technology programs that pilot test instruments to assess alumni, student and employer satisfaction with the quality and effectiveness of MCC technology programs in 2000-01</p>	<p>Not applicable. The college will document the programs that pilot test these instruments during the 2000-01 academic year.</p>	<p>A minimum of one technology department will pilot test instruments to assess alumni, student and employer satisfaction with the quality and effectiveness of their programs by June 2001</p>	<p>1 technology department pilot tested instruments to assess alumni, student and employer satisfaction with the quality and effectiveness of their programs by June 2001 (Radiologic Technology)</p>
<p>3. Implement approved recommendations from the Computer Science program review.</p>	<p>Number of approved recommendations for 2000-01 from the Computer Science program review that are implemented and</p>	<p>Not applicable. The college will document the approved recommendations implemented in 2000-01.</p>	<p>A minimum of two approved recommendations from the Computer Science program review will be implemented in 2000-01.</p>	<p>The following 3 recommendations from the Computer Science Program Review were implemented in 2000-01. (1) Statistics was</p>

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

	documented			eliminated as a program requirement (2) Core computer science courses were expanded from three to four credit hours (3) a LINUX course was added as a degree requirement.
4. Revise Computer Applications courses to incorporate MOUS and IT skills standards.	Number of Computer Applications courses that have incorporated MOUS in 2000-01	Not applicable. The college will document the Computer Applications courses that incorporate MOUS in 2000-01	A minimum of 1 Computer Applications course will incorporate MOUS by June 2001	MOUS skills were incorporated into BU6101 Microcomputer Applications
	Number of Computer Applications Courses that have incorporated IT Skill Standards in 2000-01	Not applicable. The college will document the Computer Applications courses that incorporate IT Skill Standards in 2000-01	A minimum of 1 Computer Applications courses will have incorporated IT Skill Standards by June 2001.	IT skill standards were incorporated into BU6101 Microcomputer Applications
5. Launch new ACT Center to provide self-paced, computer-based workforce training courseware to individuals and to employers' incumbent	Number of course titles offered through the ACT Center in 2000-01	None, new initiative	A minimum of 500 course titles will be available through the ACT Center by January 2001.	580 course titles were available through the ACT Center by January 2001. 1000 titles were available by June 2001.
	Number of enrollments	None, new initiative	The ACT Center will	The ACT Center

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

<p>workforce and newly hired workers.</p>	<p>through the ACT Center In 2000-01</p>		<p>have enrolled a minimum of 250 students by June 2001.</p>	<p>enrolled 50 students by June 2001. 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 economy has resulted in decreasing funds for 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)</p>
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Mission Priority 3: Develop curricula to prepare students for careers in emerging technologies.

<p>Objective 3</p> <p>Promote faculty development in emerging technologies</p> <p>Implementation Steps for Objective 3</p> <p>1. Assist faculty with the development of individual professional development plans</p>	<p>The number of technology faculty who create approved individual professional development plans in 2000-01</p> <p>Percent of technology programs that create specific professional development plans for their faculty in 2000-01.</p>	<p>None, new initiative</p> <p>None, new initiative</p>	<p>A minimum five technology faculty will create and document individual professional development plans by June 2001.</p> <p>A minimum of 25% of MCC technology programs will design and document professional development plans for their faculty by June 2001</p>	<p>10 technology faculty created and documented individual professional development plans by June 2001.</p> <p>1 of the 4 (25%) major college technology departments (Computer Science) developed a professional development plan and participated in professional development activities through the CITI initiative June 2001.</p>
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Mission Priority 3: Develop curricula to prepare students for careers in emerging technologies.

<p>2. Provide professional development for technology faculty in the areas of skills standards, meta cognitive skills, and cooperative education. Identify and facilitate training opportunities.</p>	<p>Number of training opportunities provided in 2000-01.</p>	<p>None, new initiative</p>	<p>A minimum of two training opportunities will be provided by May 2001</p>	<p>Two workshops on developing teamwork were provided by May 2001.</p>
<p>3. Identify and support internships and job shadowing opportunities for faculty in emerging technologies.</p>	<p>Number of faculty participating in the training in 2000-01.</p>	<p>None, new initiative</p>	<p>A minimum of ten faculty will engage in training by June 2001</p>	<p>27 faculty engaged in training by June 2001</p>
<p>3. Identify and support internships and job shadowing opportunities for faculty in emerging technologies.</p>	<p>Number of internships and job shadowing opportunities made available to faculty in 2000-01</p>	<p>3 internships or job shadowing experiences</p>	<p>A minimum of 2 internships and job training opportunities will be made available to faculty by March 2001</p>	<p>2 internship or job training opportunities were made available to faculty and staff by March 2001. In addition, CISCO Corporation provided 4 training opportunities for college employees in Sun Solaris and Adobe Web Developer</p>
<p>3. Identify and support internships and job shadowing opportunities for faculty in emerging technologies.</p>	<p>Number of faculty who engage in internships and job shadowing opportunities in 2000-01</p>	<p>3 faculty</p>	<p>A minimum of 1 faculty will engage in internships and/or job shadowing experiences by June 2001.</p>	<p>2 faculty and staff began internships by June 2001. In addition, 4 college employees participated in Sun Solaris or Adobe Web Developer Training provided by the CISCO Corporation.</p>

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

<p>Objective 4</p> <p>Strengthen workplace connections in the curricula</p> <p>Implementation Steps for Objective 4</p> <p>1. Design cooperative education or internship course.</p>	<p>Number of programs that design cooperative education and/or internship courses in 2000-01.</p>	<p>Not applicable. The college will document the programs that design cooperative education and/or internship courses in 2000-01</p>	<p>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.</p>	<p>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</p>
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Mission Priority 3: Develop curricula to prepare students for careers in emerging technologies.

2. Provide internship and cooperative education placement coordination and oversight for technology programs	Number of students enrolled in internship or cooperative education courses in 2000-01	Approximately 50 students	A minimum of 75 students will have enrolled in an internship or cooperative education site during the Fall 2000 and Spring 2001 semesters	curriculum. Class visits to local companies have also been added. 78 students enrolled in an internship or cooperative education during the Fall 2000 and Spring 2001 semesters
	Number of internship or cooperative education sites where students are placed in 2000-01	Approximately 45 sites	MCC students will be placed in a minimum of 50 internship or cooperative education sites by May 2001.	MCC students were placed in 65 different internship or cooperative education sites by May 2001

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
<p>Objective 1</p> <p>Fully implement and assess the impact of a values driven core curriculum</p> <p>Implementation Steps for Objective 1</p> <p>1. Plan college-wide Colloquium on Core Curriculum to review its impact and identify its strengths and weaknesses.</p> <p>2. Continue to implement the General Education Committee core curriculum assessment plan. (a) review May 2000 Graduate Core</p>	<p>A plan for a college-wide colloquium on the core curriculum is in place.</p> <p>Number of recommendations for core curriculum survey made to the Faculty Staff Association in 2000-01</p>	<p>Not applicable – the college will document plans made for a Core Curriculum Colloquium in 2000-01</p> <p>None – new activity</p>	<p>Plan for college-wide Core Curriculum Colloquium are in place by June 2001</p> <p>All necessary recommendations for core curriculum survey revisions are made to the Faculty Staff Association by April 2001</p>	<p>A college-wide Professional Day focused on the Core Curriculum was held in April 2001. Additional activities are planned for the 2001-02 academic year.</p> <p>The results of the Core Curriculum 2000 Graduate Survey were generally positive. A review of the data did not yield any recommendations for</p>

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>Curriculum Survey results (b) make recommendations to MCC Faculty Staff Association for changes in Core Curriculum Survey, if required (c) revise Graduate Core Curriculum Survey, if required (d) administer May 2001 Graduate Core Curriculum Survey</p>	<p>Number of May 2001 graduation applicants who complete the core curriculum survey</p>	<p>352 graduates</p>	<p>A minimum of 350 graduation applicants will complete the revised Core Curriculum Survey by June 2001</p>	<p>revisions that needed to be presented to the Faculty Staff Association by April 2001. It was agreed that the survey would be administered as originally designed to the graduating class of 2001.</p>
<p>3. Conduct faculty focus groups related to two core values. (a) obtain information on teaching strategies and results of faculty assessments of student learning (b) publish findings in The Learning Community</p>	<p>Number of faculty who participate in focus groups for the two core values</p>	<p>Not applicable, the number of faculty participating in focus groups related to the core curriculum in 2000-01 will be documented.</p>	<p>A minimum of ten faculty will participate focus groups related to core values by June 2001</p>	<p>607 graduation applicants from the class of 2001 completed the approved Core Curriculum Survey by June 2001</p> <p>35 faculty participated in focus groups that were held by June, 2001 on the following intensive values: (1) Multicultural/Global Awareness (2) Written Communication (3) Values, Ethics and</p>

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<p>and present them to the Faculty Staff Association.</p>	<p>Number of articles published in <i>The Learning Community</i> and faculty presentations made on core value teaching strategies and the results of faculty assessments of student learning</p>	<p>Not applicable – articles published in 2000-01 will be documented</p>	<p>A minimum of one article on core values teaching strategies and the results of faculty assessments on student learning will be published in <i>The Learning Community</i> by May 2001</p>	<p>Social Values</p> <p>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.</p>
<p>4. Continue implementation of the Core Curriculum. Develop an additional course featuring an intensive value, if required.</p>	<p>Number of courses approved to meet an intensive value</p>	<p>Presentations made in 2000-01 will be documented</p> <p>198 courses</p>	<p>At least one presentation will be made to faculty by May 2001</p> <p>A minimum of one additional course will be approved to meet a core value by May 2001</p>	<p>4 presentations on the Core Curriculum were made for faculty by May 2001.</p> <p>7 additional courses were approved to meet a core value by May 2001. (total courses – 205)</p>

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>5. Develop Core Curriculum portfolios for each intensive. Include examples of successful teaching strategies and student work. (a) obtain suggestions from focus groups. (b) advertise availability through The Learning Community, voice-mail, and e-mail. (c) post portfolios on the MCC Intranet site</p>	<p>Number of core intensive value curriculum portfolios developed</p>	<p>None – new initiative</p>	<p>One portfolio will be developed for each of the following core values by Summer 2001:</p> <ul style="list-style-type: none"> • Written Communication • Multicultural or Global Awareness • Values, Ethics and Social Policy 	<p>1 portfolio was developed for each of the following 3 core values by Summer 2001:</p> <ul style="list-style-type: none"> • Written Communication • Multicultural or Global Awareness • Values, Ethics and Social Policy
<p>6. Conduct an Activated Learning in the Classroom (ALC) workshop on assessment as it relates to the Core Curriculum</p>	<p>Number of core curriculum intensive value portfolios available on the MCC Intranet site</p>	<p>None – new initiative</p>	<p>Intensive core value portfolios will be available on the Intranet site by Summer 2001</p>	<p>3 intensive core value portfolios were available on the Intranet site by Summer 2001</p>

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

7. Offer student development activities that support the intensive values featured in the Core Curriculum.	Number of faculty attending the ALC workshop in 2000-01	Not applicable – faculty participation in new workshops in 2000-01 will be documented	A minimum of five faculty will attend an ALC workshop by April 2001	70 faculty and staff participated in the 6 workshops by April 2001.
	Number of student development activities offered that qualify for intensive value credit in 2000-01	One activity	A minimum of one student development activity that satisfies an intensive value requirement will be developed or offered by April 2001	Two student development activities that satisfy an intensive value requirement were developed or offered by April 2001. (1) Multicultural Global Awareness Intensive Value – One World Series (2) Technology, Environment and Health Intensive Value – Fitness Management
	Number of students completing an alternate, service learning or student development activity for intensive value credit	2 students	A minimum of five students will satisfy an intensive value requirement using an alternative means by June 2001	More than 200 students satisfied an intensive value using an alternate means such as service learning or on-line course work by June 2001.

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>Objective 2</p> <p>Strengthen the liberal arts through assessment and curriculum modification</p> <p>Implementation Steps for Objective 2</p> <p>1. Assess Lowell Connections collaboration with the University of Massachusetts Lowell (a) assess program's impact on academic success of students while at MCC and after transferring to U Mass Lowell. (b) identify necessary program modifications</p>	<p>Significant strengths and areas for improvement for the Lowell Connections program are identified and documented.</p>	<p>Not applicable, 2000-01 program review outcomes will be documented</p>	<p>Significant Lowell Connections program strengths and areas for improvement will be identified and documented by June 2001</p>	<p>Significant Lowell Connections program strengths and areas for improvement were identified and documented by June 2001. Identified strengths include (1) Students academically well prepared at MCC for transition to University course work (2) Residential opportunity at the University provides an opportunity for social interaction and</p>
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				adjustment to university life Areas for Improvement include (1) Need for more dorm rooms (2) need for more comprehensive student tracking between MCC and the University
	Number of students enrolled in the Lowell Connections program	98 students	A minimum of 150 students will be enrolled in the Lowell Connections program during the 2000-01 academic year	175 students were enrolled in the Lowell Connections program during the 2000-01 academic year
	Number of Lowell Connections students who have transferred to U Mass Lowell	69 students	A minimum of 20 additional students will be admitted to UMass Lowell by June 2001	24 additional students were admitted to UMass Lowell by June 2001 (total 93 students)
	Number of Lowell Connections students who have transfer to a college other than U Mass Lowell	10 students	A minimum of 3 additional students will be admitted to a college other than U Mass Lowell by June 2001	6 additional students were admitted to a college other than U Mass Lowell by June 2001

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

2. Implement approved 2000-01 recommendations from the Fine and Performing Arts program review.	List of approved 2000-01 recommendations from the Fine and Performing Arts program review and the progress made on each is documented.	Not applicable, program review recommendations implemented in 2000-01 will be documented	A minimum of two approved Fine and Performing Arts recommendations will be implemented by June 2001	Program review will be complete by September 2001.
3. Implement approved 2000-01 recommendations from the Science department program review	List of approved 2000-01 recommendations from the Science Department program review and the progress made on each is documented.	Not applicable, program review recommendations implemented in 2000-01 will be documented	A minimum of two approved Science recommendations will be implemented by June 2001	4 approved Science Department Review recommendations were implemented by June 2001. (1) The Liberal Arts and Science program now requires a laboratory science (2) A science department curriculum committee was established (3) two new courses were developed – Infectious Diseases and Meteorology (4) two new on-line courses were developed – Infectious Diseases and Geology

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>4. Implement approved 2000-01 recommendations from the Liberal Arts and Sciences program review</p>	<p>List of approved 2000-01 recommendations from the Liberal Arts program review and the progress made on each is documented.</p>	<p>Not applicable, program review recommendations implemented in 2000-01 will be documented</p>	<p>A minimum of two approved Liberal Arts and Sciences program recommendations will be implemented by June 2001</p>	<p>5 of the approved Liberal Arts and Sciences program review recommendations were implemented by June 2001. (1) Academic advising was improved through the development of a Liberal Arts and Sciences Advising Guide and advising mailings to targeted Liberal Arts and Sciences students (2) a forum for Liberal Arts and Sciences faculty to meet as a group to discuss the curriculum was implemented (3) six credits of history are now required (4) a laboratory science course is now required (5) a math course at or above the precalculus level is now required</p>
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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>Objective 3</p> <p>Promote interdisciplinary learning and team teaching</p> <p>Implementation Steps Objective 3</p> <p>1. Complete the Interdisciplinary courses program review</p> <p>2. Develop one new interdisciplinary course</p>	<p>Significant strengths and areas for improvement of MCC interdisciplinary course offerings are identified and documented in 2000-01</p> <p>Number of interdisciplinary courses developed in 2000-01</p>	<p>Not applicable, 2000-01 program review outcomes and improvement plan will be documented</p> <p>8 courses</p>	<p>Significant strengths and areas for improvement for interdisciplinary course offerings are identified and documented by March 2001. An improvement plan is identified and documented by June 2001.</p> <p>A minimum of one new interdisciplinary course will be developed</p>	<p>A list of significant strengths and areas for improvement for interdisciplinary course offerings has been drafted. The complete Ad Hoc Interdisciplinary Committee will identify and document an improvement plan during the Fall 2001 semester.</p> <p>One new interdisciplinary course was developed and</p>
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<p>3. Revise and enhance interdisciplinary course assessment instrument piloted in 1999-2000.</p>	<p>Number of interdisciplinary courses utilizing the new assessment instrument in 2000-01</p>	<p>Piloted with 4 interdisciplinary courses</p>	<p>A minimum of 2 courses will use the assessment instrument in the Fall semester and a minimum of 2 courses will use the instrument in the Spring 2001 term</p>	<p>piloted (SC2112 Anatomy and Physiology of Yoga) in 2000-01 4 courses used the assessment instrument in the Fall semester and 3 courses used the instrument in the Spring term</p>
<p>4. Continue and/or expand marketing strategies for interdisciplinary courses, based upon year two results. Carry out new initiatives. Assess effectiveness of initiatives. Develop additional strategies.</p>	<p>Number of students enrolled in interdisciplinary courses in 2000-01</p>	<p>85 enrollments</p>	<p>A minimum of 95 students will be enrolled in interdisciplinary courses by February, 2001</p>	<p>121 students enrolled in interdisciplinary courses by February 2001.</p>

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>Objective 4</p> <p>Increase the success of under-prepared students in targeted programs through researching instructional innovation, designing and implementing new curriculum and instructional approaches and enhancing student support services</p> <p>Implementation Steps for Objective 4</p> <p>1. Assess the effectiveness EN1100 English Fundamentals</p>	<p>Number of students enrolled in EN1100 English Fundamentals in 2000-01</p>	<p>140 students in 1999-00</p>	<p>A minimum of 150 students will be enrolled in EN1100 during the 2000-01 Academic year</p>	<p>143 students were enrolled in EN1100 English Fundamentals during the 2000-01 academic year. Course enrollment numbers are directly linked to entering student</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

	<p>Percent of students who complete EN1100 English Fundamentals with a grade of C- or better in 2000-01</p>	<p>74% percent in its first offering</p>	<p>At least 70% of students enrolled in EN1100 will earn a grade of C- or better</p>	<p>placement test results. All students who tested at the predefined levels were required to enroll in EN1100.</p> <p>67% of the students enrolled in EN1100 during the 2000-01 academic year earned a grade of C- of 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</p>
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FY2001 Implementation Plan Template**

Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

				40%. We are further encouraged by the very high percent of students who successfully completed EN1100 English Fundamentals and then continued on to EN1101 Basic Writing. (94%)
	Percent of students who have completed EN1100 with a C- or better who enroll in EN1101 Basic Writing within one year	75 percent for its first offering	At least 70% of the students who complete EN1100 with a grade of C- or better will enroll in EN1101 Basic Writing within one year	94% of the students who completed EN1100 with a grade of C- or better enrolled in EN1101 Basic Writing within one year.
2. Implement approved recommendations for 2000-01 from the Developmental Math program review. (a) conduct workshops for developmental math faculty on relevant pedagogy.	Number of workshops on relevant pedagogy offered for developmental math faculty in 2000-01	None, new initiative	A minimum of two workshops will be offered for faculty teaching developmental math by June 2001	6 workshops were offered for faculty teaching developmental math by June 2001
	Number of math faculty who attend a workshop on relevant pedagogy in 2000-01	None, new initiative	A minimum of ten faculty teaching developmental math will attend relevant	24 faculty teaching developmental math attended relevant workshops by June

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Mission Priority 4: Enhance general education and liberal arts through a focus on key values, curriculum revision and assessment.

<p>3. Design new academic orientation course for developmental students that incorporates academic content and topic-based study skills.</p>	<p>New academic orientation course will be complete for inclusion in the Fall 2001 course master schedule</p>	<p>Number of sections published in the Fall 2001 schedule will be documented</p>	<p>workshops by June 2001</p> <p>New academic orientation class will be designed and approved for inclusion in the Fall 2001 course schedule by February 2001</p>	<p>2001</p> <p>New academic orientation class was designed and approved for inclusion in the Fall 2001 course schedule by February 2001. Issues related to the implementation of the new faculty contract resulted in a decision to postpone the course implementation until the Spring 2002 semester</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College's role in educational, cultural and economic development within the region.

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
Objective 1				
Enhance and expand educational collaborations within the region.				
Implementation Steps for Objective 1				
1. Expand variety and scope of courses for MILES	Number of courses offered for MILES	12 programs	A minimum of 3 additional courses will be offered for MILES by February, 2000	32 additional courses were offered by MILES by February, 2000 (44 courses offered)
	Number of enrollments in MILES courses in 2000-01	90 enrollments	MILES enrollments will increase by at least 60 by June 2001	MILES enrollments increased by 95 by June 2001 (185 enrollments)
2. Implement LINKS Program, transition program for Adult Basic Education graduates matriculating at MCC	Number of students enrolled in LINKS In 2000-01	None, new initiative	A minimum of 30 students will be enrolled in LINKS by January, 2001	28 students were enrolled in LINKS by January 2001.
	Percent of LINKS students who successfully complete	Not available, new initiative	A minimum of 60% of LINKS students will successfully complete	94% of LINKS students successfully completed their first semester at

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Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>3. Implement Workplace Literacy Program with Alpha Industries</p>	<p>their first semester at MCC in 2000-01</p> <p>Number of enrollments in the Workplace Literacy program at Alpha Industries in 2000-01</p>	<p>None, new initiative</p>	<p>their first semester at MCC by May 2001</p> <p>A minimum of 20 students will be enrolled in a Workplace Literacy program at Alpha Industries by June 2001</p>	<p>MCC by May 2001</p> <p>88 students were enrolled in a Workplace Literacy program at Alpha Industries by June 2001. Unfortunately, the course was cancelled as a result of a company financial downturn.</p>
<p>4. Design a system to track participants in specific collaborative educational partnerships and their eventual enrollment at MCC</p>	<p>The design of a system to track the participants of specific collaborative educational partnerships and their eventual enrollment at MCC is documented</p>	<p>New system development in 2000-01 will be documented</p>	<p>A set of system specifications to track the participants of specific collaborative educational partnerships and their eventual enrollment at MCC is documented by June 2001</p>	<p>A set of system specifications to track the participants of specific collaborative educational partnerships and their eventual enrollment at MCC was documented by June 2001</p>

**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>Objective 2</p> <p>Assess the effectiveness of Career Place programs and services</p> <p>Implementation Steps for Objective 2</p> <p>1. Establish Employer Advisory Committee for The Career Place (a) recruit senior managers for committee membership (b) establish mission, schedule of meetings, chairperson and scope of agendas (c) conduct quarterly meetings.</p> <p>2. Design and implement a comprehensive</p>	<p>Number of companies represented on The Career Place Advisory Board in 2000-01</p> <p>Number of senior managers from local companies on The Career Place Advisory Board in 2000-01</p> <p>Number of The Career Place Advisory Committee meetings In 2000-01</p> <p>Number of clients who complete The Career</p>	<p>None, new initiative</p> <p>None, new initiative</p> <p>None, new initiative</p> <p>None, new initiative</p>	<p>A minimum of 5 companies will be represented on The Career Place Advisory Board by March 2001</p> <p>A minimum of five senior managers from local companies will be members of The Career Place Advisory Board by March 2001</p> <p>A minimum of two Career Place Advisory Board Meetings will be held by June 2001</p> <p>At least 500 The Career Place clients will</p>	<p>5 companies participated in The Career Place Advisory Board by June 2001</p> <p>5 senior managers from local companies participated on The Career Place Advisory Board by June 2001</p> <p>2 Career Place Advisory meetings were held by June 2001.</p> <p>800 The Career Place clients completed</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>customer-focused evaluation strategy for The Career Place. (a) create client assessment instruments (b) administer survey at key points of contact (c) analyze results (d) adjust services to meet needs of customers.</p>	<p>Place assessment instrument in 2000-01</p> <p>Significant customer support strengths and areas for improvement at The Career Place are identified and documented. An improvement plan is documented in 2000-01.</p>	<p>Not applicable, 2000-01</p> <p>The Career Place customer support assessment results and an improvement plan will be documented</p>	<p>complete assessment instruments by March 2001</p> <p>Significant customer support strengths and areas for improvement at The Career Place are identified by April, 2001</p> <p>A plan to improve customer support at The Career Place is identified and documented by June 2001.</p>	<p>assessment instruments by March 2001</p> <p>Significant customer support strengths and areas for improvement at The Career Place were identified by April, 2001 Areas for improvement included: (1) registration (2) workshops (3) placements services</p> <p>A plan to improve customer support at The Career Place was identified and documented. Improvements were implemented in registration, workshops and placement services by June 2001.</p>
<p>3. Fulfill all evaluation requirements of the Regional Employment</p>	<p>A minimum of 95% of the evaluation requirements of the</p>	<p>Each year The Career Place substantially meets its evaluation</p>	<p>A minimum of 95% of the evaluation requirements and any</p>	<p>Met goal of a minimum of 95% of the evaluation requirements</p>

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Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>Board, state, local and federal agencies and implement adjustments as agreed upon with partners.</p>	<p>Regional Employment Board, state, local and federal agencies are met and all improvement requirements are satisfied during 2000-01.</p>	<p>requirements as set by the Regional Employment Board, state, local and federal agencies.</p>	<p>required improvements of the Regional Employment Board, state, local and federal agencies are satisfied by June 2001</p>	<p>and any required improvements of the Regional Employment Board, state, local and federal agencies are satisfied by June 2001.</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>Objective 3</p> <p>Meet the human resource and training needs of area employers through collaboration with state, regional and local economic development organizations</p> <p>Implementation Steps for Objective 3</p> <p>1. Increase the number of students participating in contract training initiatives</p> <p>2. Increase the number of employers served through contract training initiatives</p> <p>3. Assess effectiveness</p>	<p>Number of students participating in contract training initiatives in 2000-01</p> <p>Number of employers served through contract training initiatives in 2000-01</p> <p>Significant strengths and</p>	<p>2,403 students</p> <p>12 employers</p> <p>Not applicable, 2000-01</p>	<p>At least a 2% increase in enrollments in contract training initiatives by June 2001</p> <p>At least one additional employer will be served through contract training initiative by June, 2001</p> <p>Significant strengths and</p>	<p>Enrollments in contract training initiatives were increased by 15% by June 2001. (2,771 students)</p> <p>23 additional employers were served through contract training initiatives by June 2001. (35 employers served in FY01)</p> <p>Significant strengths</p>
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FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>of collaborations with the Greater Lowell Chamber of Commerce, the North Suburban Chamber of Commerce, the MOBD, CBWL, the MJC, and the SBA</p>	<p>areas for improvement of the listed organizations are identified and documented, Improvement plans are identified and documented in 2000-01.</p>	<p>assessment results and improvement plans developed will be documented</p>	<p>areas for improvement of these collaborations are identified by April, 2001 An improvement plan is in place and documented by June 2001</p>	<p>and areas for improvement of the listed collaborations were identified by April 2001. An improvement plan was in place and documented by June 2001</p>
<p>4. Expand partnership activities with Education Collaborative (EDCO)</p>	<p>Number of professional development and academic support activities provided by MCC through EDCO in 2000-01</p>	<p>2 initiatives</p>	<p>The college will provide a minimum of one additional professional development and/or academic support activity to local schools through EDCO by June 2001.</p>	<p>The college provided the following 3 additional professional development and/or academic support activities to local schools through EDCO by June 2001. (1) Workshop on African Studies attended by 60 teachers (2) Prepared Grant Application with EDCO on “Integrating Workplace Technology Applications Into the Curriculum for Pragmatic Learners” (3) Convened focus group/listening session</p>

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Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

	<p>Number of school systems served through EDCO collaboration in 2000-01</p>	<p>2 school systems</p>	<p>The college will serve at least one additional school system through EDCO by June 2001</p>	<p>focusing on school system needs. Attended by the Bedford, Billerica, and Burlington School Systems and EDCO</p> <p>The college served 5 additional school systems through EDCO by June 2001. (Total school systems served in 2000-01 was 7 including Acton, Arlington, Bedford, Billerica, Concord-Carlisle, Lexington and Winchester.)</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College’s role in educational, cultural and economic development within the region.

<p>3. Increase the number of The Career Place clients placed in jobs</p>	<p>Number of clients placed in jobs by The Career Place in 2000-01</p>	<p>1800 clients placed</p>	<p>Increase the number of clients placed in jobs by The Career Place by at least 4% by June 2001</p>	<p>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.</p> <p>1200 clients were placed in jobs by The Career Place by June 2001.(33% decrease) 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</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

Mission Priority 5: Enhance and expand Middlesex Community College's role in educational, cultural and economic development within the region.

4. Increase the number of clients served by The Career Place	Number of clients served by The Career Place in 2000-01	4661 clients	Increase the number of clients served by The Career Place by at least 4% by June 2001	The number of clients served by The Career Place increased by 6%. (4923 clients).
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

Implementation Step	Indicator	Baseline Data	AY2000/2001 Targets/Timeframes	AY2000/2001 Results Summer 2001
<p>Objective 1</p> <p>Develop and implement an additional 20 service learning opportunities over a four year period</p> <p>Implementation Steps for Objective 1</p> <p>1. Identify and evaluate potential service-learning sites</p>	<p>Number of service-learning sites approved in 2000-01.</p>	<p>Not applicable, intent is not necessarily to increase the number of sites, but rather to insure that current sites meet the educational needs of MCC students. New sites developed in 2000-01 will be documented</p>	<p>A minimum of 4 new service learning sites will be approved by January 2001</p>	<p>6 new service learning sites were approved by January 2001(1) Lowell Housing Authority (2) Keep Lowell Beautiful (3) MSPCC – Healthy Families Project (4) New Beginnings (5) MAP- Chelmsford Recreation Department (6) Lowell House</p>

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

2. Complete contracts with approved new service-learning sites	Number of students completing service-learning projects at these new sites in 2000-01	None, new sites	A minimum of three students will complete a service-learning project at these new sites by June 2001.	6 students completed a service-learning project at these new sites by June 2001.
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>Objective 2</p> <p>Recruit new faculty and support new and current faculty offering service-learning experiences within the curriculum.</p> <p>Implementation Steps for Objective 2</p> <p>1. Recruit faculty members to offer service-learning in their courses.</p>	<p>Number of new faculty offering service-learning opportunities by June 2001.</p> <p>Number of faculty members who continue to offer service-learning opportunities in 2000-2001.</p> <p>Number of service-learning articles</p>	<p>17 faculty</p> <p>Not applicable, new initiative</p> <p>None, new initiative</p>	<p>Minimum of two new faculty will offer service-learning opportunities in their courses by June 2001.</p> <p>Minimum of 10 current faculty will continue to offer service-learning opportunities in their classes in 2000-01.</p> <p>A minimum of one service-learning article</p>	<p>4 new faculty offered service-learning opportunities in their courses by June 2001.</p> <p>22 current faculty continued to offer service-learning opportunities in their classes in 2000-01.</p> <p>The publication of one service-learning article</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>2. Provide information about service-learning to faculty (a) through various on-campus publications (b) by disseminating articles, materials, and resources related to local, state, and national service-learning trends to faculty</p>	<p>published in <i>The Learning Community</i> in 2000-01</p> <p>Number of service-learning articles, materials and resources disseminated to faculty in 2000-01</p>	<p>Not applicable, the college will document the articles, materials and resources disseminated in 2000-01</p>	<p>will be published in <i>The Learning Community</i></p> <p>A minimum of five service learning articles, materials and resources will be disseminated to faculty by May 2001.</p>	<p>in the Learning Community was postponed until the Fall 2001 semester as a result of personnel changes in the areas.</p> <p>Many service-learning articles, materials and resources were widely disseminated to faculty. Specifically, materials were disseminated to Dental Hygiene faculty, new faculty and faculty attending a workshop on Solving Authentic Problems in Society. In addition, materials were distributed via promotional table displays at Teaching as a Career Night and the Spring 2001 Professional Day.</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>Objective 3</p> <p>Recruit and support an increasing number of students participating in service-learning experiences</p> <p>Implementation Steps for Objective 3</p> <p>1. Provide orientations for students before their service-learning experiences</p> <p>2. Provide appropriate support to students during their service-learning experience</p>	<p>Number of students who attend a service learning orientation in 2000-01</p> <p>Number of students who receive additional support from the Service-Learning Director during the 2000-01 academic year</p>	<p>Not applicable, the college will document the number of students who attend a service learning orientation in 2000-01</p> <p>None, new activity</p>	<p>A minimum of 50 students will attend a service-learning orientation by May 2001</p> <p>A minimum of 10 students will receive individual support related to their service learning projects from the Director by June 2001</p>	<p>175 students attended one of the 30 service-learning orientations by May 2001</p> <p>41 students received individual support related to their service learning projects from the Director by June 2001</p>
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Mission Priority 6: Broaden community service-learning through increased student and faculty involvement in and development of service-learning opportunities

<p>3. Work with student newspaper staff to develop and publish a feature article on a service-learning experience. Publish names of service learning students in the student newspaper.</p>	<p>Number of service-learning articles published in the student newspaper in 2000-01</p>	<p>None, new activity</p>	<p>A minimum of 1 service-learning article will be published in the student newspaper by May 2001</p>	<p>The Student Newspaper highlighted service-learning and published a congratulatory list of students completing service-learning by May 2001.</p>
<p>4. Publish compilation of students' writings about service-learning work.</p>	<p>Number of student writings about service-learning work contributed for publication consideration in 2000-01</p>	<p>Not applicable, the college will document the number of students who submit writings in 2000-01</p>	<p>A minimum of fifteen student writings about their service-learning experiences will be submitted for publication consideration</p>	<p>82 students submitted writings about their service-learning experiences publication consideration</p>
	<p>Number of student writings about service-learning work published in 2000-01</p>	<p>Not applicable, the college will document the number of student writings published in 2000-01</p>	<p>A minimum of ten student writings about service-learning work will be published</p>	<p>60 student writings about service-learning have been selected for publication. The writings will be available for distribution during the Fall 2001 semester.</p>

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

<p>2. Conduct workshops or events on diversity-related issues for MCC employees</p>	<p>Number of workshops or events on diversity issues made available to the college community In 2000-01</p> <p>Number of participants in workshops or events on diversity issues made available to the college community in 2000-01</p>	<p>None, new initiative</p> <p>None, new initiative</p>	<p>workshop focusing on diversity by May 2001</p> <p>A minimum of two workshops or events on diversity issues will be made available to the college community by June 2001</p> <p>A minimum of 50 college employees will attend workshops or events focusing on diversity issues by June 2001</p>	<p>diversity by May, 2001</p> <p>4 workshops or events on diversity issues were made available to the college community by June 2001 (1) Diversity Includes All of Us Workshop (2) Administration and Finance Diversity Workshop (3) Clerical and Business Support Skills Diversity Workshop (4) Dental Hygiene Diversity Workshop</p> <p>58 college employees and 45 students attended workshops focusing on diversity issues by June 2001</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>Objective 2</p> <p>Expand student understanding and global awareness through on and off-campus activities</p> <p>Implementation Steps for Objective 2</p> <p>1. Develop and implement learning activities for students involving international visitors to the campus.</p>	<p>Number of learning activities for students involving international visitors to the campus made available in 2000-01</p>	<p>2 activities</p>	<p>A minimum of 2 structures learning activities will be offered for students involving international visitors to the campus – one in the Fall and one in the Spring</p>	<p>5 structures learning activities were offered for students involving international visitors to the campus (1) Russian Fellows enrolled in American Dream course (2) Russian visitors involved in MILES “Perspectives from the Former Soviet Union” (3) Cultural Perspectives Workshops led by Consul Garai (4)</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>2. Offer presentations focusing on Hispanic/Latino issues in The One World Series.</p>	<p>Number of students participating in learning activities involving international visitors to the campus in 2000-01</p> <p>Number of presentations on Hispanic/Latino issues offered through the One World Series in 2000-01</p>	<p>10 students</p> <p>None, new initiative</p>	<p>A minimum of 20 students will participate in structures learning activities involving international visitors to the campus by June 2001</p> <p>A minimum of two presentation of Hispanic/Latino issues will be offered through the One World Series by May 2001</p>	<p>Armenian Fellows enrolled in Mass Communications course (5) Armenian Fellows enrolled in Technology and Society course</p> <p>87 students participated in structures learning activities involving international visitors to the campus by June 2001</p> <p>3 presentations on Hispanic/Latino issues were offered through the One World Series by May 2001 (1) Latino Identity in the U.S. – Fran Gilmore (2) Lecture on Latino Issues by Ray Suarez (3) What is Generation N – (synthesis of Latino</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>3. Offer an activity a year focusing on African-American issues for students.</p>	<p>Number of attendees at presentations on Hispanic/Latino issues offered through the One World Series in 2000-01</p>	<p>None, new initiative</p>	<p>A minimum of 15 students will attend each presentation on Hispanic/Latino issues by May 2001</p>	<p>and American cultures) Bill Teck A total of 97 students and 33 faculty and staff attended the three presentations on Hispanic/Latino issues by May 2001</p>
	<p>Number of activities related to African-American issues in 2000-01</p>	<p>None, new initiative</p>	<p>A minimum of one activity will be offered related to African American issues for students by May, 2001</p>	<p>1 activity was offered related to African American issues for students by May 2001. Slavery, What we never Learned in school – Donna Wyant Howell</p>
<p>4. Offer sensitivity training workshops that focus on diversity as part of student leadership series.</p>	<p>Number of attendees at activities related to African-American issues in 2000-01</p>	<p>None, new initiative</p>	<p>A minimum of 15 students will attend an activity related to African American experiences by April, 2001</p>	<p>28 students and 14 faculty and staff attended the activity related to African American experiences by April, 2001</p>

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

	Number of sensitivity training workshops held focusing on diversity as a part of the student leadership series in 2000-01	One workshop	A minimum of one sensitivity training workshop focusing on diversity will be offered as a part of the student leadership series by February, 2001	One sensitivity training workshop focusing on diversity was offered as a part of the student leadership series to students selected for the Spain Fellowship by February 2001.
	Number students who participate in sensitivity training workshops focusing on diversity as a part of the student leadership series in 2000-01	5 students	A minimum of 5 students will participate in sensitivity training workshops focusing on diversity by February, 2001	10 students selected for the Spain Fellowship participated in sensitivity training workshops focusing on diversity by February, 2001
5. Offer campus exhibits featuring cultures of China, Western Europe, and Costa Rica (sites of MCC International Fellowship programs.	Number of exhibits featuring China, Western Europe and Costa Rica offered In 2000-01	2 exhibits	A minimum of three exhibits featuring cultures of China, Western Europe, and Costa Rica will be offered at MCC by May 2001	3 exhibits featuring cultures of China, Western Europe, and Costa Rica were offered at both MCC campuses by May 2001

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

6. Develop and implement strategies to increase the number of applicants for MCC International Fellowship opportunities	Number of applicants to International Fellowship programs in 2000-01	65 applicants	The number of applicants to MCC International Fellowship Opportunities will increase by a minimum of 10% by May, 2001	The number of applicants to MCC International Fellowship Opportunities increased by 28% by May, 2001 (83 applicants)
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>Objective 3</p> <p>Increase service-learning sites related to diversity/international experiences</p> <p>Implementation Steps for Objective 3</p> <p>1. Identify potential service-learning sites to provide diversity or international experiences to students</p> <p>2. Complete agreements with service-learning sites to provide diversity or international experiences to MCC students</p>	<p>Number of approved service-learning sites providing diversity or international experiences to students</p> <p>Number of students who complete service-learning projects that provided diversity or international experiences in 2000-01</p>	<p>None, new initiative</p> <p>None, new initiative</p>	<p>A minimum of 2 service-learning sites to provide diversity or international experiences with students by February 2001</p> <p>A minimum of two students will complete a service-learning project</p>	<p>2 service-learning sites to provide diversity or international experiences with students were identified by February 2001 (1) MSPCC – Healthy Families Project (2) Keep Lowell Beautiful</p> <p>3 students completed a service-learning project that provided a diversity or international experience at one of these sites</p>
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**Middlesex Community College
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Mission Priority 7: Promote diversity, cross-cultural understanding and global partnerships through program expansion and enhancement.

<p>Objective 4</p> <p>Continue to infuse international perspectives into the curriculum</p> <p>Implementation Steps Objective 4</p> <p>1. Conduct workshops for faculty related to integrating an international perspective into course content.</p>	<p>Number of workshops held for faculty related to integrating an international perspective into their courses in 2000-01</p> <p>Number of faculty who attend workshops related to integrating an international perspective in to their courses in 2000-01</p> <p>Number of faculty who</p>	<p>None, new initiatives</p> <p>None, new initiatives</p> <p>11 faculty</p>	<p>A minimum of one workshop will be conducted by April, 2001</p> <p>A minimum of ten faculty will attend workshops by April 2001</p> <p>A minimum of 13 faculty</p>	<p>Two workshop series focusing on Russia and Armenia were held by April 2001.</p> <p>11 faculty attended the workshops by April 2001.</p> <p>14 faculty incorporated</p>
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**Middlesex Community College
FY2001 Implementation Plan Template**

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

<p>2. Host a series of discussion sessions for faculty on issues of race, gender and social class.</p>	<p>infuse an international perspective into their courses</p> <p>Number of courses approved to meet the diversity core intensive value</p> <p>Number of discussion sessions on race, gender and social class held in 2000-01</p> <p>Number of faculty attending discussion sessions on issues of race, gender and social class in 2000-01</p>	<p>48 courses</p> <p>None, new initiative</p> <p>None, new initiative</p>	<p>will incorporate international perspectives into their classes by May 2001</p> <p>A minimum of one new course will be approved to meet the diversity intensive value</p> <p>A minimum of 6 faculty will participate in a series of discussions on race, gender and social class by April 2001.</p> <p>A minimum of 5 discussion sessions for faculty on issues of race, gender and social class will be run by April 2001</p>	<p>an international perspective into their classes by May 2001.</p> <p>3 new courses were approved to meet the diversity intensive value (51 courses)</p> <p>7 faculty from 4 college divisions participated in a series of discussions on race, gender and social class by April 2001.</p> <p>8 discussion sessions for faculty on issues of race, gender and social class were run by April 2001</p>
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