

Middlesex Community College
FY02 Mission Priority Implementation Plan – Final Report
July 1, 2002

Institutional Identification

Community College: Middlesex Community College

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President's Signature: _____

Middlesex Community College is committed to identifying and responding to educational needs in its service area. The college assesses these needs on an on-going basis using a variety of mechanisms, including formal surveys and focus groups, advisory boards, the use of externally produced local, state and federal economic and demographic data, and internally compiled enrollment, student performance and fiscal trend information. Part one of this report outlines significant community needs in the Board of Higher Education mission priority areas that Middlesex Community College plans to focus on during the 2001-02 academic year. The specific initiatives intended to address these needs, relevant effectiveness indicators, baseline data and expected outcomes are detailed in part two.

Part 1: Identified Needs in the Middlesex Community College Service Area:

BHE Mission Priority Area: Responsive Programming

Employment Services for the Disabled: According to the Massachusetts Rehabilitation Commission, accessible career development and job placement services are needed to assist physically disabled citizens in Middlesex County. There is a strong need to identify and implement appropriate adaptive technologies to meet the job search needs of individuals with hearing, visual and/or mobility impairments.

Distance Learning: A primary mission of any community college is to expand access to higher education to traditionally underserved populations. To achieve this goal, there is a need to provide educational opportunities to eligible students that can be accessed from remote locations in a time frame that meets each individual student's needs. They must also be provided in educational formats that are effective for students with differing learning styles and educational backgrounds.

Short-Term, On-Demand, Job Skill and Career Development Resources: Area companies have expressed a need for easily accessible short-term, on-demand professional and job skill development opportunities for their employees. Identified training needs include a wide array of topic areas that range from managerial skill development, to entry -level computer skills, to very high-level technical competencies. These opportunities need to be available at times and places that meet the immediate needs of the employer and employee.

BHE Mission Priority Area: Workforce Development

Rising Unemployment Rate: Between August 2000 and August 2001, the unemployment rate for the Commonwealth of Massachusetts grew from 2.6% to 3.9% which reflects a 55% increase in the number of unemployed people in Massachusetts. The increase in the unemployment rate in the top ten towns served by Middlesex was even more dramatic. The unemployment rate in these cities and towns grew from 2.2% in August 2000 to 4.1% in August 2001- a 95.1% increase in the number of people requiring the job locator services, education and training necessary to transition to employment.

Shortage of Trained Staff to Work with the Mentally Retarded: There is a severe shortage of appropriately trained direct care staff to work with individuals with mental retardation in community residences and day programs. The absence of consistent training and education for direct care staff and inefficiencies in the use of training dollars to upgrade these employees has resulted in inadequate care and support for mentally retarded individuals in the community and unacceptably high employee turnover rates.

Entry Level UNIX System Administrators/ Economic Self-Sufficiency: Area companies report a need for trained entry-level UNIX system administrators. Sun Microsystems has asked the college to collaborate on the design and implementation of a workforce development program to satisfy this business need in a manner that also provides access to higher education and economic self-sufficiency to low income residents of Middlesex County.

BHE Mission Priority Area: K-12 and Higher Education Partnerships

High Risk Middle School Students: The Lowell Public School system is facing increasing challenges as they try to work with seventh and eighth grade students with extreme behavioral problems in the traditional middle school setting. The school system has asked the college to expand the scope of services we provide through the BRIDGE Alternative Middle School to address the unmet education and service needs of these high-risk, pre-expulsion students. There is also a need to increase the number of students that we can serve through the program.

Support Local School Systems with MCAS Preparation: As of 2003, students must pass MCAS testing in English Language Arts and Mathematics to be awarded a high school diploma. An analysis of the Spring 2000 MCAS testing results in our service area reveals a great need in many school systems for assistance in preparing students to pass MCAS testing, and/or to help some students transition to GED programs. Although statewide improvements in tenth grade Spring 2001 MCAS scores are encouraging, a great need to support MCAS preparation efforts in the public school system continues to exist in Middlesex County. As a result of the success achieved in MCAS testing by the Lowell-Middlesex Academy Charter School, several school systems have asked for help from the college to improve their MCAS results.

Teacher Preparation: The Lowell Public School system is facing an acute shortage of teachers, especially in the areas of ESL, special needs, foreign language, math and science. The school system is growing steadily and will open two new elementary schools and a middle school within three years. There is a need to develop a skilled cadre of new teachers who reflect the cultural, ethnic and linguistic diversity of the school system. In 2000-01, 156 Lowell Public School system paraprofessionals (including almost 40 minorities) were enrolled in college-level coursework at MCC leading towards the completion of the Urban Paraprofessional Certificate and/or an Associate in Arts degree leading to transfer to a bachelor's level teacher preparation program at Fitchburg State College. The Lowell Public School System also employed 94 teachers in 2000-01 in high demand areas on waiver status with the Department of Education. This group includes people who are new to teaching as well as highly trained professionals from the Dominican Republic, Puerto Rico, and Brazil who experienced difficulty passing the Communications and Literacy Skills test that is necessary for licensing in Massachusetts.

BHE Mission Priority Area: Adult Education

Adult Basic Education: For many years, the region's need for adult basic education was well fulfilled by the Lowell Adult Education Program, which has operated independently of Middlesex Community College. Recently, a need has been identified for the College to expand its adult basic education services in the Bedford area. In addition, a need for Middlesex to provide more adult basic education resources and services for non-native speakers of English has been identified in the Lowell area.

Adult Basic Education for Individuals with Learning Disabilities: Adult Basic Education practitioners require training in identifying and successfully teaching adult students with learning disabilities. This need is particularly acute in the Bedford-Burlington-Woburn service areas.

BHE Mission Priority Area: Technology

Developing Curriculum that is Responsive to Industry Needs: A recent analysis of the accounting skills required by local businesses, conducted as a part of the MCC Associate in Science in Business Administration – Accounting concentration program review, revealed a need to fully incorporate on-line general ledger software programs widely used in area businesses, the use of spreadsheets and taxation software as an integral component of accounting courses.

Enhancing Teaching and Learning Through the Appropriate Use of Technology: Community colleges need to provide courses and educational support services that are educationally effective with students with a variety of learning styles, encourage students to be active learners, provide wide access to primary source data, and prepare students for the technology-based education and training models widely used by industry. A wide range of professional development activities is necessary to help faculty and staff effectively incorporate the use of technology into their teaching in order to achieve these goals.

Access to On-line, Real Time Enrollment and Financial Services: In order to increase access to public higher education, community colleges need to provide easy access to on-line student enrollment services, financial aid and bill payment options. The accessibility of these on-line enrollment services can help insure that students have completed the business of enrolling in coursework, paying their tuition and applying for financial aid in time to attend those first few critical class meetings and purchase necessary books and supplies right away.

BHE Mission Priority Area: Other

Response to Terrorist Attacks: Middlesex Community College faculty, students and staff and members of the college's surrounding communities are struggling to understand and respond to the terrorist attacks on our country on September 11th and their aftermath. There is a need for education, forums for discussion and opportunities for action. These issues need to be addressed from a variety of perspectives such as historical, political, religious, national security, economic and so forth. It is important to include a range of viewpoints in the conversation.

Home Schooling: There is a growing number of elementary and high school students being home schooled in the Middlesex Community College service area. Parents of home-schooled children at the upper grade levels reach a point where their available resources and abilities in certain subject areas, particularly science and mathematics, are limited. An organized group of home-schooling families asked Middlesex Community College for assistance in meeting their educational needs.

Vaccinations: By law, most students must be immunized against measles, mumps, rubella, tetanus-diphtheria, and Hepatitis B in order to attend classes at any college in Massachusetts. Although free vaccines are made available to all local Public Health Departments, approximately 33% of the Public Health departments in the Middlesex service area chose not to provide this service. Of the local health departments that do give immunizations, most do so only during very limited hours and almost half charge a fee for the service. This has resulted in the need for the college to become designated as a vaccine administration site in order to meet this public health need.

Mission Priority Focus: Responsive Programming - Offering diversified, responsive programs and services meeting the distinct needs of the service area (e.g. new programs, innovative programming formats, and flexible learning options). Note: New degree programs for BHE expedited Program review should be included as a Strategic Initiative under this selected mission priority area

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
Provide Employment Services to the Disabled: The Career Place in Woburn, operated by Middlesex Community College will increase the accessibility of its job search and career development services to the disabled by working with an advisory group to identify and implement adaptive technologies for hearing, visually and mobility impaired individuals and by hosting a Mass Rehab staff member on site. (Technology) (Workforce Development)	Number of disabled individuals served through the new adaptive technologies implemented at The Career Place by June 2002	New Initiative	Minimum of 50 disabled individuals will be served through the new adaptive technologies implemented at The Career Place by June 2002	63 disabled individuals were served through the new adaptive technologies implemented at The Career Place by June 2002
	Number of disabled individuals placed in jobs by The Career Place by June 2002	New Initiative	Minimum of 15 disabled individuals will be placed in jobs by The Career Place by June 2002	43 disabled individuals were placed in jobs by The Career Place by June 2002
On-Line Course Development: MCC has a continuing commitment to providing distance learning options to our students in order to address the variety of learning styles represented in our student population and to increase access to higher education. During the 2001-02 academic year the college will complete the migration of its on-line courses	Number of faculty trained to develop on-line courses in 2001-02	34 faculty	A minimum of 13 additional faculty will be trained to develop on-line courses by June 2002	14 additional faculty were trained to develop on-line courses by June 2002
	Number of on-line course titles developed in 2001-02	38 credit courses	A minimum of 15 new on-line courses will be developed by June 2002	21 new on-line courses were developed by June 2002
	Number of on-line courses offered during the 2001-02 academic year	56 on-line courses offered during the 2000-01 academic year	A minimum of 75 on-line classes will be offered by June 2002	104 on-line classes were offered by June 2002

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>to the Blackboard Learning Management System, train additional faculty to develop on-line courses, increase our inventory of college developed on-line course titles, and offer more on-line credit courses.(Technology)</p>	<p>Number of on-line course enrollments in 2001-02</p> <p>Percent of on-line courses migrated to the Blackboard Learning Management System by June 2002</p>	<p>968 on-line course enrollments during the 2001-02 academic year</p> <p>New initiative</p>	<p>There will be a minimum of 1200 enrollments in on-line courses by June 2002</p> <p>100% of MCC developed on-line courses will be migrated to the Blackboard Learning Management System by June 2002</p>	<p>There were 1700 enrollments in on-line courses by June 2002</p> <p>100% of MCC developed on-line courses were migrated to the Blackboard Learning Management System by June 2002</p>
<p>Beta Site for ACT Center Computer-Based Career Development Coursework: The Career Place in Woburn, operated by Middlesex Community College, will continue to serve as a beta site for ACT short-term, on-demand, non-credit professional development courses offered in a computer-based learning format. These courses are available independent of time and location via the internet. The number of available course titles and the number of students served will be increased. ACT computer-based learning options will be made available to area companies, on a contract basis, as an alternate method of meeting their workforce development needs.(Technology) (Workforce Development)</p>	<p>Number of ACT computer-based course titles available to clients from The Career Place from on and off site locations by June 2002</p> <p>Number of clients from The Career Place enrolled in ACT computer-based learning options by June 2002</p> <p>The number of contracts signed with companies to provide ACT computer based learning options to their employees by June 2002</p>	<p>1000 ACT computer-based course titles</p> <p>50 enrollments</p> <p>New initiative</p>	<p>A minimum of 1200 ACT Center computer-based course titles will be available to Career Place clients from on and off site</p> <p>A minimum of 100 clients from The Career Place will enroll in ACT Center computer-based courses by June 2002</p> <p>Contracts will be signed with a minimum of 3 companies to provide ACT Center computer-based courses to their employees by June 2002</p>	<p>1500 ACT Center computer-based course titles were available to Career Place clients from on and off site by June, 2002.</p> <p>The Career Place generated 98 enrollments in ACT Center computer-based courses by June 2002</p> <p>Contracts were signed with 6 companies to provide ACT Center computer-based courses to their employees by June 2002 (TASC, Philips, Chomerics, Corning, DataCon, and MADICO)</p>

Mission Priority Focus: Workforce Development - Enhancing regional workforce development through the delivery of workforce training (e.g. specialized programs/efforts to address labor shortages; business and industry programming).

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Increase Services to Support the Unemployed: Middlesex Community College, through The Career Place in Woburn, is greatly increasing the scope of its career development and job search services in response to the rising unemployment rates in our service area. The Career Place is providing more hours of career counseling per week; more resume preparation services; increasing the number of career development/job search workshop titles available and the number of workshops offered; increasing the number of computers available to clients for job search activities; expanding the Job Search Networking Group; implementing an on-line resume bank; increasing the number of companies recruiting employees on-site; and expanding the volunteer program to insure appropriate client service levels (Responsive).</p>	<p>Number of clients served by The Career Place between July 2001 and June 2002</p>	<p>4923 clients were served by The Career Place between July 2000 and June 2001</p>	<p>A minimum of 5500 clients will be served by the Career Place between July 2001 and June 2002</p>	<p>6600 clients were served by The Career Place between July 2001 and June 2002</p>
	<p>Number of jobs posted by The Career Place between July 2001 and June 2002</p>	<p>2300 jobs were posted by the Career Place between July 2000 and June 2001</p>	<p>Despite rising area unemployment rates, The Career Place will post a minimum of 2600 jobs between July 2001 and June 2002. This is clearly a stretch goal based on greatly increased job recruitment activities in place this year</p>	<p>The Career Place posted 2980 jobs between July 2001 and June 2002</p>
	<p>Number of clients placed in jobs by The Career Place between July 2001 and June 2002</p>	<p>1200 clients were placed in jobs by The Career Place between July 2000 and June 2001</p>	<p>Despite the rising unemployment rate and the resultant decrease in available jobs, The Career Place will maintain its current job placement level of 1200 job placements between July 2001 and June 2002</p>	<p>The Career Place generated 1100 job placements between July 2001 and June 2002. Achieved 92% of their target on this very difficult stretch goal..</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Direct Care Workers for the Mentally Retarded: In partnership with the Massachusetts Department of Mental Retardation (DMR) and the Massachusetts Community College System, Middlesex Community College offers a 22 credit Direct Support Certificate for direct care staff working with the mentally retarded in community residences and day programs. It is anticipated that this certificate will eventually be offered by all of the Massachusetts community colleges and serve as the entry-level credential for direct care professionals. During the 2001-02 academic year the college will recruit, enroll and graduate a class of direct care workers; increase the number of agencies participating in the local project; and collaborate with the DMR, North Shore Community College and Northern Essex Community College to develop a regional plan to support and sustain the initiative.</p>	<p>Number of Direct Care Workers enrolled in the Direct Support Certificate program at Middlesex Community College during the 2001-02 academic year</p>	<p>15 students</p>	<p>A minimum of 25 students will have enrolled in the MCC Direct Support Certificate program by February 2002</p>	<p>29 students enrolled in the MCC Direct Support Certificate program by February 2002</p>
	<p>Number of students who earn a Direct Care Certificate at Middlesex Community College in 2001-02</p>	<p>12 graduates</p>	<p>MCC will award Direct Support Certificates to a minimum of 20 students by June 2002</p>	<p>MCC awarded 14 Direct Support Certificates during the 2001-02 academic year. By June 2002, this program had awarded a total of 26 Direct Support Certificates.</p>
	<p>Number of agencies that participate in the MCC local Direct Support Certification project in 2001-02</p>	<p>6 agencies</p>	<p>A minimum of 10 agencies will have participated in the local initiative by June 2002</p>	<p>12 agencies participated in the local initiative by June 2002</p>
	<p>A regional plan to support and sustain the local initiative developed in collaboration with the DMR, North Shore and Northern Essex Community Colleges is documented by June 2002</p>	<p>New initiative</p>	<p>A regional plan to support and sustain the local initiative developed in collaboration with the DMR, North Shore and Northern Essex Community Colleges will be documented by June 2002</p>	<p>A regional plan to support and sustain the local initiative developed in collaboration with the DMR, North Shore and Northern Essex Community Colleges was documented by June 2002. The plan includes regional cooperation and networking; MCC representation on the DMR Regional Training Council, and an on-going schedule of meetings with NSCC, NECC, MCC with DMR to coordinate recruitment and support for program implementation.</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>UNIX System Administrators and Economic Self-Sufficiency: MCC will offer a comprehensive, non-credit UNIX training program for low income residents of Middlesex County using equipment donated by Sun Microsystems. STEP – The Sun Microsystems Training and Employment Program will include instruction using a Sun authorized curriculum, pre-employment skills, computer fundamentals training and experiential learning opportunities such as site visits and internships. All students participating in the program must be low-income, unemployed or underemployed and must utilize public training funds for the tuition. The college will work with local career centers on student recruitment, assessment and placement. (Technology)</p>	<p>A UNIX lab space is identified, equipped and available on the MCC Bedford Campus to house STEP by November 2001</p>	<p>No UNIX lab facilities are available on the Bedford Campus</p>	<p>One UNIX lab will be equipped and available for use by STEP on the MCC Bedford Campus by November 2001</p>	<p>One UNIX lab with 25 Sun Blade Workstations was equipped and available for use by STEP on the MCC Bedford Campus by November 2001</p>
	<p>Number of students enrolled in STEP by January 2002. Success on this measure is dependent on the availability of state and federal employment training funding</p>	<p>New initiative</p>	<p>A minimum of 10 students will be enrolled in STEP by January 2002</p>	<p>20 students were enrolled in STEP by January 2002 and another 10 students were enrolled in the second cycle of STEP which started in May 2002</p>
	<p>Number of students who have completed STEP and are trained as UNIX System Administrators by June 2002. Success on this measure is dependent on the availability of state and federal employment training funding</p>	<p>New initiative</p>	<p>A minimum of 8 students will complete STEP and be trained UNIX System Administrators by June 2002</p>	<p>18 students successfully completed STEP and were trained to be UNIX System Administrators by April 2002</p>

Mission Priority Focus: K-12 and Higher Education Partnerships - Partnering/collaborating to assure a cohesive, seamless K-16 system (i.e. partnerships with K-12 and within the higher education sector; e.g. MCAS and Educational Reform initiatives; higher education articulation, resource sharing).

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>BRIDGE Program: BRIDGE, an alternative middle school operated by Middlesex Community College, was established in 1997 to enroll up to 27 pre-expulsion Lowell Middle School students. Because of the success of the program and increased needs in the school system, the college has agreed to enroll up to 42 students in 2001-02. The college will also review existing education and support services and adapt them as necessary to accommodate students designated as special needs and complete a strategic plan to enhance teaching and learning through the appropriate incorporation of technology into the curriculum. The technology integration plan will identify necessary hardware, software, professional development and classroom/office designs, and insure access to appropriate network, Internet and technical support resources.</p>	<p>Number of students enrolled at the BRIDGE Alternative Middle School in 2001-02</p>	<p>30 students were served in 2000-01</p>	<p>A minimum of 42 students will have enrolled in the BRIDGE Alternative Middle School for the 2001-02 academic year by June 2002</p>	<p>43 students were enrolled in the BRIDGE Alternative Middle School for the 2001-2002 academic year by June 2002</p>
	<p>Plan to enroll and support students designated as special needs is developed and, documented by June 2002</p>	<p>New initiative</p>	<p>Plan to enroll and support students designated as special needs is documented by June 2002. Program is ready to enroll special needs students for the 2002-03 academic year</p>	<p>A plan to enroll and support special needs students was documented by June 2002 and the BRIDGE Program will enroll special needs students for the 2002-03 academic year. The Lowell Public School system has approved a budget increase to cover the costs of this new service design.</p>
	<p>A Strategic Technology Plan for the BRIDGE Alternative Middle School is developed, documented and presented to the Lowell Public School System by June 2002</p>	<p>New initiative</p>	<p>A Strategic Technology Plan for the BRIDGE Alternative Middle School will be developed, documented and presented to the Lowell Public School System by June 2002</p>	<p>A Strategic Technology Plan for the BRIDGE Alternative Middle School was developed, documented, and presented to the Lowell Public School System by June 2002.</p>
<p>MCAS Preparation: MCC will continue to work with local</p>	<p>The number of school systems that use the Academic Systems</p>	<p>3 school systems</p>	<p>A minimum of 4 school systems will have used the Academic</p>	<p>4 school systems are using Academic Systems Interactive</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>school systems in their efforts to prepare their students to be successful on MCAS tests through the following projects. (1) The college will provide training and support to school systems to implement the Academic Systems for Interactive Mathematics Instructional Software and/or mathematics self paced individualized instruction in targeted high school classes. This approach was pilot tested at the Lowell Middlesex Academy two years ago with impressive results. Math skill level improvements were also noted using this approach last year at Lowell High School and Bedford High School. (2) If funded by the BHE, the college will offer an intensive intervention program for 11th graders who failed math MCAS testing in Spring 2001. This program will provide 15-week classes using the Academic Systems Self-Paced Individualized Mathematics Instructional Model at the Bedford and Lowell campuses. In addition to mathematics developmental education, the course will also feature four</p>	<p>Interactive Mathematics Instructional Software and/or mathematics self-paced individualized instruction during the 2001-02 academic year</p> <p>The number of high school students served through the Academic Systems Interactive Mathematics Instructional Software and/or mathematics self-paced individualized instruction provided on-site at their high school during the 2001-02 academic year</p> <p>The number of current 11th graders, who failed Spring 2001 10th grade MCAS testing, who participate in an intensive 15 week Academic Systems Self-Paced Individualized Mathematics Instructional Model at the Bedford and Lowell campuses during the 2001-02 academic year. This effectiveness indicator is dependent on BHE funding</p>	<p>110 high school students were served in 2000-01</p> <p>New initiative</p>	<p>Systems Interactive Mathematics Instructional Software and/or mathematics self-paced individualized instruction by June 2002</p> <p>A minimum of 225 high school students will be served by the Academic Systems Interactive Mathematics Instructional Software and/or mathematics self-paced individualized instruction by June 2002</p> <p>A minimum of 40 current 11th graders, who failed Spring 2001 10th grade MCAS testing in math, will have participated in an intensive 15 week Academic Systems Self-Paced Individualized Mathematics Instructional Model at the Bedford and Lowell campuses by June 2002. This effectiveness indicator is dependent on BHE</p>	<p>Mathematics Instructional Software and/or mathematics self-paced individualized instruction as of June 2002. (Lowell Middlesex Academy Charter School, Bedford High School, Greater Lowell Vocational School, and Lowell High School) In addition, the college is in discussions with Billerica High School.</p> <p>280 high school students were served by Academic Systems Interactive Mathematics Instructional Software and/or mathematics self-paced individualized instruction as of June 2002.</p> <p>This initiative was not funded by the Board of Higher Education</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>hours of MCAS test preparation focusing on test taking strategies. (3) If funded by the BHE, the college will also offer a pilot transition program for students at risk for dropping out of Lowell High School, the Lowell Middlesex Academy Charter School and Burlington High School if they do not pass MCAS testing. Two options will be provided for these students. Option one for students who would be best served by entering an advanced GED program offered in conjunction with the MCC Adult Learning Center or the Lowell Adult Education Center. Option 2 for students who are on track to complete their graduation requirements and would be best served by remaining in high school and participating in after-school intensive Math and English developmental education and MCAS test preparation to be offered at the Bedford and Lowell campuses. Both options will include an 8-hour career exploration component.(Technology) (Responsive)</p>	<p>The number of Lowell High School, Lowell Middlesex Academy Charter School and Burlington High School students at risk of dropping out as a result of not passing MCAS testing who participate in the GED or developmental education intervention options provided by MCC during the 2001-02 academic year</p>	<p>New initiative</p>	<p>funding A minimum of 10 Lowell High School, Lowell Middlesex Academy Charter School and Burlington High School students at risk of dropping out as a result of not passing MCAS testing will have participated in the GED or developmental education intervention options provided by MCC by June 2002</p>	<p>This initiative was not funded by the Board of Higher Education</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Teacher Preparation in Lowell: Expand MCC's current teacher preparation efforts with the Lowell Public School system to support English as a Second Language speakers enrolled in a pre-service teacher preparation program. MCC's Center for Careers in Teaching will design, and implement an innovative and replicable model to assist paraprofessionals, teachers on waivers, and other non-traditional applicants to successfully complete the Massachusetts Communications and Literacy Skills test. Specifically, (1) MCC will design and offer an ESL course that incorporates information, practice, feedback and support tailored to the needs of paraprofessionals and teachers working in a multilingual school environment. (2) MCC's Center for Careers in Teaching will create and offer a non-credit Communications and Literacy Skills Test Preparation Workshop series.(Responsive) (Workforce Development)</p>	<p>Number of times an ESL course that incorporates information, practice, feedback and support tailored to the needs of paraprofessionals, and teachers working in a multilingual school environment is offered to Lowell paraprofessionals and teachers in 2001-02</p>	<p>New initiative</p>	<p>An ESL course that incorporates information, practice, feedback and support tailored to the needs of paraprofessionals, and teachers working in a multilingual school environment will be offered to Lowell Public School System a minimum of 2 times by June 2002</p>	<p>An ESL course that incorporates information, practice, feedback and support tailored to the needs of paraprofessionals, and teachers working in a multilingual school environment was offered to Lowell Public School System 2 times by June 2002. In addition, a 6-part ESL seminar series was designed and offered by June 2002.</p>
	<p>Number of Lowell Public School System paraprofessionals and teachers enrolled in the ESL teacher preparation course developed and offered by MCC during the 2001-02 academic year</p>	<p>New Initiative</p>	<p>A minimum of 15 Lowell Public School System paraprofessionals and teachers will be enrolled in the ESL teacher preparation course developed and offered by June 2002</p>	<p>17 Lowell Public School System paraprofessionals and teachers were enrolled in the ESL teacher preparation courses and workshops developed and offered by June 2002</p>
	<p>A Communications and Literacy Skills Test preparation workshop series is designed and offered to the Lowell Public School paraprofessionals and teachers by June 2002</p>	<p>New initiative</p>	<p>The Communications and Literacy Skills Test Preparation Workshop series will be offered to Lowell Public School paraprofessionals and teachers a minimum of 3 times by June 2002</p>	<p>A Communications and Literacy Skills Test Preparation Workshop series was offered to Lowell Public School paraprofessionals and teachers 3 times by June 2002.</p>
	<p>The number of Lowell Public School system paraprofessionals and teachers enrolled in the Communications and Literacy Skills Test Preparation Workshop series in 2001-02</p>	<p>New initiative</p>	<p>A minimum of 25 Lowell Public School paraprofessional and teachers will attend a Communications and Literacy Skills Test Preparation Workshop series by June 2002</p>	<p>47 paraprofessionals and teachers attended a Communications and Literacy Skills Test Preparation Workshop series by June 2002. Tutoring and mentoring was also provided to 38 students.</p>

Mission Priority Focus: Adult Education – Providing Adult Education (e.g. Literacy, Basic Skills, ESL).

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Adult Basic Education in Bedford: MCC will continue to provide Adult Basic Education and GED preparation through its Adult Learning Center in Bedford. The Center is funded for 38 slots.</p>	<p>Number of students participating in Adult Basic Education classes during the 2001-02 academic year</p> <p>Number of Adult Basic Education students who earn a GED during the 2001-02 academic year</p>	<p>77 students participated in ABE classes in 2000-01</p> <p>Although 22 students earned GED Certificates in 2000-01 it is difficult to think of this as baseline data. The number of students who earn their GED in any given year is heavily dependent on their entering academic skill level, which can range from pre-literacy through 12th grade reading levels</p>	<p>A minimum of 80 students will participate in ABE classes through the MCC Adult Learning Center by June 2002</p> <p>A minimum of 20 students will earn a GED by June 2002</p>	<p>114 students participated in ABE classes through the MCC Adult Learning Center by June 2002</p> <p>23 students earned a GED by June 2002</p>
<p>ABE Services for Non-Native Speakers of English: MCC is continuing to serve the needs of</p>	<p>Number of ESL students served through the PAC program during the 2001-02</p>	<p>120 ESL students were served through PAC in</p>	<p>A minimum of 120 ESL students will be served through the PAC program in 2001-02. If additional</p>	<p>149 ESL students were served through the PAC program in 2001-02. No additional sections</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>recent immigrants to the service area by offering a free, 8-week, non-credit instructional program designed to help students improve their verbal and written English skills in preparation for daily life in American society, the workplace and further education (PAC program). Services to this immigrant population will be expanded in the following ways pending BHE funding. (1) Intermediate and advanced ESOL classes (2) increase the number of PAC class sections offered and the number of students served.</p>	<p>academic year. Increases in this number are dependent on BHE funding</p> <p>Number of ESOL students enrolled in intermediate and advanced level classes during the 2001-02 academic year. This initiative is dependent on BHE funding</p>	<p>2000-01</p> <p>42 ESOL students were served</p>	<p>sections are funded by the BHE this number will increase to a minimum of 150 by June 2002</p> <p>A minimum of 60 ESOL students will have enrolled in intermediate or advanced coursework by June 2002. This initiative is pending BHE funding</p>	<p>were funded by the Board of Higher Education.</p> <p>This initiative was not funded by the Board of Higher Education.</p>
<p>Adult Basic Education – Learning Disabilities: MCC will offer a variety of services to support Adult Basic Education practitioners working with students with Learning Disabilities. (1) Offer a six-part Learning Disabilities and Strategies Workshop series to Adult Basic Education practitioners in the service area designed to increase awareness of learning disabilities and to share best practices in the field. (2) Enhance the region's</p>	<p>Number of ABE practitioners who participate in the six-part Learning Disabilities and Strategies Workshop series by June 2002</p> <p>Number of trainers developed to train ABE practitioners to identify and work successfully with adults with learning disabilities by June 2002</p>	<p>7 ABE practitioners</p> <p>New initiative</p>	<p>A minimum of 10 ABE practitioners will participate in a six-part Learning Disabilities and Strategies Workshop by June 2002</p> <p>A minimum of 4 trainers will be developed to train ABE practitioners to identify and work successfully with adults with learning disabilities by June 2002</p>	<p>10 ABE practitioners participated in a six-part Learning Disabilities and Strategies Workshop by June 2002</p> <p>Initiative was postponed as a result of a new, urgent priority identified by the Massachusetts Department of Education for learning disability awareness training for Department of Transitional Assistance caseworkers. Instead, 70 Department of Transitional</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>capacity to provide LD training to ABE practitioners by developing a cadre of trainers. Design and implement the educational programs necessary to train and support these LD trainers. (3) Design and provide training in teaching reading to adults with learning disabilities to ABE practitioners in the service area.</p>	<p>Number of ABE practitioners enrolled in Reading Theory I by June 2002</p>	<p>New initiative</p>	<p>A minimum of 15 ABE practitioners will have enrolled in Reading Theory I by June 2002</p>	<p>Assistance Caseworkers were trained by June 2002. Partners are Massachusetts Department of Education (MDOE)/Adult and Community Learning Service (ACLS), System for Adult Basic Education Support (SABES) and Young Adults with Learning Disabilities (YALD).</p> <p>19 ABE practitioners enrolled in Reading Theory I by June 2002</p>
	<p>Number of ABE practitioners enrolled in Reading Theory II by June 2002</p>	<p>New initiative</p>	<p>A minimum of 8 ABE practitioners will have participated in Reading Theory II by June 2002</p>	<p>8 practitioners enrolled in for Reading Theory II by June 2002. The course begins in July. The Young Adults with Learning Disabilities (YALD) grant runs September through August.</p>

Mission Priority Focus: Technology – Using Technology to enhance teaching and learning (e.g. instructional technologies, program/services delivery systems).

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	
<p>Using Technology to Teach Accounting: In 2000-01, accounting faculty piloted the use of general ledger software, Excel spreadsheets and ProTax Systems 2001 in Introduction to Accounting I and II, Financial Accounting and Taxation. Targeted accounting classes had access to computing resources for approximately one third of their class meetings. During the 2001-02 academic year, this pilot will be expanded to include the technology in Managerial Accounting. The college will also create appropriately equipped dedicated classrooms allowing these accounting classes to have access to computing resources for their class meetings during the Spring 2002 semester. In addition, department faculty will complete their review of the Intermediate Accounting I and II courses and recommend whether, or not, the college should incorporate the use of technology into these</p>	<p>Number of dedicated classrooms equipped with appropriate technology to incorporate the use of on-line general ledger, spreadsheet and taxation software in accounting classes on the Bedford and Lowell campuses by June 2002</p> <p>Number of accounting course titles that have incorporated the use of on-line general ledger, spreadsheet or taxation software by January 2002</p> <p>Number of accounting class sections offered during the Spring 2002 semester that have access to computing resources for all of their class sessions</p>	<p>There were no dedicated accounting classrooms equipped with computer resources as of June, 2001</p> <p>6 accounting course titles have incorporated the use of technology by June 2001 (67% of total accounting course offerings)</p> <p>No accounting class sections had access to computer resources for all of their class sections as of June 2001</p>	<p>A minimum of two dedicated accounting classrooms will be equipped with appropriate computing resources by January, 2002</p> <p>A minimum of 7 accounting course titles will have incorporated the use of technology by June 2002 (78% of accounting course offerings)</p> <p>A minimum of 21 accounting class sections will have access to computer resources for their class sessions during the Spring 2002 semester. This includes 100% of the accounting courses that have opted to incorporate technology into the curriculum by January 2002</p>	<p>Two dedicated accounting classrooms were equipped with appropriate computing resources by January 200</p> <p>7 accounting course titles incorporated the use of technology by June 2002 (78% of accounting course offerings)</p> <p>22 accounting class sections had access to computer resources for their class sessions during the Spring 2002 semester. This includes 100% of the accounting courses that opted to incorporate technology into the curriculum by January 2002</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	
courses and, if appropriate, document an implementation plan.	A recommendation concerning the incorporation of technology into the teaching of Intermediate Accounting I and II and, if appropriate, an implementation plan will be documented by June 2002	New initiative	A recommendation concerning the incorporation of technology into the teaching of Intermediate Accounting I and II and, if appropriate, an implementation plan will be documented by June 2002	A recommendation concerning the incorporation of technology into the teaching of Intermediate Accounting I and II and an implementation plan was documented by June 2002. Technology will continue to be incorporated into the teaching of Intermediate Accounting I. Faculty will pilot the integration of technology in the teaching of Intermediate Accounting II during the Fall 2002 semester.
Incorporating Technology into Teaching: MCC is committed to enhance teaching and learning through the appropriate incorporation of technology in teaching and academic support services. To this end, a number of faculty/staff training opportunities will be provided during the 2001-02 academic year. (1) The Fall 2001 College-Wide Professional Day, Technology: Enhancing the Classroom and the Workplace will provide thirty faculty/staff led presentations focusing on the use of technology, especially as it relates to enhancing teaching. (2) Media Services and The Technology Center will provide	<p>The number of faculty who have participated in training related to teaching with technology by June 2002</p> <p>The number of faculty who have incorporated technology into the delivery of classroom instruction by June 2002</p> <p>The number of faculty who participate in on-line curriculum development training during the 2001-02 academic year and develop an on-line course</p>	<p>119 faculty</p> <p>56 faculty</p> <p>34 faculty</p>	<p>A minimum of 10 new faculty will have participated in training related to teaching with technology by June 2002 bringing the total college-wide to a minimum of 129</p> <p>A minimum of 10 additional faculty will have incorporated technology into the delivery of classroom instruction by June 2002 bringing the college-wide total to a minimum of 66</p> <p>A minimum of 13 faculty will have participated in on-line curriculum development training during the 2001-02 academic year and will have developed an on-line course by June 2002,</p>	<p>13 new faculty participated in training related to teaching with technology by June 2002, bringing the total college-wide total to 132.</p> <p>12 additional faculty incorporated technology into the delivery of classroom instruction by June 2002 bringing the college-wide total to 68</p> <p>22 faculty (of which 16 were new) participated in on-line curriculum development training during the 2001-02 academic year and 17 developed an on-line course by June 2002. The total</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	
<p>a comprehensive series of workshops on various topics regarding teaching with technology throughout the academic year. (3) The Teaching and Learning committee will offer the PBS live satellite event titled "Using Information Technology in the Traditional Classroom" to the college community (4) The Distance Learning department will offer a curriculum development program for new online instructors, a workshop entitled, "Promoting Social Learning with Blackboard", a hands on workshop for faculty to learn the basics of multimedia development for their courses, and finally, a workshop entitled "Choosing Among Delivery Systems: Integrating Technology Into your Course at Various Levels" to help faculty explore the possibilities of teaching in new ways using a variety of delivery methods. MCC funded mini-grants will support faculty in their curriculum projects.</p>	<p>Number of faculty and staff who participate in the Fall 2001 Professional Day entitled: "Technology: Enhancing the Classroom and the Workplace"</p> <p>A minimum of 85% of the surveyed participants in the Fall 2001 Professional Day will rate the quality of the workshops provided as satisfactory</p>	<p>Not applicable, new professional day topic</p> <p>Not applicable, new professional day topic</p>	<p>bringing the total number of faculty trained to develop on-line courses to a minimum of 47</p> <p>A minimum of 200 MCC faculty and staff will have attended college-wide Professional Day entitled: "Technology: Enhancing the Classroom and the Workplace" by November 2001</p> <p>A minimum of 85% of the surveyed participants in the Fall 2001 Professional Day will have rated the quality of the workshops provided as satisfactory by June 2002</p>	<p>number of faculty trained to develop on-line courses is 50</p> <p>Over 290 faculty and staff attended the college-wide Professional Day entitled: "Technology: Enhancing the Classroom and the Workplace" in November 2001</p> <p>90% of the surveyed participants in the Fall 2001 Professional Day rated the quality of the workshops provided as satisfactory by June 2002</p>
<p>Providing On-line, Real Time Enrollment and Financial Services to MCC Students: MiddleNet, the MCC on-line</p>	<p>The capacity for students to pay tuition bills on-line using MasterCard or Visa on MiddleNet is documented by</p>	<p>New initiative</p>	<p>The capacity for students to pay tuition bills on-line using MasterCard or Visa on MiddleNet will be documented</p>	<p>The capacity for students to pay tuition bills on-line using MasterCard or Visa on MiddleNet was in place and</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	
<p>student enrollment system was first introduced to the college community in April 2001. As introduced, MiddleNet allowed students to apply to MCC degree and certificate programs, enroll in credit classes with appropriate academic safeguards, apply for financial aid and review their up to date academic and financial records. During the 2001-02 academic year these services will be expanded to include on-line bill payment, registration in non-credit course offerings and on-line access to degree requirements based on academic program and initial enrollment date at MCC. In addition, the college will continue to promote MiddleNet in order to increase the number of students utilizing its resources.</p>	<p>September, 2001</p> <p>The capacity for non-credit students to register on-line on MiddleNet is documented by January 2002</p> <p>The availability of all degree and certificate program requirements accessible by student entry date to MCC on MiddleNet is documented by June 2002</p> <p>The number of students using technology mediated enrollment services available on MiddleNet to enroll in classes, apply to the college, pay their tuition, or apply for financial aid by June 2002</p>	<p>New initiative</p> <p>New initiative</p> <p>1952 students used these resources by June 2001</p>	<p>by September, 2001</p> <p>The capacity for non-credit students to register on-line on MiddleNet will be documented by January 2002</p> <p>The availability of all degree and certificate program requirements accessible by student entry date to MCC on MiddleNet will be documented by June 2002</p> <p>A minimum of 4000 students will have used the technology mediated enrollment services to apply to the college, enroll in classes, pay their tuition bill or apply for financial aid between July 2001 and June 2002</p>	<p>published by September 2001 (315 on-line MasterCard or Visa payments completed)</p> <p>The capacity for non-credit students to register on-line on MiddleNet was in place and published by January 2002</p> <p>The availability of all degree and certificate program requirements accessible by student entry date to MCC on MiddleNet was in place and published by June 2002</p> <p>5601 students used the technology mediated enrollment services to apply to the college enroll in classes, pay their tuition bill or apply for financial aid between July 2001 and June 2002 (This includes 1765 registrations, 848 quick admits, 1501 on-line applications, 1118 electronic student financial aid information records, and 315 payments). In addition, 2947 on-line information requests were received and 54 address changes were processed through MiddleNet</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	
	The percent of surveyed students that report satisfaction with the on-line enrollment services provided through MiddleNet by June 2002	New initiative	A minimum of 85% of surveyed students will report satisfaction with the quality of the on-line enrollment services available on MiddleNet by June 2002	94.5% of surveyed students reported satisfaction with the quality of the on-line enrollment services available on MiddleNet by June 2002

Mission Priority Focus: Other – Meeting other special, community educational, cultural and enrichment needs not aptly captured in the prior five areas.

Expected Qualitative and Quantitative Outcomes

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Response to Terrorist Attacks: The college community will be surveyed to identify topics that they are most interested in learning about as they seek to better understand the terrorist attacks of September 11th and their aftermath. These results will be used to plan the One World Series, a collection of free outreach events that will be offered to members of the MCC college community and local area residents. These events will provide opportunities for education, discussion and action and will represent a variety of viewpoints.</p>	Number of MCC students who participate in the One World series events during the 2001-02 academic year	New initiative related to terrorist attacks	A minimum of 175 students will have participated in One World series events by June 2002	420 students participated in One World Series events by June 2002. In addition, 150 high school students also participated.
	Number of MCC faculty and staff who participate in One World Series events during the 2001-02 academic year	New initiative related to terrorist attacks	A minimum of 50 faculty and staff will have participated in One World Series events by June 2002	544 faculty and staff participated in the One World Series events by June 2002
	Number of external community participants in One World Series events during the 2001-02 academic year	New initiative related to terrorist attacks	A minimum of 100 external community members will have participated in One World Series events by June 2002	150 external community members participated in the One World Series events by June 2002
	Number of events offered as a part of the One World Series during the 2001-02 academic year	New initiative related to terrorist attacks	A minimum of 8 events will be offered as part of the One World Series during the 2001-02 academic year	10 events were offered as part of the One World Series during the 2001-02 academic year: 9/19/01: Panel Presentation/ Forum on Terrorism: Bedford 9/25/01: Panel Presentation/ Forum on Terrorism: Lowell 9/24-9/28/01: Sept. 11 Memorial Program Series

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
	Documentation of One World Series events and their topic areas offered during the 2001-02 academic year	New initiative related to terrorist attacks	The inclusion of a variety of topic areas and viewpoints related to the terrorist attacks of September 11 th and their aftermath will be documented by June 2002	<p>9/24-9/28/01: Sept. 11 “Peaceful Solutions” Program Series.</p> <p>10/24/01: Special Agent Russell Chisolm/Boston FBI Terrorism Unit.</p> <p>11/28/01: Robert Pinsky: Hope Through Literature</p> <p>12/7/01: Panel Presentation: How Do Our Communities Respond to Terrorism?</p> <p>2/8/02 & 2/9/02: Symposium- Asking Fruitful Questions</p> <p>3/7/02: Women In Islam</p> <p>4/17/02: A New Perspective on Islam.</p> <p>The One World Series focused on a wide range of topic areas and viewpoints in an attempt to more fully understand the September 11th terrorist attacks by June 2002. The series examined related issues from a cultural, historic, political, mental health, service learning, public safety, health, artistic and literary perspectives.</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
<p>Supporting Home Schooling Families: MCC will continue to work collaboratively with home schooling families to meet the educational needs of their children. Each semester, MCC will meet with a group of home schooling families to plan a schedule of non-credit course work for the upcoming semester in topic areas of interest that are difficult for many parents to teach in the home setting, such as science, computer programming, web design and foreign languages. Home schooling courses will meet for two hours per week for ten weeks during the Fall and Spring semesters. In addition, a series of summer and Saturday camps will be offered to children in the service area. These camps will be open to all children whether they are home schooled or attend a local public or private school.</p>	<p>Number of courses offered to home-schooled children during the 2001-02 academic year</p>	<p>Not applicable, the number of courses is dependent on the expressed needs of the home schooling families served each academic year</p>	<p>A minimum of 10 courses will be offered to home-schooling children by June 2002</p>	<p>14 courses were offered to home-schooling children by June 2002</p>
	<p>Number of home-schooled children enrolled in the planned MCC classes during the 2001-02 academic year</p>	<p>Not applicable, the number of children served is dependent on the expressed needs of home schooling families</p>	<p>A minimum of 50 home-schooled children will enroll in the planned MCC classes by June 2002</p>	<p>50 MCC course enrollments were generated by home-schooled children by June 2002. (43 in specially designed non-credit course offerings and 7 in credit course offerings)</p>
	<p>Number of Saturday and summer camps offered for children during the 2001-02 academic year</p>	<p>13 camps were offered during the 2000-01 academic year</p>	<p>A minimum of 18 Saturday and summer camps for children will be offered by June 2002</p>	<p>21 Saturday and summer camps for children were offered between July 2001 and June 2002.</p>
	<p>Number of children enrolled in Saturday and summer campus during the 2001-02 academic year</p>	<p>195 children were enrolled in camps in 2000-01</p>	<p>A minimum of 220 children will be enrolled in camps by June 2002</p>	<p>260 children were enrolled in camps by June 2002</p>
	<p>Percent of home-schooling families who report satisfaction with the quality of the courses provided to their children</p>	<p>New initiative</p>	<p>A minimum of 90% of the home-schooling families will report satisfaction with the quality of the courses provided to their</p>	<p>100% of the home-schooling families reported satisfaction with the quality of courses provided to their children by June 2002</p>

Fiscal Year 2002 Strategic Initiative	Indicator	Baseline Data	Outcome Measure (i.e. FY02 Target Result)	Actual Outcome
	<p>during the 2001-02 academic year</p> <p>Percent of families who report that they are satisfied with the quality of the camps offered to their children</p>	New initiative	<p>children by June 2002</p> <p>A minimum of 90% of the families will report satisfaction with the quality of the camps provided for their children by June 2002</p>	90% of the families reported satisfaction with the quality of the camps provided for their children by June 2002
<p>Meeting the Community Need for Vaccinations: In order to help MCC students comply with Massachusetts State Law, the college will join the Massachusetts Vaccine program and become a designated vaccine administration site this year. In this capacity, the college's Health Services Department will administer hepatitis B vaccine to MCC students, employees, their families and other area residents.</p>	<p>MCC Health Services Department is designated as a vaccine administration site by August 2001</p> <p>Number of MCC students vaccinated for hepatitis B by the MCC Health Services Department by June 2002</p> <p>Number of college employees and community residents vaccinated for hepatitis B by the MCC Health Services Department by June 2002</p>	<p>New initiative</p> <p>New initiative</p> <p>New initiative</p>	<p>The MCC Health Services Department will be designated as a vaccine administration site by August 2001</p> <p>A minimum of 200 MCC students will have been vaccinated for hepatitis B by the MCC Health Services Department by June 2002</p> <p>A minimum of 15 college employees and community residents will be vaccinated for hepatitis B by the MCC Health Services Department by June 2002</p>	<p>The MCC Health Services Department was designated as a vaccine administration site by August 2001</p> <p>233 MCC students have been vaccinated for hepatitis B by the MCC Health Service Department by June 2002</p> <p>19 college employees and community residents were vaccinated for hepatitis B by the MCC Health Services Department by June 2002</p>