



HOWARD
COMMUNITY COLLEGE

*Board of Trustees’
Work Session
and
Board Meeting
Materials*

April 27, 2005

GROUND RULES

1. Board members practice respectful dialogue that serves the best interests of the college.
2. Each board member works to integrate servant-leadership into the board culture.
3. Each board member has the opportunity to speak uninterrupted.
4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.
5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.
6. Board chair speaks for the board to the media.
7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.
8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.

Board of Trustees
April 27, 2005
Administration Building
Schoenbrodt Boardroom – A225

PART I. **WORK SESSION AND DINNER 6:00 PM (A LIGHT DINNER WILL BE SERVED AT 5:30 PM)**

- A. Introduction of New Employees**
- B. All-USA Academic Team Awards**
- C. The Audrey Robbins Humanitarian Award**
- D. Internationalizing the Campus**

PART II. **REGULAR MEETING – Immediately following the Work Session**

- A. Approval of April 27, 2005, Agenda**
- B. Approval of:**
 - 1. March 23, 2005, Work Session Minutes
 - 2. March 23, 2005, Regular Session Minutes
- C. President's Report**
- D. Board Member Comments**
- E. Consent Items**
 - 1. Proposed New Hires
 - 2. FY06 Faculty Promotions
 - 3. Candidates for Commencement
 - 4. Acceptance of Discover Credit Cards
 - 5. Programming for the Howard Community College Website
 - 6. Housekeeping Supplies Contract
 - 7. Music Modular Buildings Contract
 - 8. Landscaping Management Services Contract
 - 9. Elevator Services Contract
 - 10. Electrical Services Contract
- F. Discussion Items**
 - 1. Issue Bin
 - 2. Board Calendar
 - 3. Student Housing
 - 4. Board Policy – Facility Naming
 - 5. Board Bylaws-Implementation of Sarbanes-Oxley Act Recommendations
 - 6. FY06 Operating Budget
 - 7. FY06 Capital Budget
 - 8. Increase in Consolidated Fee
- G. Information Items**
 - 1. Agreements Signed by the Board Chair Disclosure
 - 2. Financial Statements
 - 3. Report on Board End: Leadership
 - 4. Senior Adult Education
 - 5. Personnel Summaries
- H. Closed Session**

1-A Introduction of New Employees

For the trustees' information, newly hired employees approved by the board at its March 23, 2005, meeting will be introduced to the trustees by Dr. Duncan and members of the president's team.

I-B All-USA Academic Team Awards

Students being Introduced:

Jennifer Osing and Katie Podson

Background:

The All-USA Academic Team Competition is sponsored by *USA TODAY*, Phi Theta Kappa Honor Society, and the American Association of Community Colleges. This year, nearly 1,500 students were nominated from institutions throughout the United States, representing a high level of scholarship and academic achievement. The two students nominated from Howard Community College (HCC) were Jennifer Osing, new student orientation volunteer, and Katie Podson, chair of the student programming board.

Students Jennifer Osing and Katie Podson will attend the April 27, 2005, meeting of the board so that the trustees may have the opportunity to acknowledge the students' accomplishments in person.

I-C The Audrey Robbins Humanitarian Award

Introduction: Becky Lessey, this year's Association of Community Services' Audrey Robbins Humanitarian Award winner, has worked at Howard Community College (HCC) since 1984, first serving as a reading specialist and counselor to adults who lacked basic skills. She now is the director of all noncredit basic skills and foreign-born programs at HCC including adult basic education reading, math and writing courses, English as a second language, adult high school completion (GED and the external diploma program), customized workplace basic skills programs and special computer programs for developmentally disabled students.

Beyond her daily responsibilities at HCC for over 20 years and during the years she was raising two teenagers of her own, Becky worked with social services and opened her home to several teenagers who needed foster care and created a stable environment for those who only knew turmoil and distress. For many years, she has served as a Special Olympics swim coach and you will find her supporting her swimmers with much enthusiasm each Sunday morning during the indoor swim season for practices. Becky has also served as treasurer for Cars For Careers, assisting those with limited incomes in obtaining transportation for work. She volunteers once a month at a soup kitchen in Laurel, works on the Relay for Life Team and is the Team Leader for the HCC Team for the MS Walk.

Becky is also on the Association for Community Services (ACS) education and training advisory committee and represents HCC at the ACS meetings. At HCC, she influences the college's diversity efforts by serving on the international committee and the multicultural planning team.

Each year, Becky is responsible for writing for and administering over \$500,000 in federal and state grant funds that support the programs mentioned above. Without these programs hundreds of Howard County adults lacking basic skills would not have the resources to help them improve their lives. In addition, she has been a key player in helping the HCPSS obtain over \$5 million dollars in grants for 13 after school and family/community outreach programs. In this effort she designed and delivered customized adult education programs in the communities where they are most needed. This is a major step in helping to reach a target population somewhat removed geographically from Howard County human services organizations and has made a huge difference in the lives of the North Laurel Community.

Becky is considered a leader in adult literacy not only in Howard County but has been asked by Maryland State Department of Education to provide training to adult educators in many other counties in Maryland. Her colleagues around the state have elected

Becky as the vice president for Maryland Association for Adult Education and she was recently selected as the only community college representative to serve on the Maryland Superintendent's Panel of Excellence, which will design the direction of the state's funding efforts for adult literacy in Maryland.

Background:

The Audrey Robbins Humanitarian Award is awarded by ACS and was created in 1975 to honor the work of human services organizations and those volunteers and staff who go above and beyond all expectations in their service to the community.

The award was named for Audrey Robbins, a former director of the Howard County Department of Social Services. In that role, she insisted that the poor in Howard County should have a decent and respectful life. She constantly worked beyond the structure of Social Services to provide shelter, food, assistance and emergency help to those in need. In addition, she contributed time and energy to her church, and as a volunteer or member of the Board of Directors of many Howard County social and human services agencies. A devoted wife and mother, she gave comfort not only to her immediate family, but to her community. She touched the lives of many, and her consistent interest in all of Howard County was an inspiration to ACS in establishing this annual awards program.

Nominees for the Employee Award must:

- be a paid employee or an integrated team of employees of a human services organization (governmental, nonprofit or for-profit) providing services in Howard County.
- demonstrate creativity, innovation and commitment to positively impact individuals, organizations, or the larger Howard County community.

Nominees for the Volunteer Award must:

- be a volunteer or an integrated team of volunteers of a human services organization (governmental, nonprofit or for-profit) providing services in Howard County.
- demonstrate creativity, innovation and commitment to positively impact families, individuals, or the larger Howard County community.

I-D Internationalizing the Campus

Introductions: International Students
Manuel Rodriguez and Alex Nowodazkij, SGA president

Alex and Manuel will speak to the board about their reasons for coming to HCC, experiences as a student at the college, and how this experience has expanded their knowledge of the U.S.

HCC Exchange Students
Debbie Butterworth and Jessica Warren, Mexico Study Abroad Program.

Kristy Herod, Cruise through the Heart of Russia.

Madelene Pettersson, Health Tour of Costa Rica.

Alison and Laura Gottschalk, traveled to Germany to follow the route of their grandmother's World War II diary.

Background: At its November 17, 1999, meeting, the Howard Community College (HCC) Board of Trustees endorsed the American Association of Community Colleges (AACC) Policy Statement on International Education. That policy statement (Appendix A) was later reformatted as an HCC board policy and approved by the board on April 26, 2000. The board policy emphasizes the importance of preparing students to be "global citizens" in order to maintain educational and economic vitality (see also Appendix B - Excerpt from National Public Radio's Morning Edition: Former Secretary of State Colin Powell's thoughts on America).

HCC began its international endeavors in 1995, when it received a Title VIB grant to support an International Business and Education Center, which was geared to educating the business community about the exportation of goods. With this grant, the college also initiated, among other things, a student exchange with Sweden, a statewide community college international symposium and a training program for Hungarian teachers. At that time they joined American Council on International Intercultural Education (ACIIE), and became associate members of Community Colleges for International Development (CCID).

However, it was not until 1999 and the endorsement of the AACC policy statement that the college made a further commitment to internationalizing the campus. The college became full members of the Community Colleges for International Development (CCID) the Maryland International Education Association (MIEA), appointed an international education director, and initiated an international faculty

grant program (CCID 2003-2004 Annual Report can be found as Appendix C). In 2000, the first study abroad program (to Mexico) was launched.

In 2003, the Commission on the Future of Howard Community College (COF), composed of community members and representatives from business and industry, established the taskforce "Providing a World of Opportunities." In its report (Appendix D), the COF taskforce recognized the board of trustees' support for international/intercultural initiatives and commended faculty and staff on their international competence as well as their work to expand efforts in this arena. However, taskforce members also noted that HCC did not have a true international/intercultural strategic plan with aligned outcomes. As a result of this observation, the taskforce made several recommendations to HCC. Some of these recommendations, included:

- The college should make a clear strategic commitment to international competence and make that commitment visible
- The college should take a leadership role in the Howard County community to make international competence and multicultural activities a competitive advantage for the college and the county in terms of economic development and quality of life.
- Establish an external, international advisory council to serve as an advisory body for international/intercultural programs at the college, as well as a board of directors for the multicultural community center.
- Adopt a definition of international competence that addresses:
 - values
 - cultural awareness and sensitivity
 - knowledge (history, political geography, religion, economics, globalization, etc.)
 - skills (inter-cultural behavior, language, etc.)
- Build an international competency training module (i.e., 16-24 training hours) that focuses on the development of international culture or cross-cultural competence.

Based on these recommendations, an internal multicultural team was launched with the goal of creating a strategic plan that defines, coordinates, and supports a comprehensive multicultural program which contributes to international and intercultural education for all college constituents. This plan (Appendix E) was completed in 2005 and defined specific objectives and outcomes for HCC's international initiatives. The plan recognizes the need of HCC to be more proactive in responding to "the ever-changing needs and interests of a diverse and dynamic community" as outlined the college's mission statement and the importance of internationalism/interculturalism to meeting this responsibility.

The plan has been incorporated into the college's FY06 Strategic Plan, which outlines the need to:

- Establish a full-time director of international/ intercultural education with an office and a staff who will coordinate international/intercultural activities such as study and travel abroad, student and faculty exchanges, faculty development, and an international website. Director position should be requested and budgeted for fiscal year 2006; and
- Create mechanisms for linking all of the college units involved in international/intercultural initiatives.

Statistics on HCC's International Population: In the fall of 2004, HCC enrolled 6,712 credit students. Of the total student population, 5,839 students (87 percent) are U.S. citizens. There are 873 students (13 percent) who are not U.S. citizens, representing 96 countries from across the world. This includes 541 students who have status as permanent residents. The other 322 non-U.S. citizens are from categories that include those who hold F-1 visas, those that have applied to adjust their status, refugees, and asylees. Additionally, the English Language Institute enrolls 95 students who are non-credit.

There are 81 credit students (1.2 percent of the student population) attending HCC in fall 2004 on the F-1 student visa.

Tuition differential: U.S. citizens are charged according to their address of residence. Those residing in Howard County pay \$100 per credit hour and those living in Maryland but in other Maryland counties pay \$183 per credit hour. Those living out of state pay \$228 per credit hour.

The tuition rate paid by foreign citizens is based on two factors: immigration status and their address of residence.

Immigration status category is used to determine eligibility for in-state or out-of-state tuition. Some immigration categories, permanent residents, refugees and asylees, qualify for in-county tuition if they live in Howard County and qualify for in-state out of county tuition if they live in Maryland outside Howard County.

F-1 visa holders, do not qualify for in-state or in-county tuition and are charged the out-of-state tuition rate (\$228 per credit hour). These students are also required to pay a \$50 application fee, which is twice the standard application fee.

Financial Aid: Foreign citizens in non-immigrant categories (F-1 students for example) are not eligible for federal financial aid or state financial aid.

Eligible non-citizens (for example permanent residents) and all U.S. citizens are reviewed and considered for need-based aid following awarding procedures as determined by Federal and State law. The Maryland Higher Education Commission (MHEC) awards Educational Assistance Grants (need-based aid) based purely on need. When qualified students apply for aid their estimated family contribution is calculated. This determines the amount of aid for which the student qualifies. Those with the most need are funded first and awards are made based on need until

the funds allocated for the program run out. Awards to eligible students are based on need only.

Current HCC International Initiatives: Since HCC's first study abroad program to Mexico which began in 2000, seven more study abroad credit opportunities were developed, four International programs of study were approved, the World Languages Department expanded its offerings, the English Language Institute (ELI) was created, the English as a Second Language (ESL) Program expanded, and many courses across the curriculum are now incorporating international elements.

Howard Community College has been widely internationalized across divisions and disciplines, for example:

- A. Each of the seven academic divisions sponsors and/or participates in at least one international program abroad.
 1. Business/Computers Division—Mexico, Denmark
 2. English/World Language Division—Mexico, Italy, France, China
 3. Fine Arts/Humanities Division—China, Italy, Athens/Crete
 4. Health Sciences Division—Costa Rica, Ghana
 5. Mathematics Division—Estonia
 6. Science/Technology Division—Denmark
 7. Social Sciences Division—Rouse-Dickinson, Rouse-College of Notre Dame, Schulte Travel Fellowship
- B. HCC has a cross-functional International Advisory Board and an International Curriculum Board.
- C. This year's Community Book Project, *The Spirit Catches You and You Fall Down* by Anne Fadiman (the Hmong culture), conducted numerous campus-wide activities including a Hmong convocation speaker, presentation by the book's author, and a *Doctors Without Borders* speaker. Courses in all divisions are using parts of the book for classroom instruction. A website is available to share teaching materials among faculty:
www.howardcc.edu/bookconnection/resources
- D. The college opened a multicultural resource center in 2003 to house international resources for students, faculty, and staff, including an ongoing multicultural bazaar to raise money for the international endowment.
- E. Brown-bag lunches for the college community are held each semester—students, faculty and staff share international study and travel experiences.
- F. International Education Week, celebrated for the past four years, involves the entire college community in a week of international events.
- G. The Can Film Festival, a collegewide international film series, co-sponsored by the world languages department and the Mediation and Conflict Resolution Center, raised money for study abroad scholarships.
- H. Students formed a global student club in 2003 in an attempt to combine the activities of numerous ethnic clubs into one organization.
- I. Both credit (ESL Program) and non-credit (ELI-English Language Institute) programs were established to assist non-native English speakers to prepare for college-level coursework.

- J. Eight different study abroad programs were developed in the past five years.
- K. International Website (www.howardcc.edu/international) promotes all international programs and activities.

The campuswide internationalization has had demonstrable results for students, for example:

- A. The following numbers of students have participated in Study Abroad Credit Programs since 2000:
 - 1. Mexico (Language) - 120
 - 2. Italy (Fine Arts) - 30
 - 3. Russia (History) - 135
 - 4. Athens/Crete (Fine Arts) - 12
 - 5. France (Language) - 13
 - 6. Costa Rica (Health Care) - 6
 - 7. Rouse-Dickinson Study Abroad – 12 (includes some of 9 Schulte Fellows)
 - 8. Semester Abroad: Mexico - (language and culture) - 6, Denmark - (technology) - 1
- B. Outcomes - Students reported in formal outcomes assessments that their views of the world changed, their ideas about people and culture in other places shifted, and their views of themselves was positively altered as a result of their study abroad experience.
- C. English Language Institute - registered 82 students in fall 2004, up from four in its first year.
- D. Growth rates of programs have been phenomenal.
 - 1. World Languages - 53 percent increase in enrollment from 2003 to 2004 with the addition of Korean, Arabic, Russian, and Chinese to the curriculum. (fall 2004, enrollment=598)
 - 2. ESL - 830 students in non-credit and 426 in credit for fall 2004
- E. Admissions materials were translated into Korean, Spanish, Chinese, and Japanese.

HCC's commitment to internationalization is reflected in the curriculum

Four international programs of study were approved in past four years (International Studies, International Business, Global Economics, and Diversity Studies). World Languages Program includes: Traditional (Spanish, French, German, Italian) and Critical (Korean, Russian, Arabic, and Chinese) as well as an Arabic Language Institute and a Chinese Heritage School.

- A. College adopted *The Spirit Catches You and You Fall Down* for collegewide use in courses.
- B. International business seminar was accepted as general education core course.

- C. Each of the seven academic divisions participates in at least one international program abroad.

Internationalization has been made available to faculty through

- A. Exchange programs: Mexico, Denmark, China, Estonia and Turkey
- B. International grants for 26 faculty to 15 different countries.
- C. Study/work experiences for nine additional faculty and staff.
- D. Faculty Sabbaticals, International Grants and research since 1999 in: Mexico, China, South Africa, England, Italy, Estonia, Lithuania, Germany, Turkey, Costa Rica, Greece, Ghana, France, Denmark, and Russia.

There is an international dimension in community programs:

- A. Service learning - ESL, Spanish Classes.
- B. Chinese school on campus.
- C. Business training - Chinese.
- D. Malaysia and Italy - EMT training.
- E. Translation Services for business.
- F. Elementary and Secondary school connections - ESL.
- G. NSA - Critical Languages Training.
- H. ESL program for parents of preschoolers.
- J. Arabic Institute -11 participants in its first summer.
- K. Russian Leadership Program (*Open World*) - 2 programs, 10 Russian Leaders.

Appendices – Internationalizing the Campus

Appendix A – Excerpt from Board Policy Manual

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: International Education

The United States must remain a leader in the global community of the 21st century to maintain its educational and economic vitality. The citizenry must be prepared to engage in worldwide activities related to education, business, industry, and social interaction. To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multi-culturally competent citizenry. Howard Community College is strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language, and business. To meet this challenge, Howard Community Colleges provides:

- internationalized curricula;
- multicultural activities and programs;
- foreign language programs;
- cultural and ethnic studies;
- study abroad programs;
- faculty and student exchange programs;
- professional development;
- technical assistance to other countries and their businesses/industries;
- local/state/national and international forums;
- international student enrollment;
- and other appropriate education and training programs to ensure a well-trained and technically literate workforce, functioning collaboratively with other countries of the world.

Howard Community College is in a strong position to meet these international challenges with a widely dispersed national network committed to accessibility and service to the local community. The Board of Trustees will actively advocate this international role for Howard Community College and will articulate this mission to the many external publics that Howard Community College serves.

Adopted: 4/26/00

(The Board of Trustees formally endorsed the American Association of Community Colleges' (AACC) Policy Statement on International Education at the its November 17, 1999, meeting. That statement was reformatted as Howard Community College board policy and approved on April 26, 2000.)

Appendix B – Excerpt from National Public Radio’s Morning Edition. Former Secretary of State Colin Powell’s thoughts on America

The America I Believe In

by Colin Powell



Nubar Alexanian

Colin Powell spent 35 years in the military, rising from ROTC in college to become a four-star general and chairman of the Joint Chiefs of Staff during the 1991 Gulf War. He has worked in the administrations of six presidents including serving as secretary of state from 2001 to 2005.

“I believe that our greatest strength in dealing with the world is the openness of our society and the welcoming nature of our people.”

[Morning Edition](#), April 11, 2005 · I believe in America and I believe in our people.

Later this month, I will be participating in a ceremony at Ellis Island where I will receive copies of the ship manifest and the immigration documents that record the arrival in America of my mother, Maud Ariel McKoy, from Jamaica aboard the motor ship Turalba in 1923. My father, Luther Powell, had arrived three years earlier at the Port of Philadelphia.

They met in New York City, married, became Americans and raised a family. By their hard work and their love for this country, they enriched this nation and helped it grow and thrive. They instilled in their children and grandchildren that same love of country and a spirit of optimism.

My family's story is a common one that has been told by millions of Americans. We are a land of immigrants: A nation that has been touched by every nation and we, in turn, touch every nation. And we are touched not just by immigrants but by the visitors who come to America and return home to tell of their experiences.

I believe that our greatest strength in dealing with the world is the openness of our society and the welcoming nature of our people. A good stay in our country is the best public diplomacy tool we have.

After 9/11 we realized that our country's openness was also its vulnerability. We needed to protect ourselves by knowing who was coming into the country, for what purpose and to know when they left. This was entirely appropriate and reasonable. Unfortunately, to many foreigners we gave the impression that we were no longer a welcoming nation. They started to go to schools and hospitals in other countries, and frankly, they started to take their business elsewhere. We can't allow that to happen. Our attitude has to be, we are glad you are here. We must be careful, but we must not be afraid.

As I traveled the world as secretary of state, I encountered anti-American sentiment. But I also encountered an underlying respect and affection for America. People still want to come here. Refugees who have no home at all know that America is their land of dreams. Even with added scrutiny, people line up at our embassies to apply to come here.

You see, I believe that the America of 2005 is the same America that brought Maud Ariel McKoy and Luther Powell to these shores, and so many millions of others. An America that each day gives new immigrants the same gift that my parents received. An America that lives by a Constitution that inspires freedom and democracy around the world. An America with a big, open, charitable heart that reaches out to people in need around the world. An America that sometimes seems confused and is always noisy. That noise has a name, it's called democracy and we use it to work through our confusion.

An America that is still the beacon of light to the darkest corner of the world.

Last year I met with a group of Brazilian exchange students who had spent a few weeks in America. I asked them to tell me about their experience here. One young girl told me about the night the 12 students went to a fast food restaurant in Chicago. They ate and then realized they did not have enough money to pay the bill. They were way short. Frightened, they finally told the waitress of their problem. She went away and she came back in a little while saying, "I talked to the manager and he said, 'It's ok.'" The students were still concerned because they thought the waitress might have to pay for it out of her salary. She smiled and she said, "No, the manager said he is glad you are here in the United States. He hopes you are having a good time, he hopes you are learning all about us. He said it's on him."

It is a story that those young Brazilian kids have told over and over about America. That's the America I believe in, that's the America the world wants to believe in.

<http://www.npr.org/templates/story/story.php?storyId=4583249>

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**Appendix C – Community Colleges for International Development: 2003 – 2004
Annual Report**

2003-04 Annual Report

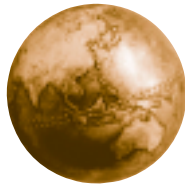
CCID -
*Strengthening
Global Relationships*



Community Colleges for International Development, Inc.

Our Mission

“The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs and promote economic development.”



CCID Executive Committee

Dr. Orlando J. George, Jr.
Chair of the Board

Dr. Mary Ellen Duncan
Chair Elect

Dr. Eddie Hernandez
Past Chair

Dr. Kent Sharples
Member-at-Large

Dr. Norm Nielsen
Secretary/Treasurer

CCID Board of Directors

Dr. Stewart Sutin
Dr. Jerome Parker
Dr. John Blong
Mr. Richard Rutkowski
Dr. Gwendolyn W. Stephenson
Dr. Priscilla Bell
Dr. V. Clyde Muse
Dr. Robert A. Gordon
Dr. Kunihiko Ukifune
Dr. Arthur Scott
Dr. Roy Flores
Dr. Madeleine Reeve
Dr. Steven Johnson
Dr. Henry Shannon
Dr. Thomas Crow
Dr. Joyce S. Tsunoda
Dr. Carol Brown

CCID Staff

John Halder, President / Executive Director
Andrea Siebenmann, CCID Coordinator
Lois Bartelme, Volunteer, Research Associate
Audrey MacDonald, Work Study Student
Erin Payne, Research Associate

Letter from the Chair of the Board

Dear Friends,

What a productive 27th year it had been for CCID! Our major events including the Annual Conference and Summer Institute, saw the greatest attendance in the period of recovery since 9/11. Both Maryland and Florida proved to be excellent choices as meeting venues, with our hosts Howard Community College and Daytona Beach Community College, providing wonderful support. One of the Board's decisions during this past year has been to hold conference venues not necessarily in a member college district, so in the future we anticipate more participation from educators located in other regions of the country.

Some of the accomplishments of CCID this past year included launching of three new study abroad programs based on the "Troika" concept. Credit goes to one of our IEDs from Hillsborough Community College, Michael Brennan, who, together with his colleagues and the Executive Office, pioneered this concept. Two programs in Denmark and one in Ecuador opened doors to foreign cultures and experiences to almost 60 students. Their evaluations attest to a path well chosen. As it goes with new programs, these will require continued refinements in their planning, organization and execution, but it is certainly a job well done, with great prospects for the future!

Another success was the 4th National Videoconference organized with our partners at ACIIE, AACC and ICCD. The broadcast attracted an estimated audience of 1,200. The focus on study abroad issues was well timed, and the panelists and video presentations resulted in another successful event for the organization.

During recent years we said a good-bye to several long-time presidents of colleges who provided astute leadership not only to their colleges but to CCID as a whole. In appreciation of their dedication and promotion of international education during their tenures, the CCID Board officially voted on expanding the list of Personal Associates, a title that presents them with special privileges to attend CCID events.

In closing, I'd like to emphasize that personally and professionally, it has been a great honor and privilege to lead our Executive Committee and the Board this past year. I especially enjoyed the energy, creativity and dedication from the Board members and international education directors of our member and affiliate colleges. I strongly believe that the successes and accomplishments of CCID are a direct reflection of their hard work and efforts.



Sincerely,

A handwritten signature in dark ink that reads "Orlando George". The signature is written in a cursive, flowing style.

Orlando J. George, Jr., PhD.
CCID Chairperson



Dr. Mary Ellen Duncan



Dr. Lonnie George



Dr. Eddie Hernandez



Dr. Kent Sharples



Dr. Norm Nielsen

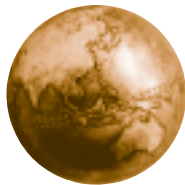
The Year in Review

The Executive Committee and the Board of Directors

During the past year the Executive Committee met eight times. These college presidents show wonderful support to the organization through their dedication of time, on a monthly basis, to CCID. The composition of the Executive Committee during the past year comprised Chair – Dr. Lonnie George, Chair Elect – Dr. Mary Ellen Duncan, Past Chair – Dr. Eddie Hernandez, Member At Large – Dr. Kent Sharples, and Secretary /Treasurer – Dr. Norm Nielsen. The full CCID Board of Directors met twice during the year at the Annual Conference and at the Summer Institute.

This year CCID reviewed the Personal Associate membership category. These are persons who have excelled in their past relationship with CCID but are now retired. The expanded list of these distinguished persons can now be reviewed on the back cover of this publication.

Community colleges are at the cutting edge of training and providing innovative solutions to educational and community problems. This is also reflected in the programming undertaken by CCID colleges. During this past year CCID colleges continued in the community college tradition of being entrepreneurial and innovative – reflecting the activities of



the membership, since many of the new ideas for projects and activities arise from the membership. The following accounting of activities in no way tracks all the many activities undertaken by the CCID family over the past year, but rather should be seen as an indication of the entrepreneurial spirit that is alive and well in community college international programming.

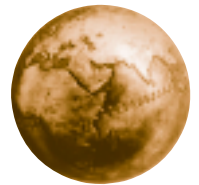
The arrival of the Jikei Group of Colleges, Japan, to the board of directors has provided impetus for innovative programming. A president's visit to Japan in April helped to broaden CCID college knowledge of their technical education system. Later in the year three colleges worked with Jikei to establish a pilot program for Japanese students to attend CCID colleges. Eastern Iowa Community College District, Kirkwood Community College and Waukesha Technical and Community College are collaborating on a special program whereby Jikei will recruit Japanese students specifically to attend these schools, and then have them transfer to four-year colleges. We hope that this pilot program will lead to expansion of the project in the future.

CCID has been blessed over the years by having volunteers work in the Executive Offices, and this past year was no exception. The Chair of the Kirkwood Community College Board of Trustees – Dr. Lois Bartelme - again provided valuable research assistance in many fields. Ms. Erin Payne, a graduate student, undertook

research among CCID colleges, identifying the technical and vocational courses taught on-line. A database of over 2,500 courses has been compiled from 65% of the 90 colleges comprising CCID – a remarkable statistic. And student interns have also assisted CCID during the past year, including Ms. Audrey MacDonald and Ms. Sarah Keedy. As always the Executive Offices are ably managed by Ms. Andrea Siebenmann.

A Selection of Collaborative Projects and Activities 2003 - 04:

- CCID continues to participate in Thailand activities, in particular as part of the grant administered by Eastern Iowa Community College District, assisting the Thai Ministry of Education as they establish community colleges. CCID recruited consultants from the membership for assignment in Thailand. Other CCID colleges actively engaged in Thai activities with the ministry include the Hawaii Community College system.



- We are in the planning stages for a president's visit to Thailand in 2005. Details will be released as the program develops, but we anticipate that this program will occur in the fall of 2005. It will introduce CCID senior administrators to the Thai educational system, as well as providing opportunities for relationship building with Thai educators.

- **We have been in discussions** with the City of Knowledge, Panama City, Panama, regarding their interest in the type of training undertaken by community colleges. An early visit by Iowa Central Community College Affiliate College Vice President, Dr. Mary Sula Linney, has spearheaded the program.

- **Discussions continue** with the City of Bogotá, Colombia, as they review their technical training programs and infrastructure. CCID sponsored a visit by a representative from Daytona Beach Community College, Gabriel Gomez, and ex-CCID Executive Director, Jim Humphrys, to gather information and make evaluations. The program is expected to continue in 2005.

- **CCID** has been working with Green River Community College for the past two years on student study abroad activities to Australia, and will continue to do so into the future.

- The applications for the **Werner Kubsch Award** for distinguished service in the field of international programming were peer reviewed by a committee of International Education Directors. Each year they indicate the difficulty of choosing between highly competent and distinguished candidates. This year Dr. Don Matthews, International Education Director at Daytona Beach Community College was the worthy winner.

- **A recent initiative** has been the development of “Troika” short-term study abroad programs. The term *troika* implies three colleges at a minimum working together, on a rotating leadership basis. These programs bring large dividends for both colleges

and students. During the year just ended, CCID troika programs covered Agriculture in Denmark, Sustainable Energy in Denmark, and Nursing in Ecuador. A total of 8 colleges and 58 students participated in these activities. The model, developed by Michael Brennan of Hillsborough Community College, Tampa, Florida, holds much promise for the future.

- **In Turkey**, Delaware Technical and Community College has positioned CCID to capitalize upon the good relationships developed with key figures and organizations in Turkish technical training. With Turkey edging towards membership in the European Union,



● **Dr. Don Matthews**, International Education Director at Daytona Beach Community College, accepts the Werner Kubsch Award for distinguished service. CCID President & Executive Director John Halder presented the award on behalf of the Board of Directors.

their interest in technical and vocational training continues to grow. Del Tech has introduced CCID to key players in the country and plans move forward to play a major role in the country’s skills development.

- **The CCID Summer Institute** was hosted by Dr. Mary Ellen Duncan, Howard Community College, and took place in Baltimore, Maryland. With 80 participants, the program focused on college and individual professional training in the realm of international

programs. With many workshops focused on this subject field, the evaluations were strong and positive.

- **The 27th CCID Annual Conference**, February 2004, was hosted by Dr. Kent Sharples, and Daytona Beach Community College, and took place in Orlando, Florida. Among many, many highlights was the keynote by Leonél Fernández, who later in 2004 became the president of the Dominican Republic. With his strong commitment to the community college concept, Daytona Beach Community College is looking forward to working with him in the Dominican Republic and sharing the resources of CCID when appropriate.

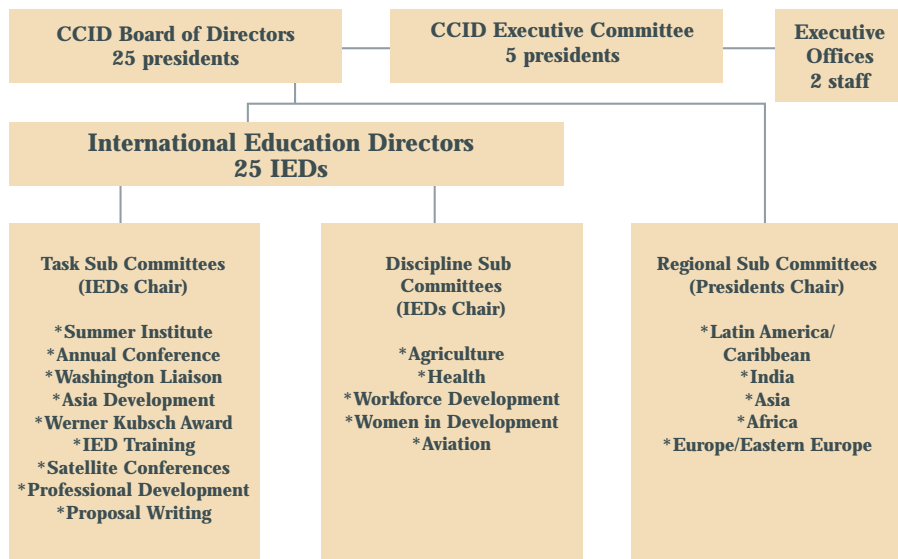
- **CCID Professional Development** programs continue to grow in strength. Managed by an IED committee, programs have now been canvassed from the membership and are scheduled through the year 2010. The program that took place this year, “The Italian City as a Classroom,” received almost unanimous accolades from participants. The overall management and organization of these programs is undertaken by Ms. Connie Mays, Kirkwood Community College.

The previous manager, Professor Robert Keener, after establishing

well-tried and tested parameters for these programs, has moved on to manage CCID President’s Visits.

- **The CCID co-sponsored videoconference** in November 2003 focused on the subject of “Local access to global education: study abroad and the community college” and attracted a national audience of over 100 sites. We were pleased that the League for Innovation joined our other sponsors – ACIIE, AACC, and ICCD.

Community Colleges for International Development, Inc. Organization Chart



• **Presidents' Visits** continue to grow in popularity, with eleven participants traveling to Japan in April 2004. Hosted by the Jikei Group of Colleges, the delegation gained a comprehensive understanding of the technical and vocational education training programs offered in Japan. Future programs will include Thailand,

Scandinavia, and India. With Robert Keener of Sinclair Community College taking responsibility for these programs, we anticipate events of quality equaling that of the professional development programs.

• **In Belize**, CCID continues to support the Trustee Training Initiative launched and implemented by Hillsborough Community College. By soliciting through the membership, CCID provided seasoned trustees who were able to share their decades of experience with their Belizean colleagues. This training continues to develop, and provides a model for others.

Executive Office Services Review

Collaborative activities is a hallmark of CCID colleges. The organizational chart illustrates both formal and ad hoc committees, by which we work together to meet our goals.

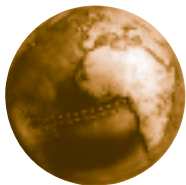
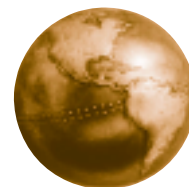
In FY 2003-04 on behalf of the membership, CCID issued 31 new DS-2019 forms (4 were Professor category and 27 were Short-term scholars, covering 7 countries and 3 continents). We extended the stay for 2 professors from the previous academic year.

The office processed and paid for 111 emergency evacuation insurance policies for faculty and staff, and 58 medical and emergency insurance forms for study abroad students and faculty.

In the field of Study Abroad

58 persons traveled to Denmark and Ecuador, and others traveled to Australia under the auspices of Green River Community College.

Visitations to board members with new leadership included Pima County Community College, Sinclair Community College, and Northampton Community College. New Affiliate members included Pellissippi State



● The Jikei Group of Colleges hosted the Presidents' Visit to Japan in April, 2004. The delegation gained a comprehensive understanding of the technical and vocational education training programs offered in Japan.



Technical Community College, TN, Wuxi Institute of Technology, China, TIWA, Australia, Santa Fe Community College, FL, Davidson County Community College, NC, and Madison Area Technical College, WI.

A partial review of College Activities

CCID Colleges are involved in numerous activities, and a review of the reports from International Education Directors at the colleges indicate the following highlights (if a college or activity is omitted, it is unintentional). Hinds Community College is leading in the Association Liaison Office funded entrepreneurship training activity in Namibia. Sinclair Community College has again taken the lead with the CCID Newsletter publication, and Presidents Visits development. Howard Community College organized the Summer Institute, while Daytona Beach managed the Annual Conference. Hillsborough Community College took special leadership in developing innovative study abroad models. Delaware Technical and Community College continued to place special emphasis on developing relationships with Turkey. Clover Park Community College initiated activities in Panama, while Hillsborough continues with leadership in Belize with Trustee Training. In the Dominican Republic, Daytona Beach Community College continues to strengthen their ties in the development of a community college system. Daytona Beach is also active in leadership with the City of Bogotá, Colombia. Kirkwood has taken leadership with Professional Development Programs.

An After Word from the Executive Offices

Whoever coined the phrase “that by working together we are stronger” must have been discussing the collaborative spirit of the world’s technical and

was reviewed during the year, with a view to more assertively sharing the information about your organization to colleagues at home and overseas. The graphic illustrates the breadth of those services: **CCID** is going through many changes. As college presidents retire, new per-



● The CCID spectrum of services is ever-changing and expanding.

community colleges. The word “entrepreneurial” appears more than once in the previous pages, and has never been more apt in describing how these colleges become engaged in international work. We increasingly find ourselves driven by the businesses in our communities, as they demand graduates with international skills and knowledge, and through this report, you see a selection of how CCID colleges are facing these challenges. We are blessed to be part of these activities. **CCID** has never marketed itself in the United States or abroad. This policy

sonalities enter the CCID family. These are interesting and exciting times, but the opportunities around the world have never been greater for sharing our skills and learning from each other. Whenever I pause to reflect – not often enough – I realize the excitement and rewards found in this organization are tremendous. Please call if you wish to be more involved in this vast array of activities.

John Halder
CCID President /
Executive Director

CCID Members & Affiliates

CCID Member Institutions

Daytona Beach Community College,
Daytona Beach, FL
Delaware County Community College, Media, PA
Delaware Technical & Community College,
Dover, DE
Eastern Iowa Community College District,
Davenport, IA
Green River Community College, Auburn, WA
Highline Community College, Des Moines, WA
Hillsborough Community College, Tampa, FL
Hinds Community College, Jackson, MS
Howard Community College, Columbia, MD
Humber College, Toronto, Canada
Jikei Group of Colleges, Osaka, Japan
Kirkwood Community College, Cedar Rapids, IA
Northampton Community College, Bethlehem, PA
Pima County Community College District,
Tucson, AZ
Rancho Santiago Community College District,
Santa Ana, CA
St. Louis Community College, St. Louis, MO
Sinclair Community College, Dayton, OH
State Center Community College District,
Fresno, CA
University of Hawaii Community Colleges,
Honolulu, HI
Waukesha County Technical College,
Pewaukee, WI

CCID Affiliate Institutions

Austin Community College, Austin, TX
Barbados Community College, St. Michael,
Barbados
Brevard Community College, Cocoa, FL
Broome Community College, Binghamton, NY
Broward Community College, Ft. Lauderdale, FL
Bunker Hill Community College, Boston, MA
Cascadia Community College, Bothell, WA
Clover Park Technical College, Lakewood, WA
College of DuPage, Glen Ellyn, IL
College of Lake County, Grayslake, IL
College of the Mainland, Texas City, TX
Columbus State Community College,
Columbus, OH
Community College of Baltimore County,
Baltimore, MD

Community College of Philadelphia,
Philadelphia, PA
Crowder College, Neosho, MO
Cuyahoga Community College, Cleveland, OH
Dallas County Community College District,
Dallas, TX
Davidson County Community College,
Lexington, NC
Florida Community College At Jacksonville,
Jacksonville, FL
Forsyth Technical Community College,
Winston-Salem, NC
Fox Valley Technical College, Appleton, WI
Fulton-Montgomery Community College, NY
Georgia Perimeter College, Decatur, GA
Harford Community College, Bel Air, MD
Houston Community College, Houston, TX
Illinois Eastern Community Colleges, Olney, IL
Indian River Community College, Fort Pierce, FL
Iowa Central Community College, Fort Dodge, IA
LaGuardia Community College,
Long Island City, NY
Lakeland Community College, Kirtland, OH
Lee College, Baytown, TX
Lorain County Community College, Elyria, OH
Madison Area Technical College, Madison, WI
Maricopa County Community College, Tempe, AZ
Metropolitan Community Colleges,
Kansas City, MO
Miami-Dade College, Miami, FL
Middlesex Community College, Bedford, MA
Minneapolis Community & Technical College,
Minneapolis, MN
Mississippi Gulf Coast Community College,
Perkinston, MS
Mohawk College of Arts and Technology, Canada
Monroe Community College, Rochester, NY
Moraine Valley Community College, Palos Hills, IL
Mt. San Antonio College, Walnut, CA
North Dakota State College of Science,
Wahpeton, ND
North Harris Montgomery Com College District,
Houston, TX
Northcentral Technical College, Wausau, WI
Onondaga Community College, Syracuse, NY
Parkland College, Champaign, IL
Pellissippi State Technical and Community
College, Knoxville, TN
Peralta Community College, Oakland, CA
Pierce Community College, Tacoma, WA

Pitt Community College, Greenville, NC
Portland Community College, Portland, OR
Royal Melbourne Institute of Technology, Australia
Rochester Community and Technical College,
Rochester, MN
Roskilde Business College, Roskilde, Denmark
St. Clair County Community College,
Port Huron, MI
St. Petersburg Junior College, St. Petersburg, FL
Santa Fe Community College, Gainesville, FL
Seattle Community College District, Seattle, WA
Shoreline Community College, Seattle, WA
South Central Technical College,
North Mankato, MN
Southwest Virginia Community College,
Richlands, VA
TIWA, Perth, Australia
Tompkins Cortland Community College,
Dryden, NY
Tulsa Community College, Tulsa, OK
University of St. Kliment Ohridski, Macedonia
Valencia Community College, Orlando, FL
Western Iowa Technical Community College,
Sioux City, IA
Wuxi Institute of Technology, Jiangsu, China

CCID Personal Associates in 2003-04

Dr. Richard T. Anderson
Dr. Terrence Brown
Dr. Robert L. Brueder
Dr. Richard DeCosmo
James Humphrys
Dr. Robert Jensen
Peter H. Kellams
Dr. Maxwell King
Dr. John (Mack) Kingsmore
Dr. Albert Koller
Dr. Robert Kopecek
Robert Ludwiczak
Dr. Paul McQuay
Tom Millard
Dr. David H. Ponitz
Dr. Ned Sifferlen
Dr. William F. Stewart



Community Colleges for International Development, Inc.

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ccid.kirkwood.cc.ia.us
Study Abroad:
www.ccidinc.org

Design:
The Creative Gene L.L.C.
www.creativegenes.com

V. Providing a “World” of Opportunities

Chair: Thomas C. Tuttle, University of Maryland

Task Force Members: Edward Kiely, Community Member; Se Ung Kim, Cosmopolitan, Inc.; Barbara Lawson, Columbia Foundation; Erum Malik, Muslim Council; Ayman Nassar, Muslim Council; Murray Simon, Conexiones; Stephen Schertler, Greater Baltimore Alliance; Lois Yates, Greater Baltimore Alliance; Cedric Yu, University of Maryland School of Medicine

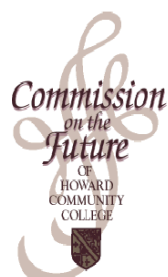
HCC Support: Farida Guzdar; Kate Hetherington; Barbara Livieratos; Rebecca Mihelcic;

Globalization has replaced the Cold War with the integration of capital, technology, and information across national borders – uniting Brazilian peasants, Indonesian entrepreneurs, Chinese villagers, and Silicon Valley technocrats into a single global village. You cannot understand the morning news, know where to invest your money, or think about the future unless you understand this system. ... (Thomas Friedman has dramatized) the conflict of “the Lexus and the olive tree” – the tension between the globalization system and the ancient forces of culture, geography, tradition, and community. (Friedman, Thomas L., The Lexus and the Olive Tree, 2000, New York: Anchor Books, Back Cover.)

“The why of global education is, simply put, the survival of our communities. If community college educators care about the communities they serve, global education is an imperative, not an option. Without it we could become relatively insignificant as individual human beings or as a society. “ (Richard H. Stanley, President, Stanley Foundation)

HCC Leadership has recognized its responsibility to its students and to its community to develop and promote international competence. In its initial Commission on the Future in 1999, the college included a task force on Preparing Students as Global Citizens. This task force made strategic recommendations regarding building international skills and knowledge, curriculum revisions to reflect globalization influences, and the need to dedicate college resources, as well as external funding, to support these initiatives.

When the second Commission on the Future was created in 2002, the college charged a new task force on Providing a “World” of Opportunities with making recommendations on a number of questions that will allow it to further expand its efforts in the international education arena.



The “World of Opportunities” task force has held a number of meetings, it has listened to external speakers, it has listened to the ideas of its very diverse and experienced community members, and members have read and discussed various resource documents. Following our research and deliberation, we are pleased to share our recommendations for how the college can build on its past record of accomplishments and become a truly excellent community college.

Observations Regarding the College’s Current International/Intercultural Initiatives:

Howard Community College has a student population of over 6,000 credit students a semester who are planning to transfer to four-year institutions, or pursuing associates degrees or academic certificate programs. Of these 6,000 over 700 are foreign-born students. The college has produced a brochure that highlights its international/intercultural programs. Included are programs such as the college’s partnership with Universidad Internacional in Mexico, its International Degree programs, study abroad programs, and language programs. The college has shown a willingness to respond to community demand by offering tutor-assisted, self-instructional classes in Korean, Hindi, Brazilian Portuguese, and Greek. In addition, it offers specialized language of the workplace self-study programs for business, medical, or law enforcement communities. Currently, these programs are restricted to Spanish.

The college is also engaged in a collaborative program with other U.S. schools and schools in Denmark to benchmark the exit skill sets of Information Technology programs. In order to assist the college in maintaining knowledge of developments in the field and to promote networking, it has memberships in a number of associations that focus on international education.

The international competence of the college is, in large part, a reflection of the international competence of its faculty and administration. A survey of full-time faculty conducted in the fall of 2002 had a response rate of approximately 85%. The survey found that 25 of the respondents (28%) speak a foreign language well enough to survive in that culture. More than a quarter (29%) of the full-time faculty have worked and/or lived in another country.

The task force did not conduct a comprehensive assessment of the current status of the international programs of the college or an assessment of the degree of strategic emphasis on this critical content area. However, it is our conclusion from the evidence gathered that, while the college does have an increasing number of international activities, it does not have a true strategic emphasis on international/intercultural programs. The efforts underway do not appear to move the college in a focused way toward any particular strategic objective. The efforts seem to reflect “random acts” by interested faculty and staff, rather than a systematic, strategic emphasis from the leadership of the college, focused on specific international/intercultural outcomes. Some evidence to support this conclusion comes from the following:

- The mission statement mentions “diverse and dynamic community”, however it does not define the purpose of the college as promoting international/intercultural knowledge and competency.
- It does not appear that the college has adopted a goal that focuses on enhancing international competence.
- The college website homepage, which should reflect the strategic priorities of the college, provides little visibility for international programs, international student communities, or international activities that support the Howard County community;
- The catalog does not emphasize international education or services available to support foreign-born students.
- There is no formal international/intercultural advisory body, and the composition of the Board of Trustees does not make a strong, visible commitment to intercultural diversity, even though one member is foreign born.¹

To some degree, we believe that the present state is due to the fact that the college has limited resources. In addition, the college is making very encouraging steps to address this situation and develop stronger linkages with the international communities in Howard County. The existence of this task force is solid evidence in support of this fact. The recommendations that follow are provided in order to enable Howard Community College to build on its record of past accomplishments. While it is very difficult to become “World-Class” in multiple areas, we firmly believe that the college can become a world leader among community colleges with respect to the development of international competence. This focus can serve to differentiate the college, which will enable it to generate the resources required to sustain truly exemplary programs. These recommendations will help move the college in this direction.

Recommendations:

V-1 The college should make a clear strategic commitment to international competence and make that commitment visible through:

- making a more explicit declaration in the mission statement linking international competence to the purpose of the college;
- considering this strategic objective in future appointments to the board of trustees;
- adopting an explicit initiative in the strategic plan to internationalize the faculty, curricula, and programs;
- making international competence a factor in administrator and faculty recruiting, hiring, and promotion;

¹ We do acknowledge that the Board of Trustees has been supportive of the college’s international/ intercultural initiatives.

- strengthening existing international education programs by allocating additional resources to them and assuring that they are aligned with the college's strategy regarding multinational/multicultural programs.
- strengthening the connections that have been established with the international communities and international businesses in Howard County and formalize this by adopting recommendations V-2 and V-3 in this report.

V-2 The college should take a leadership role in the Howard County community to make international competence and multicultural activities a competitive advantage for the college and the county in terms of economic development and quality of life. The goal should be to make Howard County the preferred place to live and work in the United States in order to benefit from a truly multinational, multicultural environment. To support this initiative, the college should lead an effort to establish a multicultural community center. This center should serve as the focal point for the college's international/intercultural programs, as well as a gathering place and focal point for the various ethnic communities in the county.

HCC is an integral partner in the cultural, social, and business affairs of the county. It can extend its impact on the community through leading an effort to involve all ethnic communities (e.g. Korean, Muslim, Hispanic, Chinese, etc.), international businesses, and community service organizations, to create a multinational/multicultural community center. Currently, some ethnic communities have their own organizational structures and institutions. While these culturally specific institutions meet important needs (e.g. the Mosque for the Muslim community), a multicultural community center will promote interactions among these ethnic groups and strengthen the community. The interaction stimulated among these communities can benefit students, faculty, entrepreneurs, local government, and the community as a whole. From a student perspective, the opportunity to actively participate in a truly international community can increase their international competence and make them more marketable.

The college has a facilities master plan and a capital campaign underway. Incorporating the multicultural community center into this plan would provide additional evidence of a strategic commitment to multicultural programs, and it would open up a wider range of potential contributors to the capital campaign.

V-3 Establish an external, international advisory council to serve as an advisory body for international/intercultural programs at the college, as well as a board of directors for the multicultural community center. This council will advise the president, board of trustees, and college faculty on efforts to develop a strategic approach to achieve international competence as a core competency of Howard Community College. In addition, the council will, through its role as the board of the multicultural community center, link the college more closely with the

international communities and businesses of Howard County. The international education coordinator should serve as an ex officio member of this council and be the formal link to the college community.

The college's multinational and multicultural programs could be better served by taking advantage of the rich resources that exist in the diverse ethnic communities within Howard County and the Washington, D.C. region (e.g. embassies, international associations, etc.). An international advisory council comprised of representatives from international businesses, foreign-born communities, and multi-national service and support organizations, could assist the college and the multicultural center to develop an agenda that meets the needs of the Howard County community and students in the college. The support from such an advisory council can help the college develop programs that are marketable and that supplement the capabilities of faculty with regard to international competence. Having such an advisory council can help the college establish its strategic initiative to enhance international competency in students, faculty, and in the Howard County community, and identify and obtain the resources needed to fund such programs.

V-4 Adopt a definition of international competence that addresses:

- values
- cultural awareness and sensitivity
- knowledge (history, political geography, religion, economics, globalization, etc.)
- skills (inter-cultural behavior, language, etc.)

The supplementary materials created to augment this report will further define each of these dimensions of international competence. Essentially, the task force believes that international competence is made up of the desire to engage in international activities and multi-national interactions (values), as well as the ability to do so effectively (cultural awareness and sensitivity, knowledge and skills.) Language is an important skill that supports international competence. However, it is the conclusion of the task force that an even more profound set of capabilities is the ability to initiate intercultural behavior, the sensitivity to perceive what is happening during intercultural interactions, the ability to analyze the causes of the behavior, and then the capability to modify one's own behavior to increase interpersonal effectiveness. This learning cycle is at the core of international competence. Unless a student possesses this learning capability, simply having international experiences (e.g. study abroad), and even developing language proficiency, will not constitute international competency. It is our belief that this set of capabilities can be learned.

V-5 Build an international competency training module (i.e., 16-24 training hours) that focuses on the development of international culture or cross-cultural competence. This training should develop the skills described in recommendation V-4 above. Emphasize the internalization of a learning model (e.g. observe, act, reflect, change).

Make this module a required learning experience for all degree-focused students. This module should also be an elective offering provided through the multicultural community center as it deals with the types of skills that must underpin Howard County's effort to become the preferred place in the nation to live, work, and conduct business.

When asked to define international competence, one of the speakers invited to the task force stated that the first element is to eliminate the arrogance that many Americans bring to international and intercultural interactions. To the extent that this arrogance exists in students and faculty, it is essential that this training module enable students to recognize it, understand it, and take steps to eliminate it. Otherwise, further investments in developing skills will have little value in promoting international competence.

Appendix E – Strategic Multicultural Plan

**Strategic Multicultural Plan
at
Howard Community College
2005**

Multicultural Team Members:

Kate Hetherington, Chair

Ron Roberson

Jean Svacina

Beckie Mihelcic

Cheryl Berman

Carol Parreco

Tara Hart

Tu Van Trieu

Lisa Hess

Llatetra Brown

Rebecca Price

Barbara Greenfeld

Becky Lessey

Kathy Doherty

Kim McNair

Introduction

Howard Community College acknowledges the need to be more proactive in responding to “the ever-changing needs and interests of a diverse and dynamic community,” as outlined in the college’s mission statement. Currently, there are a number of college-sponsored international/intercultural events aimed at increasing diversity and intercultural awareness. However, they are not part of a focused strategy to increase sustainable international/intercultural experiences, from which the college community benefits and grows.

Overview

An assessment of the college’s current international/intercultural initiatives and recommendations for increasing these activities was conducted by the Commission on the Future Task Force. The task force’s recommendations build on the college’s reputation as being a forward thinking, dynamic and inclusive learning institution. The most prominent recommendation emphasizes the need for the college to make a clear and visible strategic commitment to international/intercultural competence. To this end, the Multicultural Plan Committee, consisting of Howard Community College faculty and staff was created and charged with developing an action plan to respond to the Task Force’s assessments and to help the college focus its international /intercultural competency efforts. In developing the Multicultural Plan, the committee reviewed the Commission on the Future recommendations, research, analysis, and assessment of the needs of the college and its constituency groups to determine what would be feasible at Howard Community College.

Members of the Multicultural Plan Committee include the vice president of student services, vice president of academic affairs, director of admissions and advising, director of student life, director of the mediation and conflict resolution center, director of ESL, director of basic skills and foreign-born programs, director of world languages, English/world languages division, ESL program administrator, coordinator of international education, and coordinator of outcomes assessment.

The Multicultural Plan

The committee has defined multiculturalism as having a global perspective, both international and intercultural. The international perspective is external or “looking out” in focus while the intercultural perspective is internal or “looking in.” The term multiculturalism is used as an “umbrella” term, with the intent to be inclusive.

The committee has organized the plan according to the following goals and objectives:

Multicultural Plan

Goals and Objectives

Goal: Create a strategic plan that defines, coordinates, and supports a comprehensive multicultural program which contributes to international and intercultural education for all college constituents. (Source: FY2004 Strategic Plan)

Objective 1: Develop a plan for coordination and administration of HCC's international programs.

Related Objectives:

- A. Establish a full-time director of international/intercultural education with an office and a staff who will coordinate international/intercultural activities such as study and travel abroad, student and faculty exchanges, faculty development, and an international website. Director position should be requested and budgeted for fiscal year 2006.
- B. Create mechanisms for linking all of the college units involved in international/intercultural initiatives.

Objective 2: Expand curriculum and programs to include additional international/intercultural components for student, faculty and staff development.

Related Objectives:

- A. Develop a mechanism for evaluating international/intercultural course content and training faculty to add these elements to their courses.
 - 1. Establish a process in which each academic division will work with the director of international/intercultural education and faculty in their respective divisions.
 - 2. Review current courses to determine how faculty has incorporated an international/intercultural perspective into courses.
 - 3. Conduct training workshops for faculty who wish to add an international/intercultural perspective into courses.

4. Showcase best practices each year during one of the faculty development periods.
 5. Post information about the international/intercultural courses on each division's website and link to HCC's international/intercultural web site.
 6. Collect data to determine the value of the international/intercultural perspective.
- B. Build on the current definition of cultural diversity developed by the Curriculum and Instruction Committee through continuing to explore ways in which the international/intercultural perspective is considered for new courses or programs prior to approval by the Curriculum and Instruction Committee.
 - C. Expand and/or explore the ways in which the international/intercultural perspective is considered for faculty/staff development, co-curricular activities and other college programs.
 - D. Promote collaborative classroom work across departments involving cross-cultural exchanges between native and non-native speakers of English.

Objective 3: Develop an international recruitment plan for credit programs based on recommendations from the Multicultural Plan and the Enrollment Management Team. (Source FY2005 Strategic Plan)

Related Objectives:

- A. Target countries in which we currently have existing partnerships and for which visa issues can be easily resolved to recruit F-1 students. A current possibility is Mexico, with Estonia, South Africa, China, Turkey and Ghana as additional possibilities in the near future.
- B. Research the possibility of partnering with four-year institutions to admit students with J-1 visas.
- C. Promote study abroad initiatives that will offer opportunities for HCC students to participate, such as the Rouse-Dickinson study abroad program, the University of Baltimore Mexico partnership and the Schulte Travel Fellowship.
- D. Explore training and compensating current international students to participate in selected recruitment activities in their home countries. A funding source for this initiative must be determined.

- E. Expand work-study opportunities for international students.
- F. Develop other effective recruitment strategies (i.e., advertising in publications, specific Internet sites, participate in overseas college fairs, organizational memberships, etc.).

Objective 4: Expand resources for the Multicultural Plan.

Related Objectives:

- A. Expand the current budget line for international/intercultural programs in the college's strategic plan.
- B. Develop further resources through grants, scholarships, fund-raisers and in-kind donations.
- C. Establish an external international/intercultural advisory board with a clear mission and scope that would be comprised of community partners willing to support international/intercultural activities on an on-going basis.

Objective 5: Establish mechanisms to periodically review and update the Multicultural Plan.

Related Objectives:

- A. Establish a multicultural plan advisory panel to review the plan and make recommendations. Consider input from continuing education business community as well as links to existing community groups.
- B. Evaluate the input from students, faculty and staff who have participated in the many multicultural programs and organize this data into a usable format.

Objective 6: Examine current international/intercultural activities and assess areas of responsibility (student services and academic affairs).

There have been major changes in international/intercultural activities at Howard Community College over the last five years. **Appendix A** provides a review of these activities.

Objective 7: Develop additional exchange opportunities for both international and American-born students, faculty and staff.

Related Objectives:

- A. Expand opportunities for international students, faculty, and staff to experience/learn more about American values and American-born students, faculty and staff to experience/learn more about values of other countries.
- B. Expand on the current peer mentoring activities between international and American-born students.
- C. Promote short-term enrollment of international students that could lead to long-term study.
- D. Promote world language opportunities and incentives for students, faculty and staff.
- E. Explore and secure funding for related objectives A-D through grant or foundation support, as well as through reciprocal agreements.

Objective 8: Expand current facilities and explore opportunities for on-campus or off-campus expansion.

Related Objectives:

- A. Explore on and off-campus housing for international students and exchange faculty.
- B. Should the college decide to offer student housing, consider expanding the current or creating a new on-campus space for the Multicultural Center. This space may include large space for meetings and/or community activities with adjacent break-out room space, a resource room, a meditation room, office space where students, faculty and staff can meet with a resource person, and a “world” café where individuals can meet, eat and exchange ideas and experiences.

Appendix A – to Multicultural Plan

There have been major changes in international/intercultural activities at Howard Community College over the last five years. *Appendix A provides a review of these current and on-going activities.*

I. English Language Institute

- A. Creation of the English Language Institute as a joint effort between credit and non-credit ESL
- B. Establishment of a satellite admissions office to review and process all F-1 applications, issue student visas, and process transfers to the HCC degree program or other institutions.
- C. Development and implementation of a homestay program for ELI students.
- D. Establishment of various programs beyond the traditional academic programs to assist ELI students
 - 1. Activities Program
 - 2. Conversation Partners Program (in collaboration with credit classes)
 - 3. Service Learning/ Work-study /Internship Programs
 - 4. ELI “custom course” options
- E. Implementation of marketing strategies
 - 1. Updating ELI website
 - 2. Advertising in foreign language newspapers, on international websites, and in international recruitment brochures
 - 3. Presentations about ELI at the following national conferences: CCID, League for Innovation, TYCA, TESOL, and NAFSA
 - 4. Presentations at the following regional and state conferences: NAFSA Region VIII Conference, MAACCE, and Maryland TESOL.
- F. Addition of a summer semester to ELI curriculum allowing three admissions periods for F-1 students.
- G. Establishment of a second ELI office in the ILB.
- H. Establishment of three new full-time positions within the English Language Institute: a full-time counselor/instructor; an ELI lead instructor position, and a program assistant.

II. World Languages

- A. Creation of an Arabic Language Institute
- B. Creation of a Chinese Language Institute
- C. Addition of critical languages to the World Languages Program (Korean, Mandarin Chinese, Arabic, Russian, Greek)

III. Study Abroad Programs

- A. “Mexico Study Option” for intensive study of Spanish and immersion in the Mexican culture

- B. “French Accents” for intensive study of French and immersion in the French culture
- C. One-semester options in Mexico for study of language and culture or business internship (partnering with University of Baltimore)
- D. Semester exchange program with two technical schools in Denmark to study information technology
- E. “Culture of China” tour for the study of art and culture of China
- F. Cross-cultural health tour of Costa Rica
- G. “Italy in Perspective” art tour of Rome, Florence and Venice
- H. “Cruise through the Heart of Russia” for Russian History
- I. Rouse Scholars participation in the study abroad programs of Dickinson College
- J. Rouse and Silas Craft students participation in the Schulte Travel Fellowship
- K. Greek language study program in Greece (Initial contacts have been set up. Programs are being examined.)
- L. “Spring Break in Athens and Crete” Arts Tour

IV. International Faculty Programs

- A. Visiting professorships, which to date have included instructors from Estonia, Mexico and China
- B. Increased faculty travel abroad (23 on international faculty grants) for the purpose of professional development and/or establishment of articulation agreements

V. Campus-wide Student Initiatives

- A. Programs & activities focusing on international/intercultural activities (Study Abroad Week, International Education Week, Celebrate Mexico Day, Diversity Day, Multicultural Bazaar)
- B. Global Club for international students
- C. Creation of a Multicultural Resource Center

VI. Enriched Academic Programs

- A. Implementation of a program for Generation 1.5 students: focus is on meeting the writing needs of ESL students who attended American middle or high schools
- B. Establishment of peer partnerships set up between native and non-native speakers of English in ENGL 106.
- C. Increased inclusion of international/multicultural topics into classes and development of new culture-oriented courses
- D. Development of English courses specific to ESL Students – ENGL 106 and 121
- E. Program development between credit ESL, Non-credit ESL, and the Howard County Public School System (ESL high school field trip to HCC,

summer ESL classes for high school students, and Summer Scholars Program for HCPSS students at HCC)

VII. Institutional Initiatives

- A. Formation of an International Advisory Board
- B. Development of web sites to provide specific information on international education, global languages and other initiatives
- C. Addition of a full-time International Program Director
- D. Addition of a full-time international advisor to the admissions and advising office
- E. Formation of the *Consortium for International Language Initiatives to support* international language efforts at the college

VIII. Community/State/National Outreach Initiatives

- A. Language training, culture training and translation services through the office of continuing education
- B. Participation/membership in external organizations, such as Community Colleges for International Development (CCID), American Association of Community Colleges (AACC), the National Association of Foreign Student Advisors (NAFSA), and Teachers of English to Speakers of Other Languages (TESOL)
- C. Cooperative educational and advising efforts for international students in the Howard County Public School System
- D. Translation of HCC admissions materials into Korean, Chinese and Spanish

II-A Approval of April 27, 2005, Agenda

Board of Trustees
April 27, 2005
Administration Building
Schoenbrodt Boardroom – A225

PART II. REGULAR MEETING – Immediately following the Work Session

A. Approval of April 27, 2005, Agenda

B. Approval of:

1. March 23, 2005, Work Session Minutes
2. March 23, 2005, Regular Session Minutes

C. President's Report

D. Board Member Comments

E. Consent Items

1. Proposed New Hires
2. FY06 Faculty Promotions
3. Candidates for Commencement
4. Acceptance of Discover Credit Cards
5. Programming for the Howard Community College Website
6. Housekeeping Supplies Contract
7. Music Modular Buildings Contract
8. Landscaping Management Services Contract
9. Elevator Services Contract
10. Electrical Services Contract

F. Discussion Items

1. Issue Bin
2. Board Calendar
3. Student Housing
4. Board Policy – Facility Naming
5. Board Bylaws-Implementation of Sarbanes-Oxley Act
Recommendations
6. FY06 Operating Budget
7. FY06 Capital Budget
8. Increase in Consolidated Fee

G. Information Items

6. Agreements Signed by the Board Chair Disclosure
7. Financial Statements
8. Report on Board End: Leadership
9. Senior Adult Education
10. Personnel Summaries

H. Closed Session

II-B Approval of Minutes

- March 23, 2005, Work Session Minutes
- March 23, 2005, Regular Session Minutes

**HOWARD COMMUNITY COLLEGE
BOARD OF TRUSTEES
WORK SESSION MINUTES
March 23, 2005**

The Board of Trustees of Howard Community College (HCC) met in work session on Wednesday, March 23, 2005, in the Kittleman Room in the instructional laboratory building (ILB100) at Howard Community College, Columbia, Maryland. Roberta E. Dillow, chair, brought the work session to order at 6:00 p.m. Other board members present included trustees Roger N. Caplan, Patrick L. Huddle, Katherine K. Rensin, T. James Truby, and Mary Beth Tung. Mary Ellen Duncan, secretary-treasurer, was also present. Louis G. Hutt, Jr., vice chair, was absent.

A. Introduction of New Employees

Kate Hetherington, vice president of student services, introduced Crystal Anderson, admissions and recruitment counselor.

B. Recognition of Howard Community College's Women's Volleyball Team

Diane Schumacher, director of athletics, introduced the coaches and the team and asked each team member to introduce themselves and mention which high school they graduated from and their future educational plans. The board recognized the women's volleyball team's accomplishments and Chair Dillow presented each of them with an HCC gift.

C. Board Portal

Erin Marek, director of board relations/special projects, and Jodi Allaire, executive information specialist, demonstrated the functionality of the web portal available to all board members. Board members asked questions and suggested that the board portal be mentioned in the Baldrige application as an example of making information accessible anytime and anywhere. Additionally, a suggestion was made to incorporate a link to the board portal in all emails to the trustees.

D. Service Learning Information Session

Ron Roberson, vice president of academic affairs, introduced Carol Parreco, coordinator of service learning, who gave a brief overview of the program. Ms. Parreco discussed ongoing projects, including alternative spring break in Big Ugly, West Virginia, and work with the nursing club. Ms. Parreco introduced Peter Watts, student, who discussed his experience with service learning in conjunction with Conexiones. Peter worked with young Hispanic children and described how the experience changed his viewpoint on volunteerism. Peter was very enthusiastic and positive about the entire experience, feeling that it positively impacted both him and the children with whom he has worked.

Laura Gottschalk, student, has been working with Winter Growth, an organization that works with senior citizens, and the HCC Wellness Center. She discussed her experiences at these organizations and how she is looking forward to the alternative spring break trip to Big Ugly, West Virginia.

Robin Bauer, instructor of Spanish, discussed her past experiences with service learning and how Ms. Parreco and she integrated service learning into Spanish language courses and built relationships with the Howard County Public Schools.

Carol Parreco also discussed the service learning course that is currently under development.

The work session adjourned at 6:50 p.m.

The above constitutes the official minutes of the March 23, 2005, work session of the Howard Community College Board of Trustees as approved on April 27, 2005, and are a true and correct copy of same.

Mary Ellen Duncan, secretary/treasurer

**HOWARD COMMUNITY COLLEGE
BOARD OF TRUSTEES
REGULAR SESSION MINUTES
March 23, 2005**

The Board of Trustees of Howard Community College (HCC) met in regular session on Wednesday, March 23, 2005, in the multipurpose room of the instructional laboratory building (ILB100) at Howard Community College, Columbia, Maryland. Roberta E. Dillow, chair, brought the work session to order at 7:10 p.m. Other board members present included Louis G. Hutt, Jr., vice chair, and trustees Roger N. Caplan, Patrick L. Huddie, Katherine K. Rensin, T. James Truby, and Mary Beth Tung. Mary Ellen Duncan, secretary-treasurer, was also present.

A. Approval of March 23, 2005, Agenda

A recommendation to approve the March 23, 2005, agenda, was moved by Trustee Huddie, seconded by Trustee Hutt, and unanimously approved.

B. Approval of Minutes

A recommendation to approve the February 23, 2005, work session, and regular session minutes, was moved by Trustee Truby, seconded by Trustee Huddie, and unanimously approved.

C. Report of the Audit and Finance Committee

This item was for information only and no action was required.

D. President's Report

Dr. Duncan asked Dave Buonora, director of legislative relations and business development, to give an overview of the Annapolis legislative session. Mr. Buonora discussed the Maryland community colleges' state operating budget funding, capital budget funding, suggested changes in the calculation of four-year institutions' enrollment that would impact the Cade formula, and regional higher education center (RHEC) issues, including authorizing legislation for independent RHEC funding. Mr. Buonora suggested that the board send letters to the governor and lieutenant governor asking for their support for funding for the Laurel College Center. Board members agreed to this suggestion. Letters will be sent by Chair Dillow on behalf of the board.

E. Board Member Comments

- Chair Dillow commented on the brochures for the Wellness Center included in the board packet. She congratulated Kate Hetherington on a great facility and for working with the Horizon Foundation to gain funding. She commented on the success of the Silas Craft Collegians fundraiser at Hunan Manor and thanked Tudy Adler for chairing the committee. She also mentioned the outstanding faculty members, various awards the college has received in recognition of its international efforts, the student employee of the year, and commended Dave Buonora for his work in Annapolis.

- Vice chair Hutt thanked the nursing program for hosting the reception for Congressman Cummings in appreciation of his support of the expansion of that program.
- Trustee Rensin commended the presentation on service learning and commented how exciting it was to hear from faculty and students on their positive experiences.
- Trustee Truby echoed Trustee Rensin's comments.
- Trustee Tung commended the work on service learning and congratulated the women's volleyball team on their success.
- Trustee Caplan commented on the success of the Hunan Manor fundraiser and thanked the owners' of the restaurant for their years of support. It was suggested that the board write a letter of thanks to Tudy Adler. Trustee Caplan also commented on the success of Mr. Buonora's legislative work.

F. Consent Items

1. Proposed New Hires
2. Audit Areas for Review

A recommendation to approve the consent items was moved by Trustee Truby, seconded by Trustee Caplan, and unanimously approved.

G. Discussion Items

1. Issue Bin

This item was for information only and required no board action. Chair Dillow mentioned that a committee will be put together to discuss potential names to forward for consideration for appointment to state boards and commissions. Chair Dillow passed around copies of the mission, vision, and values for trustees to review. She asked that the trustees consider how and if servant leadership concepts should be included. Feedback should be given prior to the April meeting so it can be discussed at that meeting and the final version can be approved in May in alignment with the strategic planning process.

2. Board Calendar

This item was for information only and required no board action. On April 19, Lou Hutt is being honored by the Waring-Mitchell Law Society. April 9th is *Festa Italiana* at Belmont. The Zonta Club fundraiser for HCC being held on Friday, April 8, 2005, was also discussed.

3. The Howard Center of African American Culture Research Library

A recommendation to approve the Memorandum of Understanding (MOU) between Howard Community College and the Howard County Center of African American Culture and determine a timeline for the MOU, was moved by Trustee Caplan, seconded by Trustee Truby, and unanimously

approved.

4. Instructional Lab Building Phase II – Quad Construction Change Order #1

A recommendation to approve the payment of \$79,695 to Riparius Construction, Inc. from the ILB Phase II – Quad – Capital Budget to cover the cost of the proposed wood chip path, was moved by Trustee Caplan, seconded by Trustee Truby, and unanimously approved.

H. Information Items

1. Agreements Signed by the Board Chair Disclosure

This item was for information only and required no board action.

2. Financial Statements for January 2005

Lynn Coleman, vice president of administration and finance, gave an overview.

This item was for information only and required no board action.

3. Report on Board End: Educational and Support Process Management

Zoe Irvin, executive director of planning, research and organizational development, gave an overview and responded to trustees' questions.

4. Personnel Summary for February 2005

This item was for information only and required no board action

Adjournment

A recommendation to adjourn the meeting was moved by Trustee Rensin, seconded by Trustee Caplan, and unanimously approved.

The meeting adjourned at 7:50 p.m.

The above constitutes the official minutes of the March 23, 2005, meeting of the Howard Community College Board of Trustees as approved on April 27, 2005, and are a true and correct copy of same.

Mary Ellen Duncan, secretary/treasurer

II-C President's Report

HCC Baldrige Application

The Baldrige Team is in the final stages of refining the HCC Baldrige Application. In January the entire college community was asked to read a draft of the application and supply input. The team examined that input as well as the newer version of the criteria and made appropriate adjustments. The team took the time to again examine materials from organizations that have won the Baldrige award and made some further changes in the document. Now, team members are linking the narrative sections to the data charts. Finally, the team will read through the entire application as “examiners” to identify organizational *opportunities for improvement*. A “norming” session will be held and recommendations crafted. They will be sent to the president’s team for consideration as process improvement activities for upcoming operational plans.

Development Office/Foundation Report to BOT

- Monthly Foundation revenue through February 28 - \$211,585 (includes gifts, pledge payments, and grant payments)
- Campaign revenue through February 2005 - \$55,000
- Event updates:
 - The Hunan Manor Restaurant fundraiser for the Silas Craft Collegians program held on March 7 has raised \$18,271 to date. Approximately 500 people attended the Hunan Manor event.
 - The Columbia Town Center Rotary Club donated \$10,000 from their February fundraiser for student scholarships, with a promise of more to come.
 - The Zonta Club of Howard County held their Taste of Tuscany Event on April 8 for HCCEF student scholarships. A final number has not been reported from the group yet.
 - The Gemini Trio held a concert on April 10 to raise funds for the pianos in the Elizabeth and Peter Horowitz Visual and Performing Arts Center. Approximately \$950.00 was raised.

Baldrige Examiner on Staff

I am excited to inform you that Zoe Irvin, executive director of planning, research, and organizational development, has been appointed to the 2005 Baldrige Board of Examiners. She will attend four days of training in May and then embark on the rigorous challenge of being an examiner on the national level.

IT Department is Proactive in Meeting Challenges

In the last couple of weeks, the information technology department has dealt with several challenges that could have had a major impact on the college. However,

due to the processes the department had in place, these issues were greatly mitigated.

The department was able meet these challenges because of the support provided by the board for the quality IT systems at the college. Some of the issues that were resolved recently include:

- During the PM weekend, the department discovered the hard disk in the PBX had a problem. Verizon was called and verified the hard disk was bad. Since the college has redundant hard disks and CPUs, the department was able to switch over from the bad drive to the redundant drive. The PBX was interrupted for about 5 minutes. If this redundancy was not in place the PBX would have been down for approximately 14 hours.
- A week prior to the aforementioned incident, the college suffered an outage with the web server. This outage caused the site to be down. Again due to the processes in place, the department was able to put another web server on line. Without this ability, the site would have been down for several hours instead of 15 minutes.

Although the use of quality equipment, processes, and the work of qualified staff may not always be evident, they can often be crucial to the well-being of the college's data/telephone circuits. The college faculty, staff, and students would certainly notice if these repairs had NOT been implemented in a timely and appropriate way. Thanks to the board's support of technology purchases!

First "Majors to Careers" Expo a Success

On Wednesday, March 16, Counseling and Career Services hosted HCC's first Majors to Careers Expo. The Expo was an opportunity for students to learn about HCC's majors in a convenient, one-stop format and for academic departments to showcase their course offerings. Approximately 80 students from HCC and two high schools attended, and of those who returned evaluations, 40 indicated the Expo helped them identify a major they would consider further.

Emily Slunt Honored as Health Care Hero

Emily Slunt, professor, nursing and division chair, health sciences, was given an honorable mention by *The Daily Record* as a 2005 Health Care Hero! Emily's work at HCC was recognized at a breakfast and her work expanding HCC's health sciences programs with innovative new initiatives was honored.

Newly Elected SGA President and Vice President!

After two solid weeks of campaign and debate, the new SGA President and Vice President were announced on Thursday, April 7. Daniel Pretz and Daniel Brummett will serve as SGA President and Vice President, respectively, during the 2005-2006 school year. This year's election for student government representatives proved to be quite spirited with 516 students exercising their right to vote. Manuel Rodriguez and Kin Poon were formidable opponents during the election and ran a great race.

Continuing Education “Lights the Fire!”

HCC’s continuing education department has been awarded the “2005 Light of Fire” Award by the ARC of Maryland for meritorious service to students with developmental and cognitive disabilities. The award will be presented to Becky Lessey and Meredith Lowman at an awards luncheon in Greenbelt, Maryland on June 3, 2005.

The college was nominated by representatives from the ARC of Howard County because of the creative and successful programs that have been offered through the basic skills area of continuing education.

The Student Support Services TRIO Grant Funded for 5 More Years!

Janice Marks and Margaret Garroway wrote a perfect, 100 percent scoring student support services grant. This grant cycle was very competitive and 75 programs nationwide lost their funding. The college will be award an additional fifth year of funding for receiving a perfect score in the competition for an anticipated minimum award of \$1,628,670 over the five-year period. Writing this grant is a major project involving input from a variety of offices.

Celebrating Successes at HCC!

Marilyn Estes and Kristin Navarro have been nominated by students in several HCC child care classes for recognition at Howard County’s Child Care and Early Childhood Celebration, “Celebrating Successes”. They were nominated because they have made a difference in the lives of children in our community and have received a congratulatory letter from the County Executive and have been invited to a dinner/celebration. Marilyn and Kristin have been extremely creative in fulfilling the requirements of a variety of complex child care grants and have put together an excellent program that not only serves noncredit students but helps them move on to credit classes.

Diversity Day 2005

On Friday, April 8, HCC celebrated Diversity Day with a variety of programs. The day’s events included a presentation on American Museums in the 21st Century by Dr. Doreen Bolger, director of the Baltimore Museum of Art; a multicultural fair with displays and information from 20 different groups, including HCC student groups and departments; a jazz performance by Greg High and the Jazz All-Stars and a thought-provoking discussion on diversity presented by Zephia Bryant, director of multicultural services at McDaniel College. Ms. Bryant’s presentation was followed by group discussions that focused on diversity in the classroom, the workplace and the community. Participants enjoyed a lunch buffet and dessert reception with menu selections from Tokyo Café, Indian Delight and Café De Paris restaurants. The day concluded with an extraordinary performance by the Piscataway Indian Nation.

CCID Turkey Student Exchange Program

HCC sent three staff members to Turkey during the college break to work on the CCID student and faculty exchange agreement with Cankiri College, Iskenderum College, and Istanbul University’s Vocational College of Technical Science. HCC’s

role is to consider offering English language skills and computer technology to these colleges. The other fields of studies being considered are automotive technology, mechanical/manufacturing, and electronics. Northampton Community College and Delaware Technical and Community College are also participating in this program and would be covering these other curriculums. The delegation spent time at the colleges reviewing their course structures, educational resources, English language skills, housing needs, technology infrastructure, and contractual requirements. The HCC delegation reviewed the colleges in Istanbul and Iskenderum and held meetings with faculty, students, and university officials. The group also visited historical and cultural locations for the summer instructional program being undertaken this summer from HCC and the other colleges. The HCC delegation included Rose Volinskiy, assistant professor of computer science, Rebecca Price ESL coordinator, Farida Guzdar, executive assistant to the president and Tom Glaser, vice president of information technology.

The Hole Story of Entrepreneurialism

Dozens of HCC students and scores of community members heard the inspiring story of the Dunkin' Donuts franchise on April 14, straight from the man responsible for the brand's international success, Robert M. Rosenberg. The visit was arranged by Dick Talkin, a college friend of Rosenberg's and Campaign Council chair.

Mr. Rosenberg met with students and people involved in building HCC's entrepreneurial program and spoke at a luncheon with approximately 80 attendees. The value of a brand identity was one of Mr. Rosenberg's themes, so he seemed highly pleased when our president told him more people spelled her name "Dunkin" than "Duncan."

Belmont Update

Calendar Year 2005 Revenue Update (Using 2003 bookings as a reference point for 2005)

As of April 1, 2005, bookings are \$626,000 vs. \$675,000 on April 1, 2003.

- Corporate Market is behind 2003 by \$101,000.
- Association & Social Markets are up by \$140,000.
- ACS business represented \$75,000.

Marketing, Partnerships, and Promotions

- Festa Italiana Weekend was a success! Participants enjoyed the speakers, singer, and dinner. Additional continuing education programs will be scheduled for the fall.
- Outreach to local boards to utilize and generate awareness with their board members continues. Some information on these efforts follows:
 - hosting Economic Alliance of Greater Baltimore Board Meeting-TBD.
 - hosting Howard County Chamber Board Meeting. They have decided to continue hosting these meetings at Turf Valley.
 - hosting Howard County General Hospital Board Dinner.

- hosting Greater Baltimore Corridor Chamber of Commerce Board Meeting. The group is too large to be accommodated at Belmont.
- hosting a CEO Roundtable Breakfast Meeting-TBD.
- Summer Concert Series
 - Comcast and Patuxent Publishing will provide advertising.
 - Apple Ford has agreed to be a sponsor for the concerts.

Communications

- We have received over 150 surveys from the Elkridge community. The PROD office will be compiling the results.
- Presentations on Belmont are being scheduled for area Rotary Clubs.
- A community meeting is scheduled for May to obtain input concerning Belmont for facility master plan.

Hospitality Program

A proposal to expand the carriage house space for the hospitality program and current conference center business is being examined. This expansion would also provide space for continuing education to have programming at Belmont without interrupting the conference schedule.

- Initial concept drawings have been completed.
- A grant is being submitted to Choice Hotels for a SMART classroom.
- Sysco Food Services has agreed to help with a demonstration kitchen by providing design work and possibly equipment.

Capital Update

Visual and Performing Arts Building

Progress on the building has improved with better weather over the last few weeks. Even though winter weather has pushed the project 1½ - 2 months behind the planned schedule, it is on target for completion prior to start of school in August 2006. Riparius will continue to look for ways to make up lost time, by overlapping the work of various trades. In addition, the steel erection is going very well. The time spent coordinating the complex shapes and angles along the existing Smith Theater has paid off, as steel erection has progressed smoothly.

We are still within budget and as the budget allows we will consider adding items from the add-alternates list.

Student Services Building

Members of the HCC staff and Design Collective hand carried the 95 percent documents to the Department of General Services (DGS) last Friday. This review is the last one by the state before the project obtains the final Guaranteed Maximum Price (GMP) and goes to the Board of Public Works for approval to start construction. During the meeting, we reviewed all 114 comments made by the state on the 50 percent documents and showed DGS how all their comments were addressed in the drawings.

It will now take the state several weeks to review the 95 percent documents and make comments. If we stay on schedule with this process, Riparius anticipates having the final GMP by May 31. Since this date will be after our last board meeting before the summer, the board of trustees will need to decide how approval is given on the GMP before sending it forward to the BPW.

Athletic Fields and Track

Burton Clark Co. has completed their portion of the contract for the fields and the track surfacing is complete. Several items still need to be addressed on the fields that include the drainage around the fields where several areas eroded. The college also has the responsibility of installing the scoreboard. We are excited about our grand opening of the fields which is planned for Friday, April 22.

High Voltage Upgrade

This project is 95% complete with only labeling and punchlist items remaining.

Re-Roofing Library Deck

W & K is currently installing the pavers and insulation material. This project should be substantially complete by the end of April.

Exterior Lighting Replacement

Pipes and Wires is currently working in the Hickory Ridge lot and progressing toward the front lots. The new pathway lighting will be installed during the late spring, early summer months.

II-D Board Member Comments

**II-E Consent Items were previously distributed to members
of the Board of Trustees**

F-1 Issue Bin

Background

In an effort to organize meetings and better utilize board members' time, an issue bin and action plan have been implemented. Topics brought up at board meetings or work sessions that may require action or discussion at a later date have been collected and recorded on this list and will be reviewed at each board meeting.

Date Originated	Issues	Board Contact	Completed By	Expected Outcome
2/12/04	Potential Partnership with Greenebaum and Rose Associates at Maple Lawn	Roger Caplan Roberta Dillow	Ongoing	HCC team now working with EDA team.
6/11/04	Board Orientation	Louis Hutt	TBD	Expand board orientation.
8/6/04	Entrepreneurial Center	Louis Hutt	Ongoing	Updates on progress.
8/6/04	IT Advisory Board	Mary Beth Tung	Ongoing	Updates on progress.
8/6/04	Capital Campaign	Roberta Dillow	Ongoing	Updates on progress.
8/6/04	Foundation	Katherine Rensin	Ongoing	Updates on progress.
8/6/04	Capital Projects -Parking -Student Housing -Other projects as they arise	James Truby	Ongoing	Updates on progress. Trustee Truby will participate in master plan process.
8/6/04	Meeting Frequency	Patrick Huddie	TBD	Determine necessary frequency of board meetings.

8/17/04	Funding of Entrepreneurial Project – US Dept. of Labor	Katherine Rensin	Ongoing	August 16, 2004 – called to say project is still being considered. November 2004 – asked for additional information which was compiled and submitted by Continuing Education. January 2005 – additional information requested. Waiting to hear from assistant secretary.
3/23/05	Board Retreat	Louis Hutt	June 2005	Develop Agenda

Recommendation:

This item is for discussion and information and does not require board approval.

F-2 Board Calendar

Date	Event	Tentative Agenda Items	Trustees to Attend
April 28, 2005 Thursday 7 pm	County Council Public Hearing <i>Ellicott Room</i>	<ul style="list-style-type: none"> Board Chair to Speak 	
May 5, 2005 Thursday 5:30 – 8:30 p.m.	Columbia Foundation Spring Party <i>Spear Center, General Growth Properties, Inc.</i>	<ul style="list-style-type: none"> <u>Please RSVP by April 21</u> (Please note: Cinco de Mayo celebration at Dr. Duncan's home has been cancelled due to conflict with this event.) 	
May 6, 2005 Friday 6:30 – 9 pm	Student Awards Banquet <i>Sheraton Columbia</i>	<ul style="list-style-type: none"> Welcome from Board Chairman Trustees invited and participate in presenting awards 	All
May 11, 2005 Wednesday 12 noon	Audit and Finance Committee <i>Schoenbrodt Boardroom</i>	<ul style="list-style-type: none"> Quarterly Sole Source Report (January 1, 2005 – March 30, 2005) Meeting with Auditors (FY05 Report) Probable Bids for Summer 	Committee Members
May 13, 2005 Friday 6 p.m.	Hope Gala <i>Jim Rouse Theatre</i>	<ul style="list-style-type: none"> <u>Please RSVP by May 1</u> Honoring Tina Broccolino 	
May 18, 2005 Wednesday 11:30 a.m.	Membership Luncheon <i>The Great Room at Historic Savage Mill</i>	<ul style="list-style-type: none"> <u>Please RSVP by May 4</u> 	Dillow
May 20, 2005 Friday 12 noon	Nursing Recognition Ceremony <i>Merriweather Post Pavilion</i>	<ul style="list-style-type: none"> Trustees Invited 	Rensin Dillow
May 20, 2005 Friday 2:30 pm	Reception for Platform Party <i>Merriweather Post Pavilion</i>	<ul style="list-style-type: none"> Trustees Invited 	All
May 20, 2005	Commencement	<ul style="list-style-type: none"> Trustees Invited 	All

Date	Event	Tentative Agenda Items	Trustees to Attend
Friday 4 pm	<i>Merriweather Post Pavilion</i>	<ul style="list-style-type: none"> • Board Members Confer Degrees 	
May 25, 2005 Wednesday 6 pm	Work Session	<ul style="list-style-type: none"> • Introduction of New Employees • Informational Tour: Project Access 	All
	Regular Meeting	<ul style="list-style-type: none"> • FY07 Vision, Mission, Values and Beliefs and Strategic Initiatives and Goals • Election of FY06 Board Officers • Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting 	
	Closed Session <i>Kittleman Room</i>	<ul style="list-style-type: none"> • Review President's Contract 	
May 26, 2005 Thursday 11:30 am	Horowitz Center Steel Topping; Student Services Building Ground Breaking	<ul style="list-style-type: none"> • Trustees Invited 	Dillow
May 26, 2005 Thursday 12:30-2 pm	Lunch and Innovation Fair <i>Kittleman Room</i>	<ul style="list-style-type: none"> • Trustees Invited 	Dillow
May 26, 2005 Thursday 2-4 pm	Convocation <i>Smith Theatre</i>	<ul style="list-style-type: none"> • Trustees Invited • Welcome from Board Chair (1:30 pm) • Recognition event for retired employees, degree recipients. New employees recognized at lunch. 	Dillow
May 26, 2005 Thursday 4 pm	Employee Appreciation <i>Burrill Galleria</i>	<ul style="list-style-type: none"> • Trustees Invited • Ice Cream Social and Faculty/Student Jazz Band 	Dillow
June 9, 2005 Thursday <i>Times-TBD</i>	Board Retreat <i>Belmont</i>	<ul style="list-style-type: none"> • Succession Planning • Mini Case Studies • Areas for Improvement (Note New Date) 	All
July 27, 2005 Wednesday 7 pm	Nursing Summer Recognition <i>Smith Theatre</i>	<ul style="list-style-type: none"> • Trustees Invited 	Dillow
September 8-10, 2005 Thursday – Saturday	ACCT Annual Congress <i>Seattle, WA</i>	<ul style="list-style-type: none"> • Trustees invited to attend • Annual Association of Community College Trustees conference 	
September 23, 2005 Friday 6 pm	Donor Appreciation Dinner <i>Stewart Greenebaum's</i>	<ul style="list-style-type: none"> • Major donors will be invited (\$5,000 and above); Board members invited to attend; Donor list provided • Remarks by Board Chairman 	Dillow

Date	Event	Tentative Agenda Items	Trustees to Attend
	<i>home</i>	<ul style="list-style-type: none"> Trustees & spouses/guests invited 	
September 24, 2005 Saturday 10 am – 4 pm	Columbia Classic Grand Prix <i>HCC Grounds</i>	<ul style="list-style-type: none"> Trustees and Spouses/Guests Invited Major Community and Fundraising Event 	Rensin (2) Dillow
October 6, 2005 Thursday 11 am	Sherman Alexie Lecture <i>TBD</i>	<ul style="list-style-type: none"> Trustees Invited 11:00 am Reception 12:30 pm Lecture Book signing to follow lecture 	
October 14, 2005 Friday	35 th Anniversary Celebration Picnic <i>Belmont</i>	<ul style="list-style-type: none"> Details TBD 	
November 10, 2005 Thursday 12:30-1:30 pm	Student/Donor Luncheon <i>Kittleman Room</i>	<ul style="list-style-type: none"> Trustees Invited 	Dillow

Notes:

All work sessions and regular meetings will be held in the Kittleman Room (ILB-100) at 6 p.m. unless otherwise noted. All Audit & Finance Committee and Legislative Committee meetings will be held in the Schoenbrodt Boardroom (A225). Additional Audit and Finance and Legislative Committee meetings may be necessary during the course of the year.

In addition to the tentative agenda items noted above, the following routine agenda items will be addressed at each work session/regular meeting of the Board of Trustees: introduction of new employees (work session); agenda; minutes; new hires; non-purchasing agreements signed by the board chair; monthly financial statement and monthly personal summary.

Special work sessions will be scheduled as necessary should the occasion arise.

■ Shaded areas represent board meetings and other activities that trustees are highly encouraged to attend.

F-3 Student Housing

Background: A special work session of the board of trustees will take place on April 26, 2005, at 8 am following the legislative meeting in order to discuss student housing. If appropriate, a recommendation will be drafted and forwarded to the board after the meeting on the 26th in time for discussion at the regular meeting on April 27.

Recommendation

To be determined after the work session on student housing on April 26, 2005.

F-4 Board Policy – Facility Naming

Background: Several HCC facilities have recently been named after individuals or organizations that have dramatically influenced the college or the county. In order to provide clear guidelines and procedures for this practice, the following policy was drafted by the administration.

Purpose: To add a board policy on naming facilities after individuals or organizations

Location: Campuswide, Belmont, Ecker Business Training Center, and Laurel College Center

Timeline: Effective immediately

Recommendation

It is requested that the board of trustees approve the addition of the following board policy on naming facilities.

Compliance: This recommendation is in compliance with Board policies - Governance Process: Board's Role

POLICY TYPE: GOVERNANCE PROCESS**POLICY TITLE: Dedication/Naming of College Facilities**

Buildings, rooms, outdoor spaces, etc. may be named after individuals or organizations, at the recommendation of the president or the foundation board, based on the following criteria:

1. contributed significantly to the founding or advancement of the college;
2. contributed financially to the college; the type of space named commensurate with the gift; or
3. contributed significantly to the community over an extended period of time.

No person currently holding elected office is eligible for naming rights.

The board of trustees shall approve the naming of these facilities at one of its regular board meetings.

Drafted: 03/10/2005

Adopted:

F-5 Board Bylaws-Implementation of Sarbanes-Oxley Act Recommendations

Background: At its February 23, 2005, meeting the board of trustees approved several recommendations brought forth by the audit and finance committee based on the Sarbanes-Oxley Act. One of these recommendations was “that the board not require a financial expert to be a member of the audit committee. Management agrees with ACCT that this could damage the “wholeness” of the board by depending and relying on this one person rather than the entire board.”

In order to clarify this recommendation a revision of the board bylaws and highlighted in the following document is recommended.

Purpose: To revise the board bylaws to be consistent with board approved

Timeline: Effective July 2005

Recommendation

The administration requests that the board of trustees approve the revision of the board bylaws as highlighted in the following document.

Compliance: This request is in compliance with Board Bylaws – Article 4: Board Meetings and Procedures – Amendment to the Bylaws.

ARTICLE VI

COMMITTEES OF THE BOARD

BOARD COMMITTEES

The chair shall appoint members of committees that have been approved by the board. The appointed committees shall exercise authority as specially granted to them by formal board action.

AUDIT AND FINANCE COMMITTEE

The audit and finance committee shall be a standing committee of the board. The committee shall consist of three members, appointed annually by the chair. The board chair shall serve as chair of the audit and finance committee. It is not necessary that a financial expert be a member of this committee. All members of the board are invited and encouraged to observe meetings of the audit and finance committee.

Duties and Responsibilities:

1. The committee shall discuss with the president the parameters of the budget before budget development and advise the administration on budget development. The full board will review the proposed budget at a January work session.
2. The committee shall meet quarterly or as needed and shall determine the types and frequencies of reports necessary to monitor the college's financial operations to ensure that the expenditures comply with the budget and financial expectations.
3. The committee may conduct a periodic review of administrative policies and procedures and board policies to ensure effective controls.
4. The committee shall recommend to the board the selection and terms of engagement of an external independent auditor. The auditor shall submit to the audit and finance committee a management letter, preliminary report, and the final audit report. The committee shall approve the administration's responses to the audit findings. The administration shall submit to the committee its periodic report on satisfying the audit exceptions, if necessary.
5. The committee monitors the board functions required by state code, particularly §16-103 *Powers of the Board of Trustees*, and reports significant variances to the board and recommends actions to be taken by the board based on the information the committee has received.

F-6 Fiscal Year 2006 Operating Budget

Background: In early February, the board approved operating budget was submitted to the County Executive for approval and funding of the county share. The County Executive is presenting his budget to the County Council on April 18 and proposed that the college receive a seven (7) percent increase in FY06. This amount is an increase of \$1,131,814 plus an additional \$20,000 for the Mediation and Conflict Resolution Center (MCRC). The college had requested an increase of 10.99 percent for FY06 in the unrestricted budget and an increase of 50 percent or \$10,000 in the MCRC budget.

This change represents a reduction of \$613,855 in the unrestricted budget request and a continuation of the \$20,000 grant for the MCRC budget with no increase. This change in the MCRC budget will impact the restricted budget.

One issue that is still unresolved with the FY06 unrestricted budget is the health rate increases. The county had bid the rates this year and had received rates higher than the 15 percent HCC had budgeted. The county is currently negotiating with the insurance carriers and anticipate with plan changes to get the rates down to the budgeted 15 percent increase. Until this issue is resolved, the administration felt that it was prudent not to finalize the merit increases. The original budget contained a merit increase of eight (8) percent. Based on the reduction in the county share, the administration now anticipates giving a merit increase of 4.5 percent to 5.0 percent depending on the final outcome of the health insurance rates.

In addition to the changes noted above, the administration has also adjusted the spending authority to include funds for the Laurel College Center labs and also to increase the spending authority for the FY06 budget for use of part of the continuing education fund balance to use toward the Horowitz Visual and Performing Arts Center.

The revised unrestricted and restricted budgets are included for board approval. A chart listing the tuition increases is shown on the next page. Out of county and out of state rates are determined based on a formula, which includes the in-county rate and the county and state contribution to the HCC budget.

Description	Current Tuition Rate Per Credit Hour	Proposed Tuition Rate Per Credit Hour	Increase Per Credit Hour
In-county rate	\$100.00	\$105.00	\$5.00
Out of County rate	\$183.00	\$188.00	\$5.00
Out of State rate	\$228.00	\$233.00	\$5.00

The final budget will then be submitted to the County Council for review and approval. In addition, to the above changes, the board is also being asked to approve an increase in the consolidated fee for FY06 as a separate discussion item.

The college has a public hearing on Thursday, April 28, 2005, and a work session with the County Council will follow on Wednesday, May 11. The County Council approves the final county budget on Wednesday, May 25. The County Council may reduce the budget request submitted by the County Executive, but they may not increase it.

Purpose: To approve the FY06 operating budget

Timeline: FY06 (July 1, 2005 – June 30, 2006)

Specifications: Details noted in the FY06 operating budget and above

Recommendation

It is requested that the board of trustees approve the FY06 operating budget along with the FY06 tuition rates.

Amount: \$57,324,500 for the unrestricted budget and
\$ 9,400,300 for the restricted budget

Source of funds: FY06 Unrestricted Budget and Restricted Budget

Compliance: This request is in support of board policies, Governance Process; Board’s role: Presidential Boundaries; Fiscal Condition and Presidential Boundaries Budgeting/Forecasting.

**HOWARD COMMUNITY COLLEGE
UNRESTRICTED AND AUXILIARY FUNDS
FISCAL YEAR 2006**

	OPERATING		CONTINUING EDUCATION		SPECIAL		TOTAL	
	Approved Budget FY05	Requested Budget FY06	Approved Budget FY05	Requested Budget FY06	Approved Budget FY05	Requested Budget FY06	Approved Budget FY05	Requested Budget FY06
SOURCE OF FUNDS								
Tuition and Fees								
Summer	\$996,300	\$1,092,000	\$34,100	\$47,500	\$185,500	\$195,000	\$1,215,900	\$1,334,500
Fall	5,552,100	6,083,600	87,400	121,800	539,312	650,000	6,178,812	6,855,400
Intersession	254,300	294,900	32,000	44,500	10,000	20,000	296,300	359,400
Spring	5,057,500	5,362,300	59,700	83,200	491,212	615,900	5,608,412	6,061,400
Credit Free			2,090,900	2,457,800	896,600	656,600	2,987,500	3,114,400
Fees	2,091,900	2,237,800	640,800	760,300	670,896	374,200	3,403,596	3,372,300
SUBTOTAL - Tuition and Fees	\$13,952,100	\$15,070,600	\$2,944,900	\$3,515,100	\$2,793,520	\$2,511,700	\$19,690,520	\$21,097,400
Governmental								
Local (Howard County)	\$15,905,918	\$17,040,732	\$0	\$0			\$15,905,918	\$17,040,732
State of Maryland	6,808,304	7,355,240	1,258,072	1,359,138	81,922	98,804	8,148,298	8,813,182
Federal	0	0	0	0			0	0
Other	244,451	302,008	348,744	288,813	2,570,570	3,178,600	3,163,765	3,769,421
Continuing Education Contribution	326,716	343,051	(326,716)	(343,051)			0	0
Unrestricted Appropriation*	114,337	140,569	0	500,000	168,153	246,196	282,490	886,765
SUBTOTAL	\$23,399,726	\$25,181,600	\$1,280,100	\$1,804,900	\$2,820,645	\$3,523,600	\$27,500,471	\$30,510,100
AUXILIARY REVENUE	\$0	\$0	\$0	\$0	\$3,854,100	\$5,717,000	3,854,100	5,717,000
TOTAL	\$37,351,826	\$40,252,200	\$4,225,000	\$5,320,000	\$9,468,265	\$11,752,300	\$51,045,091	\$57,324,500
USE OF FUNDS								
Instruction	\$17,260,466	\$18,669,800	\$3,988,000	\$5,070,500	\$3,893,633	\$3,798,500	\$25,142,099	\$27,538,800
Public Service	79,394	82,200	0	0	72,600	40,600	151,994	122,800
Academic Support	2,961,857	3,072,500	0	0	512,800	512,000	3,474,657	3,584,500
Student Services	4,005,531	4,338,400	0	0	572,632	776,800	4,578,163	5,115,200
Plant	4,494,084	4,919,200	0	0	115,000	128,200	4,609,084	5,047,400
Institutional Support	7,546,894	8,115,100	0	0	197,500	361,000	7,744,394	8,476,100
Scholarships/Waivers	1,003,600	1,055,000	237,000	249,500	250,000	250,000	1,490,600	1,554,500
SUBTOTAL	\$37,351,826	\$40,252,200	\$4,225,000	\$5,320,000	\$5,614,165	\$5,867,100	\$47,190,991	\$51,439,300
AUXILIARY EXPENSES	\$0	\$0	\$0	\$0	\$3,802,100	\$5,885,200	3,802,100	5,885,200
TOTAL	\$37,351,826	\$40,252,200	\$4,225,000	\$5,320,000	\$9,416,265	\$11,752,300	\$50,993,091	\$57,324,500
NET INCREASE IN FUND BALANCE	\$0	\$0	\$0	\$0	\$52,000	\$0	\$52,000	\$0

* This includes an unrestricted surplus needed to balance the auxiliary fund of \$168,128.

* Operating comes from the continuing education fund balance.

**HOWARD COMMUNITY COLLEGE
RESTRICTED BUDGET
FISCAL YEAR 2006**

Source of Funds	Audited FY04	Approved Budget FY2005	Requested Budget FY2006
Governmental			
Local (Howard County)	\$ 262,353	\$ 307,000	\$ 455,400
State of Maryland	661,990	1,681,800	1,806,200
Federal	3,223,274	4,481,700	4,744,100
Other	852,286	1,861,500	2,394,600
Unrestricted Appropriation			
Total	\$ 4,999,903	\$ 8,332,000	\$ 9,400,300

Use of Funds

Instruction	\$ 1,153,398	\$ 2,707,000	\$ 3,398,600
Public Service	230,604	265,000	415,400
Academic Support	77,346	107,000	110,000
Student Services	414,929	843,700	1,041,200
Plant	-	50,000	100,000
Institutional Support	163,088	1,140,000	1,000,000
Scholarships/Waivers	2,956,542	3,219,300	3,335,100
Total	\$ 4,995,907	\$ 8,332,000	\$ 9,400,300

F-7 Fiscal Year 2006 Capital Budget

Background: This past fall, the board of trustees approved the FY06 proposed capital budget that was forwarded to the County Executive. The County Executive released his FY06 capital budget at the end of March. The Governor previously proposed the state's share of the FY06 budget in January and submitted the college's request to the legislature. The state's share of the capital budget has been passed.

The following spreadsheet shows the original projects submitted to the county and state for funding along with changes made and the current proposed County Executive's budget.

Purpose: To approve the County Executive's proposed FY06 capital budget

Timeline: FY06 (July 1, 2005 – June 30, 2006)

Specifications: Details noted in the FY06 capital budget and the following spreadsheet.

Recommendation:

It is requested that the board of trustees approve the FY06 capital budget.

Amount: \$33,731,000

Source of funds: FY06 Capital Budget

Compliance: This request is in support of board policies, Governance Process: Board's role; Presidential Boundaries: Fiscal Condition and Presidential Boundaries: Budgeting/Forecasting.

**Howard Community College
FY06 Proposed Capital Budget**

Project	Project Number	Original FY06 County Request	Original FY06 State Request	Total	County Executive Proposed FY06 Budget	Approved State FY06 Budget	Total	Change	Comments
Athletic and Fitness	M-0512	400,000	400,000	800,000	-	-	-	(800,000)	See note 1
Campuswide Systemic Renovations	M-0522	855,000	-	855,000	855,000	-	855,000	-	Approved as requested (note 2)
Arts and Humanities	M-0529	4,000,000	-	4,000,000	7,231,000	-	7,231,000	3,231,000	See note 3
Student Services Building	M-0530	12,325,000	12,325,000	24,650,000	12,325,000	12,325,000	24,650,000	-	Approved as requested
Renovations to A Building and Smith	M-0534	380,000	-	380,000	380,000	-	380,000	-	See note 4
Renovations to Clark Library Building	M-0533	582,000	582,000	1,164,000	-	615,000	615,000	(549,000)	See note 5
Total		18,542,000	13,307,000	31,849,000	20,791,000	12,940,000	33,731,000	1,882,000	

Note 1

Neither the state nor county funded the athletic and fitness request for permanent spectator seating and storage areas with a press box.

Note 2

The FY06 request included funds for a campuswide security access/camera system; resurfacing the Hickory Ridge parking lot; deferred maintenance, carpeting replacements, restroom upgrades and interior classroom improvements. This item was funded by the county.

Note 3

The college originally requested funds of \$4,000,000 to build a 300 space parking deck. After discussions with the county the decision was made to increase this number to a 500 space deck for \$7,231,000. The state has agreed to fund \$450,000 of the cost and these state funds were actually approved in the FY05 budget.

Note 4

These funds are the design money for the renovations to the Smith theatre and A building. The state had approved these funds in FY05. The county match was now given in FY06.

Note 5

These funds are the design money for the renovations to the Clark Library once the Student Services areas move into the new building. The state put an inflation increase on the request and funded it. The county will not fund this item until FY07. HCC will not be able to start on this item until FY07.

F-8 Increase in Consolidated Fee

Background: The county has approved the start of a parking deck in the capital budget with the understanding that fees charged by the college will pay for the deck. The current deck is scheduled to cost \$7,231,000 and to have 500 spaces, which will have a bridge that will connect to the science and technology building. Debt service on the deck is anticipated to be approximately \$570,000 a year.

The administration reviewed several ways to collect the fees for the building and after looking at a number of scenarios; the administration is now recommending an increase in the building fund portion of the consolidated fee charged to credit students. Consideration was given to increasing fees charged to continuing education students, however, as many of these classes are held off campus and the money generated by adding a small fee to each class did not generate significant funds, it was decided that this change would not be a good option.

The consolidated fee is currently 13.6 percent of the in-county tuition rate and the proposed change is as follows:

Fee categories	Current Fee as a Percentage of the In-county Rate	Proposed Fee as a Percentage of the In-county Rate	Change
General Fund	.73	.73	-0-
Instructional Materials	1.05	1.05	-0-
Technology Fee	2.72	2.72	-0-
Building Fund Fee	3.97	4.77	0.8
Student Activities Fee	5.13	5.13	-0-
Total	13.6	14.4	0.8

Currently, any student (in-county, out-of-county and out-of-state) pays 13.6 percent of the in-county tuition rate of \$100 or \$13.60 per credit. With the increase of the proposed tuition rate to \$105, a student would now pay \$15.12 (\$105 x 14.4 percent) per credit hour for the consolidated fee. At the proposed tuition rate and the current consolidated fee rate, the student would pay \$14.28 (\$105 x 13.6 percent) per credit hour. This change in both tuition and consolidated fee rate would have the following impact:

Description	Increase
Student A – taking 6 credits	\$5.04
Student B – taking 15 credits	\$12.60
Student B – full year (30 credits)	\$25.20

Originally, the building fund fee was established to pay the debt service on the Burrill Galleria. Since enough funds have been collected to retire this debt, HCC will now be able to use this fee toward the parking deck costs. Applying the existing building funds assessment to the new project minimizes the effect on students.

In addition to accumulating funds to pay for the parking deck, the administration has also allowed funds for students to ride the Howard County Transit System at no cost or a reduced rate. This option is currently being discussed with Howard County Transit.

Purpose: To approve an increase in the consolidated fee starting in FY06.

Timeline: Start fee July 1, 2005, and continue until debt service on the parking deck is retired

Specifications: Details noted above

Recommendation

It is requested that the board of trustees approve the increase in the consolidated fee for FY06 to 14.4 percent of the in-county tuition rate.

Amount: Anticipated \$570,000 to be generated a year

Source of funds: Funds collected will be placed in the plant fund

Compliance: This request is in support of board policies, Governance Process; Board's role: Presidential Boundaries; Fiscal Condition and Presidential Boundaries Budgeting/Forecasting.

G-1 Agreements Signed by the Board Chair Disclosure

Background: The agreements included in this disclosure are representative of the following categories:

1. Non-purchasing - As resolved by the board of trustees at its December 16, 1998, meeting, the administration discloses any non-purchasing agreements that have been signed by the board chair to the full board on a monthly basis. All other non-purchasing agreements will be disclosed to the board on a semi-annual basis.

2. Pass-Through Contracts - At its September 19, 2001, meeting, the board of trustees approved a revision to the college's administrative purchasing procedure that would permit approval of "pass-through" contracts greater than \$25,000 by the board chair. "Pass-through" contract approvals made by the board chairman are disclosed to the full board on a monthly basis at its public meetings.

Purpose: This disclosure lists those purchasing and non-purchasing agreements that have been signed by the board chair.

Timeline: March 12, 2005 – April 15, 2005.

Disclosure

Agreement Name	Agreement Type	Owner	Sent to Attorney	BOT Signature
Maryland Energy Administration Intergovernmental Contract #2005-02-B043J	Non-Purchasing	Sandy DeLaney	No	4/14/05

G-2 Financial Statements for February 2005

Background: The following documents contain monthly financial statements. New notes within these statements are highlighted in red print for ease of identification and trustee review. In addition to the regular college statements, also included are statements for Laurel College Center.

Purpose: Disclosure to the board of trustees.

Timeline: July 2004 – February 2005

Recommendation

This item is for information only and requires no board action. Lynn Coleman, vice president of administration and finance, will briefly review this information with the board.

HOWARD COMMUNITY COLLEGE
CURRENT INCOME & EXPENSE SUMMARY - FUND 10

	YTD Expended & Encumbered** 2/28/2005	YTD Budget 2/28/2005	YTD Budget Variance 2/28/2005	2/28/2005 Percent Variance From Budget	Total Budget FY2005
OPERATING BUDGET REVENUE					
TUITION					
Summer II & III	\$415,488	\$410,000	\$5,488	1 1.34%	\$410,000
Fall	5,964,827	5,552,100	412,727	2 7.43%	5,552,100
Intersession	286,142	254,300	31,842	3 12.52%	254,300
Spring	5,394,241	5,057,500	336,741	4 6.66%	5,057,500
Summer I & Extended	1,420	0	1,420	5 na	586,300
Fees	1,794,053	2,078,735	(284,682)	-13.69%	2,091,700
TOTAL TUITION AND FEES	\$13,856,172	\$13,352,635	\$503,537	3.77%	\$13,951,900
GOVERNMENTAL AND OTHER					
Howard County	\$10,603,948	10,603,948	\$0	0.00%	\$15,905,918
State of Maryland	4,538,872	4,538,872	(0)	0.00%	6,808,304
Other Income	179,663	163,101	16,562	10.15%	244,651
Unrestricted appropriations	0	0	0	0.00%	114,337
Continuing Education Support	0	0	0	0.00%	326,716
TOTAL GOV'T AND OTHER	\$15,322,483	\$15,305,921	\$16,562	0.11%	\$23,399,926
TOTAL OPERATING REVENUE	\$29,178,654	\$28,658,556	\$520,099	1.81%	\$37,351,826
OPERATING BUDGET EXPENSES					
Instruction	\$14,551,075	\$14,584,119	33,045	0.23%	\$17,260,466
Public Service	51,283	55,011	3,728	6.78%	79,394
Academic Support	2,513,528	2,519,748	6,221	0.25%	2,961,857
Student Services	3,163,057	3,168,999	5,942	0.19%	4,005,531
Institutional Support	5,711,960	5,942,223	230,263	3.88%	7,546,894
Plant	3,380,405	3,525,054	144,649	4.10%	4,494,084
Scholarship/Waivers	865,683	865,730	47	0.01%	1,003,600
TOTAL OPERATING EXPENSES	\$30,236,990	\$30,660,883	\$423,893	1.38%	\$37,351,826

n/c = not comparable

**Please note that encumbrances include unpaid contracted salaries for the entire year and unpaid purchase orders.

04/15/2005

FUND 10 - OPERATING BUDGET
HIGHLIGHTS AND CURRENT DEVELOPMENTS

For ease of reading, new items appear in red.

February, 2005

Tuition and Fees

- 1) Summer II & III tuition revenue is ahead of budget by 1.34%, or \$5,488. Overall, a 4% FTE enrollment increase was budgeted, but FTE enrollment and headcount both increased by 9%. Credit enrollment growth in the continuing education division (see continuing education statements) is higher than in fund 10, causing revenues to be only slightly over budget. In-county tuition increased from \$90 per credit hour to \$100 per credit hour, or 11%. Out-of-county and out-of-state tuition increased by \$5 each to \$183 and \$228, respectively. \$1 of this tuition increase or 1% goes directly to the plant fund to pay for a portion of the new arts and humanities building. The total contribution to the plant fund for the building is now \$3 per credit hour. Last year \$2 per credit hour was allocated to this fund.
- 2) Fall revenues are currently ahead of budget by **7.43%, or \$412,727**. A 4% FTE enrollment increase was budgeted, however, FTE enrollment growth was at 6.5% and headcount was up by 5.6% over last fall. Growing enrollments in manpower shortage programs such as Nursing are causing out-of-county revenues to grow faster than anticipated. In-county tuition increased from \$90 per credit hour to \$100 per credit hour, or 11%. \$1 of this tuition increase goes directly to the plant fund to pay for a portion of the new arts and humanities building. The total contribution to the plant fund for the building is now \$3 per credit hour. Last year \$2 per credit hour was allocated to this fund.
- 3) Intersession revenue is ahead of budget by **12.52% or \$31,842**. While only a 4% FTE increase was budgeted, actual enrollment growth for intersession was 9% and headcount rose 10% over last year. Higher than anticipated out-of-county and out-of-state enrollments also occurred and contributed to the increase in revenue. See note 1 for changes in tuition rates.
- 4) Spring revenues are ahead of budget by **6.66% or \$336,741**. While only a 4% FTE increase was budgeted, actual enrollment growth for spring was 7% and headcount increased 6% over last spring. See note 1 for changes in tuition rates.
- 5) These figures represent adjustments for prior year semesters made this year.
- 6) Fee revenues are under budget by **13.69%, or \$284,682**. The fee budget is developed to allow for unanticipated revenue growth. Actual fall and spring tuition revenues in excess of budget will support this shortfall in fees. If overall enrollments had declined causing an overall revenue decline, expenses in the division would also decline, allowing for the associated budgets to be reduced, covering the deficit.

FUND 10 - OPERATING BUDGET
HIGHLIGHTS AND CURRENT DEVELOPMENTS

Tuition and Fees (con't)

- A breakdown of operating account fees is as follows: Course fees \$1,185,803 or 66%; consolidated fees \$513,125 or 29%; other student fees \$95,125 or 5%.

Governmental Revenue and Other Revenue

- 7) Howard County's contribution to the FY2005 operating budget increased by 7% over the prior year and has no variance to the budget.
- 8) The State's appropriation to the FY2005 operating budget declined .8% from the FY2004 approved appropriation and has no variance to the budget.
- 9) Other income is ahead of budget by **10.15%, or \$16,562**. Investment income represents **66% or \$118,443** of other income. Interest rates are slowly rising; and interest revenue is currently ahead of budget.
- 10) \$114,337 of unrestricted appropriations from the continuing education fund will be taken at the end of the fiscal year along with continuing education's annual support contribution.

Expenses

- It should be noted that encumbrances for annual salaries and open purchase orders are included in the expended to date figures.
- Salaries increased by an average of 4.2% over FY2004.
- 11) The institutional support function is currently under budget by **3.88% or \$230,263**. This is due to vacant positions in information technology and savings from positions that turned over this year.
- 12) The plant operations function is currently under budget by **\$144,649 or 4.10%**. Savings in staffing and benefits costs in housekeeping have created this variance. Many positions are currently staffed with hourly workers who do not receive health benefits. Renovation expenses are also low; however, projects are scheduled for spring and summer.
- 13) The scholarship function **is now shown within budget**. After reviewing the total aid disbursed for fall **and spring**, the financial aid staff has determined that total HCC scholarships **will be within budget for the year**.

HCC - CONTINUING EDUCATION AND GENERAL FUND 11
CURRENT INCOME AND EXPENSE SUMMARY

	YTD Expended & Encumbered** 2/28/2005	YTD Budget 2/28/2005	YTD Budget Variance 2/28/2005	2/28/2005 Percent Variance From Budget		Total Budget FY2005
FUND 11 REVENUES						
TUITION						
Credit Fall/Summer II & III	\$138,093	\$90,400	\$47,693	52.76%	1	\$90,400
Credit Intersession	49,368	32,000	17,368	54.28%	2	32,000
Credit Spring/Summer I & Extended	107,810	62,126	45,684	73.54%	3	90,800
Non-Credit/Continuing Ed	1,859,924	1,559,331	300,593	19.28%	4	2,090,900
Fees	592,281	473,259	119,022	25.15%	5	640,800
TOTAL TUITION AND FEES	\$2,747,477	\$2,217,116	\$530,360	23.92%		\$2,944,900
GOVERNMENTAL AND OTHER						
State of Maryland	\$838,712	\$838,712	\$0	0.00%	6	\$1,258,072
Service Revenues	\$119,718	\$211,313	(\$91,596)	-43.35%	7	\$316,970
Other Income	\$29,566	\$21,183	\$8,384	39.58%	8	31,774
Transfer to Operating Fund	0	0	0	0.00%	9	(326,716)
TOTAL GOV'T. AND OTHER	\$987,996	1,071,208	(\$83,212)	-7.77%		\$1,280,100
TOTAL FUND 11 REVENUES	\$3,735,473	\$3,288,324	\$447,149	13.60%		\$4,225,000
EXPENDITURES						
Instruction	\$3,592,759	\$3,595,907	\$3,147	0.09%	10	\$3,988,000
Academic Support	0	0	0	0.00%		0
Plant	0	0	0	0.00%		0
Institutional Support	0	0	0	0.00%		0
Scholarship	200,734	201,143	409	0.20%		237,000
TOTAL OPERATING EXPENSES	\$3,793,494	\$3,797,050	\$3,556	0.09%		\$4,225,000

n/c = not comparable

**Please note that encumbrances include unpaid contracted salaries for the entire year and unpaid purchase orders.

04/15/2005

FUND 11 (Continuing Education & General)
HIGHLIGHTS AND CURRENT DEVELOPMENTS

For ease of reading, new information is in red.

February 2005

Tuition and Fees

- 1) Credit fall/summer II & III tuition revenues are ahead of budget by 52.76% or \$47,693. While total credit enrollments are up for the summer sessions by 9% and fall was up as of the end of August by 7%, this division is experiencing a higher increase in enrollment. Courses converted from telecourses to tele-web are gaining in popularity and causing this large enrollment growth. Tele-web courses use an on-line feature along with the pre-recorded lectures.
- 2) Intersession revenues are ahead of budget by 54.28% or \$17,368. While total credit enrollment for intersession is up by 9%, telecourse enrollments were higher than anticipated for this session in this division.
- 3) Spring/Summer I & Extended revenues are ahead of budget by 73.54% or \$45,684. While total credit enrollment for spring is up by 7%, telecourse revenues are double what were anticipated for out-of-county students.
- 4) Non-credit tuition revenues are ahead of budget by 19.28% or \$300,593. Growing enrollment in adult basic education courses continue to exceed expectations. This is primarily in the English Language Institute offerings. Open enrollment and allied health courses for the fall term were also ahead of budget.
- 5) Fees are ahead of budget by 25.15% or \$119,022. This is due to fees earned in excess of budget for adult basic education courses, open enrollment and allied health courses.

Governmental Revenue

- 6) The state contribution for continuing education decreased .8% from the FY2004 appropriation, and has no variance to budget. Funding for FY2005 is based on an FTE formula related to enrollments from FY2003, however, it was necessary to pass along the state cut received by the college to this fund in proportion to the operating fund cut.

Service and Other Income

- 7) Service revenues relate to administrative overhead charged to contracts. These revenues will increase as winter/spring contract billings occur, however, service revenues will be under budget for the year due to the decline in the total number of contracts. Currently they are 43.35%, or \$91,596, under budget.
- 8) Other income results from miscellaneous items such as small administrative services and rentals, which are a small part of the continuing education budget. To date, other income is ahead of budget by 39.58% or \$8,384.
- 9) Continuing education's contribution to the operating fund will occur at year-end.

FUND 11 (Continuing Education & General)
HIGHLIGHTS AND CURRENT DEVELOPMENTS (con't)

Expenses

It should be noted that encumbrances for annual salaries and open purchase orders are included in the expended to date figures.

Salaries increased by an average of 4.2% for FY2005.

9) Instructional expenses are basically on track with budget for the year, showing a small variance of .09%, or \$3,147 below budget.

**Howard Community College
2/2005
Cost Center Variances**

Cost Center	FY2005 Actual to date	Total Original Budget (Note 1)	Total Projected Expenditures	Dollar Variance From Original	Projected Percentage Variance from Original FY2004	Explanation of Variance Greater Than \$10,000
		A	B	B-A		
Instruction						
11200 Honors	3,438	4,461	9,624	5,163	116%	
11300 Mathematics	1,192,836	1,333,621	1,333,621	-	0%	
11310 Health	202,339	221,878	221,878	-	0%	
11400 Social sciences	1,290,085	1,365,727	1,375,045	9,318	1%	
11410 Eng/world languages	1,975,338	1,932,709	2,000,726	68,017	4%	Funding for visiting faculty
11450 Arts & humanities	1,495,707	1,520,525	1,520,525	-	0%	
11480 Rouse scholars	92,262	71,904	96,307	24,403	34%	Funding for temporary faculty
11600 Distance learning	230,078	287,923	290,565	2,642	1%	
12100 Nursing	1,064,203	1,156,038	1,156,038	-	0%	
12120 Emergency medical technology	94,935	111,221	111,221	-	0%	
12150 Cardiovascular program	127,150	134,606	142,066	7,460	6%	
12200 Business & computers	1,115,266	1,204,202	1,218,177	13,975	1%	Transfer from program development for entrepreneurial dev.
12201 Certification programs	117,763	170,454	170,454	-	0%	
12250 Science & technology programs	1,771,672	1,811,875	1,854,465	42,590	2%	Additional funds for adjuncts
12280 Cooperative education	5,207	12,848	12,848	-	0%	
13550 Instructional international program	5,472	10,000	11,365	1,365	14%	
44010 User computer services	262,809	298,292	295,635	(2,657)	-1%	
44020 Student computer services	723,836	849,087	851,744	2,657	0%	
44030 Student labs	184,801	256,468	257,968	1,500	1%	
46100 1st floor support	108,716	122,014	122,514	500	0%	
46200 2nd floor support	112,324	121,928	121,928	-	0%	
46300 Hickory ridge	62,704	78,203	78,203	-	0%	
46400 Evening services	13,203	14,249	14,249	-	0%	
46700 ILB support	104,708	111,024	111,024	-	0%	
48000 Outcomes assessment	92,410	139,030	139,030	-	0%	
48500 Instructional direction	54,629	243,162	230,509	(12,653)	-5%	Partially funded temporary position
48501 Learning communities	190,574	228,368	271,001	42,633	19%	Funding for temporary position
48502 Program development	37,071	100,479	83,639	(16,840)	-17%	Transfer to business for entrepreneurial program development.
51100 Webmaster	65,387	66,441	66,441	-	0%	
52102 Pool guards	37,188	59,000	59,000	-	0%	
53200 Learning assistance center	381,597	428,605	428,605	-	0%	
99970 Benefits/chargebacks	1,335,367	2,136,409	2,136,409	-	0%	
99970 Fees offset	-	284,682	284,682	-	0%	
99980 Division support	-	240,161	50,088	(190,073)	-79%	Funded faculty positions and adjunct costs
99990 Furniture/equipment	-	132,872	132,872	-	0%	
					0%	
Total instruction	14,551,075	17,260,466	17,260,466	-	0%	

Cost Center	FY2005 Actual to date	Total Original Budget (Note 1)	Total Projected Expenditures	Dollar Variance From Original	Projected Percentage Variance from Original FY2004	Explanation of Variance Greater Than \$10,000
		A	B	B-A		
Public Service						
33250 Cable studio	46,731	59,487	59,487	-	0%	
99970 Benefits/chargebacks	4,552	16,847	16,847	-	0%	
99990 Furniture/equipment	-	3,060	3,060	-	0%	
Total public service	51,283	79,394	79,394	-	0%	
Academic Support						
33400 Cultural theater	156,757	163,117	163,117	-	0%	
33500 Student alumni productions	83,651	88,876	88,876	-	0%	
41001 Library services	636,948	678,052	674,870	(3,182)	0%	
41002 Teaching & Learning center	108,177	110,730	113,912	3,182	3%	
43100 Education technology	230,030	258,863	258,863	-	0%	
43200 Video services	36,713	66,982	66,982	-	0%	
46000 VP of academic affairs	247,743	266,984	266,984	-	0%	
47000 Faculty development	44,949	108,534	108,534	-	0%	
48100 Interactive classroom	19,666	25,730	25,730	-	0%	
65001 Academic promotions	38,386	105,016	105,016	-	0%	
99970 Benefits/chargebacks	910,507	1,049,362	1,049,362	-	0%	
99990 Furniture/equipment	-	39,611	39,611	-	0%	
Total academic support	2,513,528	2,961,857	2,961,857	-	0%	

Cost Center	FY2005 Actual to date	Total Original Budget (Note 1) A	Total Projected Expenditures B	Dollar Variance From Original B-A	Projected Percentage Variance from Original FY2004	Explanation of Variance Greater Than \$10,000
Student Services						
46500 Advising, academic	334,816	335,803	360,803	25,000	7%	Admissions covered advising hourly costs
46600 Welcome center & telephone adv.	112,685	129,279	129,279	-	0%	
51000 VP of student services	209,339	227,010	227,010	-	0%	
51200 Student ambassador program	2,251	6,200	6,200	-	0%	
52000 Student activities	600	2,595	2,595	-	0%	
52100 PE facility	249,205	257,706	257,706	-	0%	
53000 Career services	361,402	394,533	394,533	-	0%	
53100 Test center	131,597	153,339	153,339	-	0%	
53500 Retention	61,295	73,181	73,181	-	0%	
53555 Career links	6,461	25,000	25,000	-	0%	
54000 Financial Aid	369,845	506,469	506,469	-	0%	
55000 Admissions	418,249	491,491	466,641	(24,850)	-5%	To cover advising hourly costs
55001 Workgroup	268,261	291,501	291,351	(150)	0%	
56000 Records	285,746	325,494	325,494	-	0%	
65002 Student services promotions	20,759	31,392	31,392	-	0%	
99970 Benefits/chargebacks	328,603	655,933	655,933	-	0%	
99980 Part time coverage	2,000	18,114	18,114	-	0%	
99990 Furniture/equipment	(55)	80,491	80,491	-	0%	
Total student services	3,163,057	4,005,531	4,005,531	-	0%	

Cost Center	FY2005 Actual to date	Total	Total	Dollar	Projected	Explanation of Variance Greater Than \$10,000
		Original Budget (Note 1) A	Projected Expenditures B	Variance From Original B-A	Percentage Variance from Original FY2004	
Institutional Support						
61000	President	504,324	547,372	545,872	(1,500)	0%
61100	Board of trustees	80,549	93,961	92,161	(1,800)	-2%
61200	Research, planning and org. dev.	304,120	364,251	364,251	-	0%
61900	Senior administration	4,734	13,603	13,603	-	0%
62000	VP of administration & finance	257,371	258,779	262,279	3,500	1%
62100	Finance office	864,742	958,722	958,722	-	0%
63101	Human resources	431,333	459,107	461,198	2,091	0%
63102	Recruitment	41,128	51,517	51,517	-	0%
63103	Unemployment	31,900	50,000	50,000	-	0%
63150	Diversity programs	8,187	18,000	18,000	-	0%
63200	Reprographics	143,450	144,130	144,130	-	0%
63400	Security	563,732	637,778	637,778	-	0%
63500	Telecommunications	169,002	238,536	238,536	-	0%
63600	Risk Management	67,060	231,911	228,411	(3,500)	-2%
63700	General administration	229,090	503,548	503,548	-	0%
63800	Commencement/Award programs	32,550	25,085	25,085	-	0%
64000	Administrative information systems	899,095	1,135,397	1,135,397	-	0%
64001	Enterprise network	342,222	435,514	435,514	-	0%
64100	Information technology adm.	211,250	260,352	260,352	-	0%
65000	Public relations & marketing	409,914	462,188	462,188	-	0%
65050	Legislative	21,010	23,775	29,075	5,300	22%
65100	Development & Alumni relations	353,937	424,159	424,159	-	0%
65900	Fundraising	9,260	30,000	30,000	-	0%
99970	Benefits/chargebacks	(268,000)	179,142	175,051	(4,091)	-2%
99990	Furniture/equipment	-	67	67	-	0%
Total institutional support		5,711,960	7,546,894	7,546,894	-	0%

Cost Center	FY2005 Actual to date	Total Original Budget (Note 1) A	Total Projected Expenditures B	Dollar Variance From Original B-A	Projected Percentage Variance from Original FY2004	Explanation of Variance Greater Than \$10,000
Plant						
71000 Plant administration	9,985	77,149	77,149	-	0%	
71100 General services	1,221,912	1,521,456	1,521,701	245	0%	
71150 Recycling	21,914	25,000	23,000	(2,000)	-8%	
71500 Safety	34,447	34,952	34,707	(245)	-1%	
72000 Engineering	784,872	781,864	845,596	63,732	8%	Transfer from preventive maint. to repair cooling system & equip. repairs:from renovations for supplies.
72500 Preventive maintenance	85,195	130,582	105,283	(25,299)	-19%	Transfer to engineering for cooling system & equipment repairs
73000 Housekeeping	673,579	893,814	884,189	(9,625)	-1%	
75000 Grounds	213,176	250,204	251,704	1,500	1%	
76000 Renovations	39,113	174,514	146,206	(28,308)	-16%	Transfer to engineering for supplies and maintenance.
99970 Benefits/chargebacks	296,211	595,376	595,376	-	0%	
99990 Furniture/equipment	-	9,173	9,173	-	0%	
Total plant	3,380,405	4,494,084	4,494,084	(0)	0%	
Scholarships						
81000 Scholarships	570,058	592,100	592,100	-	0%	
82000 Waivers	295,625	411,500	411,500	-	0%	
Total scholarships	865,683	1,003,600	1,003,600	-	0%	
Grand totals	30,236,990	37,351,826	37,351,826	(0)	0%	

Note 1:
When the budget was originally developed, all salaries were budgeted to increase at the rate of 4.2%.
As final salaries increases may have fluctuated based on performance levels and the relation of the individual's
FY05 salary to the mid-point of the salary scale, the original budget figures were adjusted to reflect
the actual starting salaries for the cost center.

**Howard Community College
2/2005
Cost Center Variances**

Cost Center		FY2005 Actual to date (Without encumbrances)	Total Projected Expenditures	Percentage Of Budget Spent to Date	
Instruction					
11200	Honors	3,438	9,624	36%	1
11300	Mathematics	758,779	1,333,621	57%	
11310	Health	114,127	221,878	51%	
11400	Social sciences	800,589	1,375,045	58%	
11410	Eng/world languages	1,274,622	2,000,726	64%	
11450	Arts & humanities	938,324	1,520,525	62%	
11480	Rouse scholars	60,446	96,307	63%	
11600	Distance learning	162,674	290,565	56%	
12100	Nursing	672,769	1,156,038	58%	
12120	Emergency medical technology	63,040	111,221	57%	
12150	Cardiovascular program	88,823	142,066	63%	
12200	Business & computers	731,137	1,218,177	60%	
12201	Certification programs	87,512	170,454	51%	
12250	Science & technology programs	1,127,960	1,854,465	61%	
12280	Cooperative education	5,207	12,848	41%	2
13550	Instructional international program	5,304	11,365	47%	
44010	User computer services	182,277	295,635	62%	
44020	Student computer services	519,297	851,744	61%	
44030	Student labs	143,325	257,968	56%	
46100	1st floor support	75,665	122,514	62%	
46200	2nd floor support	78,297	121,928	64%	
46300	Hickory ridge	44,508	78,203	57%	
46400	Evening services	8,897	14,249	62%	
46700	ILB support	71,993	111,024	65%	
48000	Outcomes assessment	73,150	139,030	53%	
48500	Instructional direction	47,374	230,509	21%	3
48501	Learning communities	130,746	271,001	48%	
48502	Program development	32,971	83,639	39%	4
51100	Webmaster	43,523	66,441	66%	
52102	Pool guards	37,188	59,000	63%	
53200	Learning assistance	267,651	428,605	62%	
99970	Benefits/chargebacks	1,302,229	2,136,409	61%	
99970	Fees offset	-	284,682	0%	5
99980	Division support	-	50,088	0%	6
99990	Furniture/equipment	-	132,872	0%	7
		9,953,840	17,260,466	58%	
	Total instruction				

Cost Center		FY2005 Actual to date (Without encumbrances)	Total Projected Expenditures	Percentage Of Budget Spent to Date	
Public Service					
33250	Cable studio	32,564	59,487	55%	
99970	Benefits/chargebacks	4,552	16,847	27%	8
99990	Furniture/equipment	-	3,060	0%	7
	Total public service	37,115	79,394	47%	
Academic Support					
33400	Cultural theater	116,871	163,117	72%	
33500	Student alumni productions	64,920	88,876	73%	
41001	Library services	480,596	674,870	71%	
41002	Teaching and learning services	72,580	113,912	64%	
43100	Education technology	161,731	258,863	62%	
43200	Video services	29,624	66,982	44%	9
46000	VP of academic affairs	164,555	266,984	62%	
47000	Faculty development	39,949	108,534	37%	10
48100	Interactive classroom	12,039	25,730	47%	
65001	Academic promotions	38,386	105,016	37%	11
99970	Benefits/chargebacks	528,491	1,049,362	50%	
99990	Furniture/equipment	-	39,611	0%	7
	Total academic support	1,709,740	2,961,857	58%	

Cost Center		FY2005 Actual to date (Without encumbrances)	Total Projected Expenditures	Percentage Of Budget Spent to Date	
Student Services					
46500	Advising, academic	231,830	360,803	64%	
46600	Welcome center & telephone advisin	85,626	129,279	66%	
51000	VP of student services	142,685	227,010	63%	
51200	Student ambassador program	2,251	6,200	36%	12
52000	Student activities	600	2,595	23%	13
52100	PE facility	170,515	257,706	66%	
53000	Career services	256,638	394,533	65%	
53100	Test center	97,044	153,339	63%	
53500	Retention	44,102	73,181	60%	
53550	Career links	6,461	25,000	26%	14
54000	Financial Aid	279,115	506,469	55%	
55000	Admissions	299,061	466,641	64%	
55001	Workgroup	201,655	291,351	69%	
56000	Records	206,208	325,494	63%	
65002	Student services promotions	20,759	31,392	66%	
99970	Benefits/chargebacks	324,169	655,933	49%	
99980	Part time coverage	2,000	18,114	11%	15
99990	Furniture/equipment	(55)	80,491	0%	7
	Total student services	2,370,663	4,005,531	59%	

Cost Center		FY2005 Actual to date (Without encumbrances)	Total Projected Expenditures	Percentage Of Budget Spent to Date	
Institutional Support					
61000	President	357,352	545,872	65%	
61100	Board of trustees	53,614	92,161	58%	
61200	Research, planning, and org. dev.	183,441	364,251	50%	
61900	Senior administration	3,688	13,603	27%	16
62000	VP of administration & finance	175,216	262,279	67%	
62100	Finance office	601,127	958,722	63%	
63101	Human resources	289,363	461,198	63%	
63102	Recruitment	24,325	51,517	47%	
63103	Unemployment	13,949	50,000	28%	17
63150	Diversity programs	7,677	18,000	43%	18
63200	Reprographics	63,999	144,130	44%	19
63400	Security	333,117	637,778	52%	
63500	Telecommunications	117,495	238,536	49%	
63600	Risk Management	57,260	228,411	25%	20
63700	General administration	227,990	503,548	45%	21
63800	Commencement & Awards	1,541	25,085	6%	22
64000	Administrative information systems	674,477	1,135,397	59%	
64001	Enterprise network	230,585	435,514	53%	
64100	Information technology adm.	138,439	260,352	53%	
65000	Public relations	307,961	462,188	67%	
65050	Legislative	14,249	29,075	49%	
65100	Development & Alumni	235,578	424,159	56%	
65900	Fundraising	9,260	30,000	31%	23
99970	Benefits/chargebacks	109,956	175,051	63%	
99990	Furniture/equipment	-	67	0%	7
	Total institutional support	4,231,658	7,546,894	56%	

Cost Center		FY2005 Actual to date (Without encumbrances)	Total Projected Expenditures	Percentage Of Budget Spent to Date	
Plant					
71000	Plant administration & insurance	9,985	77,149	13%	24
71100	General services	730,967	1,521,701	48%	
71150	Recycling	10,961	23,000	48%	
71500	Safety	23,286	34,707	67%	
72000	Engineering	546,104	845,596	65%	
72500	Preventive maintenance	46,805	105,283	44%	25
73000	Housekeeping	507,764	884,189	57%	
75000	Grounds	146,791	251,704	58%	
76000	Renovations	24,453	146,206	17%	26
99970	Benefits/chargebacks	296,211	595,376	50%	
99990	Furniture/equipment	-	9,173	0%	7
	Total plant	2,343,327	4,494,084	52%	
Scholarships					
81000	Scholarships	570,058	592,100	96%	27
82000	Waivers	295,625	411,500	72%	28
	Total scholarships	865,683	1,003,600	86%	
	Grand totals	21,512,025	37,351,826	58%	

Notes: We have only noted variance greater than 83%, or less than 47% at this time. Annual expenses paid early caused higher than expected variances in some cost centers. Also, in some cost centers expenses are low until the start of the term.

1 Funding for spring and summer was added to this budget and will be spent on those sessions.

2,18 Activities for these programs occur later in the semester or at the end of the major terms.

3,4,6,15 These programs which support instruction and student services, will expend funds as needed during the year.

5 Funds have been designated from the institutional allocation to cover the fee shortfall.

7 Furniture and equipment budgets are typically spent later in the year.

8 Benefits and chargebacks in this function are running under budget and may produce some savings.

9,10,11,22,23,24,25,26 These programs will expend funds later in the year.

12,13,14,16 These cost centers have relatively small budgets. Spending occurs for supplies and services as needed.

17 Expenditures occur quarterly and are on average less than anticipated.

19,20 Timing of payments is causing this variance.

21 Bad debt expense is budgeted in this cost center and will not be charged until year end, causing this temporary variance.

27 Spending in scholarships were higher than anticipated in the fall and spring, but currently expected to come within budget.

28 Waivers are given at the beginning of the term. These expenses include all terms for FY05 except Summer.

FY2005
**HOWARD COMMUNITY COLLEGE AT
 LAUREL COLLEGE CENTER**

Object	Description	Actual HCC at 2/28/2005	Projected* HCC Revenue	HCC Projected Annual Revenue	Annual** HCC Budget	HCC Variance Over (Under) Annual Budget
Revenue						
Fall 2004						
	Tuition Revenue	103,648	0	103,648	105,000	(1,352)
	Non Credit	35,730	0	35,730	35,000	730
Winter 2005						
	Tuition Revenue	7,245	0	7,245	0	7,245
	Non Credit	22,714	25,286	48,000	0	48,000
Spring 2005						
	Tuition Revenue	94,345	0	94,345	60,000	34,345
	Non Credit	1,960	18,040	20,000	70,000	(50,000)
Summer 2004/05						
	Tuition Revenue	50,926	24,074	75,000	110,000	(35,000)
	Non Credit	12,803	0	12,803	16,156	(3,353)
Other Revenue						
	Misc. Revenue		0	0	0	0
State Funding						
		54,612	27,310	81,922	81,922	0
Unrestricted appropriation						
		0	0	0	168,153	(168,153)
Total Revenue		383,983	94,710	478,693	646,231	(167,538)

Object	Description	Actual HCC at 2/28/2005	HCC Encumbrances	HCC Annual Projected Expenses	Annual HCC Budget	HCC Variance Over (Under) Annual Budget
Expenditures						
5102		0	0	0	0	0
5103	Salaries - Cr. PT Faculty - All terms	98,764	66,546	165,310	100,000	65,310
5104		0	0	0	0	0
5105		0	0	0	0	0
5107	Non Credit PT Faculty	23,598	26,402	50,000	75,000	(25,000)
6000	Contracted Services	1,081	804	1,885	1,000	885
6021	Capital Lease	0	0	0	0	0
6100	Instructional Supplies	3,150	7,475	10,625	10,625	(0)
6160	Microcomputer Supplies	0	0	0	5,000	(5,000)
					0	0
Direct Instructional Expenditures		126,593	101,226	227,820	191,625	36,195
Other Expenditures						
5002	PT Administrator	0	0	0	0	0
5301	FT Classified Staff	0	0	0	0	0
5302	PT Classified Staff	2,418	2,582	5,000	0	5,000
5303	PT Classified Staff On-Call	10,101	14,899	25,000	30,000	(5,000)
5304	Overtime	0	0	0	0	0
5812	PT Benefits (7.65%)	10,316	8,448	18,764	21,000	(2,236)
5800	Benefits (25%)	0	0	0	0	0
6000	Contracted Services	90	2,410	2,500	5,000	(2,500)
6025	Advertising	10,741	39,259	42,900	50,000	(7,100)
6028	Custodial Contract	0	0	0	0	0
6050	Off-Campus Rentals	238,566	80,040	318,606	318,606	0
6140	Custodial Supplies	0	0	0	0	0
6200	Telephone	12,344	12,612	24,957	25,000	(43)
6220	Postage	7,750	250	8,000	5,000	3,000
6310	Travel	80	0	80	0	80
6510	Electricity	0	0	0	0	0
7160	Equipment	0	1,870	1,870	0	1,870
Total Indirect Expenditures		292,407	162,371	447,677	454,606	(6,929)
Total Expenditures		419,000	263,597	675,497	646,231	29,266

Operating Income (Loss) (35,017) (168,887) (196,804) 0 (196,804)

* Projections March through June

** Revised

FY2005
**PRINCE GEORGE'S COMMUNITY COLLEGE AT
 LAUREL COLLEGE CENTER**

Object	Description	Actual PGCC at 2/28/2005	Projected PGCC Revenue	PGCC Actual Annual Revenue	Annual PGCC Budget	PGCC Variance Over (Under) Annual Budget
Revenue						
Fall 2004						
	Tuition Revenue	175,161	0	174,944	160,000	14,944
	Non Credit	160,502	0	160,502	100,000	60,502
Spring 2005						
	Tuition Revenue	195,746	0	195,746	170,000	25,746
	Non Credit	273,425	0	273,425	130,000	143,425
Summer 2004/05						
	Tuition Revenue	0	45,000	45,000	46,195	(1,195)
	Non Credit	0	70,000	70,000	75,000	(5,000)
Other Revenue						
	Chamber of Commerce	7,015	2,000	9,015	5,000	4,015
State Funding						
	Unrestricted appropriation	183,610	0	183,610	183,610	0
		0	0	0	0	0
Total Revenue		995,459	117,000	1,112,242	869,805	242,436

Object	Description	Actual PGCC at 2/28/2005	PGCC Encumbrances	PGCC Annual Actual Expenses	Annual PGCC Budget	PGCC Variance Over (Under) Annual Budget
Expenditures						
5102	Salaries - Cr. PT Faculty - SII	15,930	0	15,930	8,500	7,430
5103	Salaries - Cr. PT Faculty - Fal	33,658	19,314	52,972	35,000	17,972
5104	Salaries - Cr. PT Faculty - Spr	11,075	32,705	43,780	35,000	8,780
5105	Salaries - Cr. PT Faculty - SI	0	3,615	3,615	8,500	(4,885)
5107	Non Credit PT Faculty	39,824	35,176	75,000	75,000	0
6000	Contracted Services	6,030	42,103	48,133	0	48,133
6021	Capital Lease	4,760	2,375	7,135	0	7,135
6100	Instructional Supplies	6,589	0	6,589	0	6,589
6160	Microcomputer Supplies	0	0	0	0	0
Direct Instructional Expenditures		117,866	135,289	253,155	162,000	91,155
Other Expenditures						
5002	PT Administrator	17,189	10,703	27,892	35,000	(7,108)
5301	FT Classified Staff	83,341	48,621	131,963	127,105	4,858
5302	PT Classified Staff	29,032	22,131	51,163	32,011	19,152
5303	PT Classified Staff On-Call	22,319	0	22,319	33,460	(11,141)
5304	Overtime	894	1,106	2,000	2,000	0
5812	PT Benefits (7.65%)	12,999	9,543	22,542	7,421	15,121
5800	Benefits (25%)	20,835	12,155	32,991	35,189	(2,198)
6000	Contracted Services	0	0	0	0	0
6025	Advertising	0	0	0	0	0
6028	Custodial Contract	51,611	13,470	65,081	30,870	34,211
6050	Off-Campus Rentals	264,549	80,040	344,589	370,960	(26,371)
6140	Custodial Supplies	10,143	3,381	13,524	0	13,524
6200	Telephone	1,885	0	1,885	2,596	(711)
6220	Postage	0	0	0	0	0
6310	Travel	30	0	30	0	30
6510	Electricity	32,486	7,431	39,917	0	39,917
7160	Equipment	4,700	0	4,700	0	4,700
Total Indirect Expenditures		552,014	208,582	760,596	676,612	83,984
Total Expenditures		669,880	343,870	1,013,750	838,612	175,138
Operating Income (Loss)		325,579	(226,870)	98,491	31,193	67,298

COMBINED LAUREL COLLEGE CENTER

Object	Description	Actual TOTAL at 2/28/2005	Projected* TOTAL Revenue	TOTAL Projected Annual Revenue	Annual TOTAL Budget	TOTAL Variance Over (Under) Annual Budget
Revenue						
Fall 2004						
	Tuition Revenue	278,809	0	278,592	265,000	13,592
	Non Credit	196,232	0	196,232	135,000	61,232
Winter 2005						
	Tuition Revenue	7,245	0	7,245	0	7,245
	Non Credit	22,714	25,286	48,000	0	48,000
Spring 2005						
	Tuition Revenue	290,091	0	290,091	230,000	60,091
	Non Credit	275,385	18,040	293,425	200,000	93,425
Summer 2004/05						
	Tuition Revenue	50,926	69,074	120,000	156,195	(36,195)
	Non Credit	12,803	70,000	82,803	91,156	(8,353)
Other Revenue						
	Chamber of Commerce	7,015	2,000	9,015	5,000	4,015
State Funding						
		238,222	27,310	265,532	265,532	-
Unrestricted Appropriation						
		0	0	0	168,153	(168,153)
Total Revenue		1,379,442	211,710	1,590,935	1,516,036	74,898

Object	Description	Actual TOTAL at 9/30/2004	TOTAL Encumbrances	TOTAL Annual Projected Expenses	Annual TOTAL Budget	TOTAL Variance Over (Under) Annual Budget
Expenditures						
5103	Salaries - Cr. PT Fac - all terms	148,352	85,860	234,212	187,000	47,212
5107	Non Credit PT Faculty - all terms	63,422	61,578	125,000	150,000	(25,000)
6000	Contracted Services	7,111	42,907	50,018	1,000	49,018
6021	Capital Leases	4,760	2,375	7,135	0	7,135
6100	Instructional Supplies	9,739	7,475	17,214	10,625	6,589
6160	Microcomputer Supplies	0	0	0	5,000	(5,000)
						-
Direct Instructional Expenditures		244,459	236,515	480,974	353,625	127,349
Other Expenditures						
5002	PT Administrator	17,189	10,703	27,892	35,000	(7,108)
5301	FT Classified Staff	83,341	48,621	131,963	127,105	4,858
5302	PT Classified Staff	31,450	24,713	56,163	32,011	24,152
5303	PT Classified Staff On-Call	32,420	14,899	47,319	63,460	(16,141)
5304	Overtime	894	1,106	2,000	2,000	-
5812	PT Benefits	23,315	17,991	41,306	28,421	12,885
5800	Benefits	20,835	12,155	32,991	35,189	(2,198)
6000	Contracted Services	90	2,410	2,500	5,000	(2,500)
6025	Advertising	10,741	39,259	42,900	50,000	(7,100)
6028	Custodial Contract	51,611	13,470	65,081	30,870	34,211
6050	Off-Campus Rentals	503,115	160,080	663,195	689,566	(26,371)
6140	Custodial Supplies	10,143	3,381	13,524	0	13,524
6200	Telephone	14,229	12,612	26,842	27,596	(754)
6220	Postage	7,750	250	8,000	5,000	3,000
6310	Travel	110	0	110	0	110
6510	Electricity	32,486	7,431	39,917	0	39,917
7160	Equipment	4,700	1,870	6,570	0	6,570
Total Indirect Expenditures		844,421	370,952	1,208,273	1,131,218	77,055
Total Expenditures		1,088,880	607,467	1,689,247	1,484,843	204,404
Operating Income (Loss)		290,561	(395,757)	(98,312)	31,193	(129,506)

G-3 Report on Board End: Leadership

Background: This report addresses the board core end, Leadership. The format for the end and the measures it contains were approved last year (April 2004). Any updates are indicated in [blue](#).

Key terms used in the Baldrige process and the national scoring guidelines are available via a link contained within this report to the 2005 Educational Criteria for Performance Excellence. At its May 22, 2002, meeting, the trustees approved all the current benchmarks for the latest Maryland Higher Education Commission (MHEC) indicators. MHEC asks the board to examine those usually every five years.

Once viewed by the board, this report will be posted on the college's website so that members of the college community can become familiar with the measures that are part of the board core end (Key Performance Indicator) system. The website address is:

<http://www.howardcc.edu/hcc/plan&eval/BoardEnds/boardends.htm>

The administration and relevant staff review the details of all the reports that contribute to these measures. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

Purpose: Report on the progress of the institution.

Timeline: Annual

Recommendation:

This item is for information only and requires no board action.

Board Core End Report- Leadership

Baldrige Category #1

This category examines how the college's senior leaders address the organizational values, directions, and performance expectations to ensure a focus on students and stakeholders, student learning, faculty and staff empowerment, innovation, and organizational learning. Also examined are the organization's governance system and how the organization addresses its public and community responsibilities.

There are currently two educational excellence criteria for this Baldrige category (a national panel examines the criteria after each competition and some moderate additions/deletions can occur).

Criteria 1.1 Organizational Leadership (now 70 points)

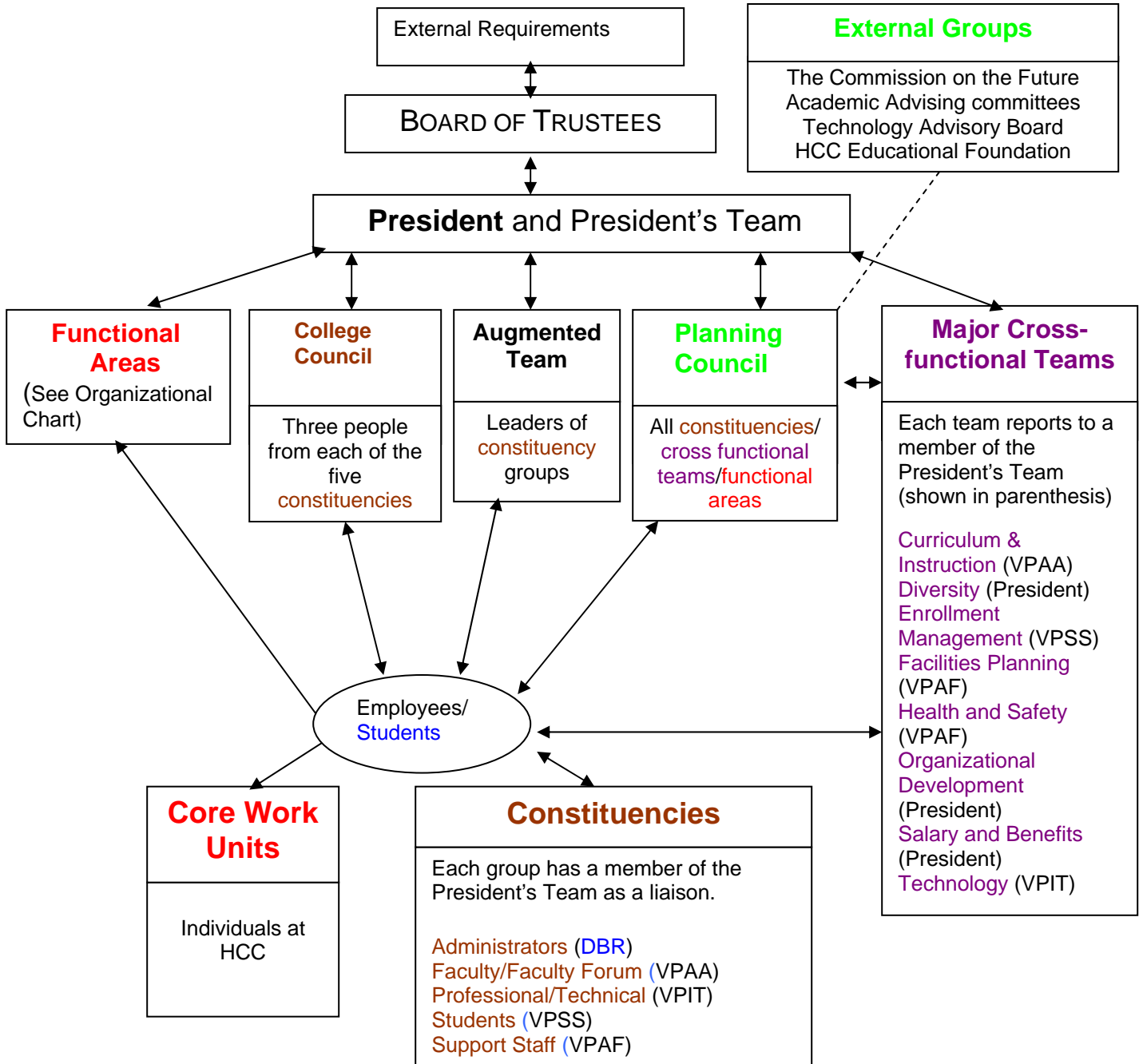
How do senior leaders guide the organization? What is the organization's governance system? How do senior leaders review organizational performance?

Leadership for Howard Community College (HCC) is provided through the board of trustees, president's team (administration), and departments (core work units) as well as from faculty, staff, and student participation on teams and councils.

The board of trustees is the legal repository of authority for the operation of Howard Community College under Section § 16-103 *Powers of the Board of Trustees of the Annotated Code of Maryland* and subject to the authority of the Maryland Higher Education Commission (MHEC). The board represents the interests of the community. Therefore, it has a commitment to operate the college as a public trust for the benefit of the citizens of Howard County. The board is accountable for the organization's implied promises to its constituents by pursuing its stated philosophy, including its vision and mission, in good faith and with defensible management and governance practices. The board executes this responsibility within a policy governance model; establishing ends, setting limits on executive power, and then monitoring progress. The board recently adopted the following as an enhancement to its operating ground rules - *each board member works to integrate servant leadership into the board culture*. Senior leaders are working with the college to examine the tenets of servant leadership, develop trainers, and integrate these principles more fully into the existing EXCEL leadership training program.

Leadership and input from external stakeholders is contributed through broad community representation on HCC's commission on the future, educational foundation, technology advisory board, and curriculum advisory committees. See HCC governance partners chart on the next page.

HCC Governance Partners



Key:
DBR: Director of Board Relations and Special Projects
VPAA: Vice President of Academic Affairs
VPAF: Vice President of Administration and Finance
VPIT: Vice President of Information Technology
VPSS: Vice President of Student Services

The leadership design provides multiple avenues for participation, dissemination, and affirmation of the college’s mission, vision, values/beliefs, and six core strategic initiatives (see table) to ensure that HCC is meeting the key requirements of its stakeholders (see November 2004 board core end report: information and analysis).

Strategic Initiatives	
Learning Community	HCC will be a learning community that provides possibilities for learning that address the current and ongoing needs of a diverse group of students throughout their lives. Our students will be at the center of our thinking and our planning processes, and we will be responsive to their needs and individual learning styles.
Access	HCC will attract and retain a rich diversity of faculty, staff, and students into its programs and learning community. The college will strive to eliminate physical and conceptual barriers that inhibit learning and we will respond quickly to changes in the educational and workplace environments to address the evolving needs of our community.
Economic and Workforce Development	HCC will take a leading role in workforce training and in supporting economic development efforts within the county.
Partnerships	HCC will seek to nurture vibrant community, business, and educational partnerships. It will participate with its many community partners to ensure that it contributes to the learning needs of all citizens. It will seek out opportunities to be involved in the community's life by being a leader in government, business, education, cultural, and service groups, and will cultivate positive relationships with all segments of the community.
Organizational Excellence	HCC will be an agile, purposeful organization that nurtures innovation and inquiry, and evaluates results against valid and ambitious criteria. It will maintain a climate that promotes the success of each employee and will provide a work environment that recruits, develops, and rewards faculty and staff who are committed to excellence. And because it believes strongly in the idea of community, it will build a strong sense of ownership and responsibility among all students, faculty, and staff.
Growth	HCC will aggressively seek the resources to accommodate growth in the population of Howard County and growth in the numbers of citizens who will seek new learning opportunities from the college.

Communications

The entire college community is brought together three times annually for convocations that reaffirm the organizational culture, review the annual itinerary, and celebrate team and individual accomplishments. The convocations allow the board of trustees’ chair, president’s leadership team, and external speakers to endorse, consolidate, and clarify the college’s annual and long-range strategic initiatives related to the organizational mission, values, and direction of the college. Communication and input to develop and deploy strategic initiatives and campus policies are accomplished through a participatory process, which draws on eight cross-functional teams, five campus constituency groups, and individual departments. Members of the president’s team participate in and serve as liaisons to all these groups and departments to provide overall communication and alignment with the college’s mission, strategic initiatives, and policies.

The college mission, vision, values/beliefs, and strategic initiatives are widely and visibly posted and distributed throughout the college. The mission and vision are

publicized in the college's publications, website, events, new staff orientations, and bulletin boards. The president's weekly update, an electronic newsletter with current information on internal and external college projects, activities, and accomplishments, is distributed college-wide. The president hosts three presidential dialogues each semester with various student groups. The leadership uses these forums as a sounding board to assure that the college is meeting students' needs and to articulate the college's direction. Minutes of the dialogues are distributed to the president and vice presidents and necessary actions are taken. The outcome is reported to the staff or faculty member coordinating the student group, and feedback is given to the students. [The same process is used in meeting with every constituency group each semester.](#) Members of HCC's commission on the future (board of visitors), educational foundation board, technology advisory board, and curriculum advisory committees provide means for ongoing and interactive communication with external stakeholders. The commission on the future report is reviewed annually by the president and vice presidents to determine if the recommendations need to be incorporated into strategic initiatives or core work. The college widely distributes an annual report to the community and broadcasts daily over a public cable access channel.

Partnerships

HCC has been involved with a number of innovative projects that reflect efforts to meet student learning, course requirements, student services, and business process. HCC, in cooperation with Prince George's Community College, recently established a joint college center to address educational needs on the borders of the community colleges' counties. The project requires policy, financial, academic, and capital investment commitments by the colleges. At monthly meetings, the staff from the colleges determines if the joint college center is meeting its goals and, if not, modifies programming and processes. The college served as the project leader for the sixteen Maryland Community Colleges' Business Training Network, which is a statewide venture to establish an interactive web database for state businesses to access for their workforce training needs. The establishment of the marylandtraining.com website, led by HCC staff, required considerable coordination, teamwork, and commitment from the institutions.

Health and Safety

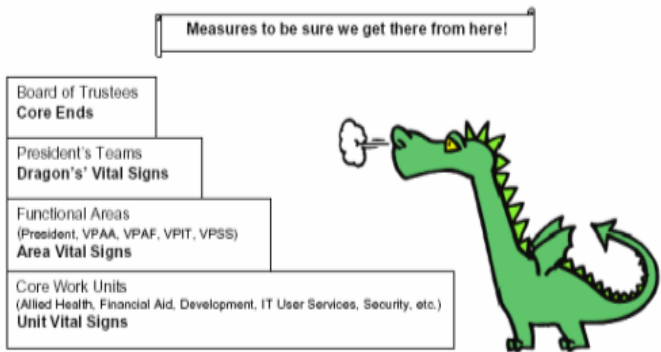
The health and safety cross-functional team has completed an emergency operations plan to address a variety of possible emergencies with the college community and individuals. The senior leadership supported the project, participated in staff workshops, and remains active with suggestions for improvements and staff training through the cross-functional team. The college does have measures in place for the safety of employees and students such as a security force, emergency phones, alarm systems, and printed safety procedures.

Key Indicators (re-ordered for clarity)

The board of trustees' core ends are the key performance indicators for measuring the college's effectiveness. The indicators are examined monthly by the president's team and the board of trustees to see if the college is on track in meeting its goals. When

goals are not met, the president's team must show what steps will be taken to make improvements. Follow-up activities are tracked by the president's office and reported back to the board of trustees.

The senior leadership of the college uses key or dashboard indicators that provide a step approach of indicators that supply measures for benchmarks, performance quality, and improvements in meeting the college's organizational values and direction. Each step of the dashboard provides greater detail, direction, and assessment. The indicators are compared to available external organizations, auditors, and associations. The college leadership receives and reviews input from all levels of the measures through an annual cycle.



The vice presidents' measures are reported out sequentially over the year to the president's team, as well as the departments that report to them. The reports provide opportunity to make improvements in processes, allocation of resources, and recognition of accomplishments. The measures are incorporated into each work units' core work and become part of their accountability with the appraisal processes. The college community is invited to public presentations of the functional and core work measures.

The vice presidents' measures are reported out sequentially over the year to the president's team, as well as the departments that report to them. The reports provide opportunity to make improvements in processes, allocation of resources, and recognition of accomplishments. The measures are incorporated into each work units' core work and become part of their accountability with the appraisal processes. The college community is invited to public presentations of the functional and core work measures.

Financial Audit

A financial audit is completed annually to meet state and federal requirements. The college is audited externally by the county and a private audit firm authorized by the board of trustees. The outcomes of the audits are reviewed by the audit and finance committee of the board of trustees and reported to the full board at their monthly public meeting for appropriate action. An example of such an action item was incorporating an automated deregistration process for non-payment by students. This action provided a significant reduction in unpaid debt carried over by non-payment of tuition by students. Fiscal accountability is taken seriously throughout the institution with responsibilities for development of budgets and the management of department accounts. Each department cost center manager is accountable to follow purchasing procedures. There are many cross check procedures in place. Those not following procedures are reported to their vice presidents to assure immediate correction. The board of trustees receives a monthly listing of all accounts and expenditures to date. Electronic purchasing was incorporated on campus which will improve work flow, security, and expenditure of campus resources. The board's audit and finance committee also reviews the campus budget and expenditures.

College Climate

The college climate is measured annually with a survey completed confidentially by employees. The Quality Evaluation of Services Trends (QUEST) survey has been

administrated on campus yearly since 1990 for internal trend data. The survey provides information on over 100 items that are reviewed and updated by the leadership team prior to distribution of the survey. The results from the survey are made available to all employees, the president's team, and the board of trustees. The survey provides an assessment of college services; campus climate, job satisfaction and college leadership (see Internal Measures). The QUEST survey is used for making decisions about resource allocations, performance improvement of services, leadership procedures, and work group recognition. Last year the survey was aligned with the Baldrige Educational Excellence Criteria and results compared to national examiners' responses to similar questions.

Student Input

The Yearly Evaluation of Services by Students (YESS) survey was first administered in 1991 and has since been used annually to gather consistent information from credit students. The survey is reviewed and updated annually and gives students the opportunity to express their levels of satisfaction with the college services and quality of the campus environment. The surveys are administered to randomly selected class sections and represent 15 to 23 percent of the student body. Student satisfaction is a key feedback mechanism for monitoring the quality of HCC services areas for improvements (presented in October 2004 Board Core End Report: Student and Stakeholder Satisfaction). The YESS survey and course evaluations provide a general overview of credit students' experience. In addition to the YESS survey, information is systematically gathered about student expectations and satisfaction levels with various aspects of the college. This information comes from presidential dialogues with students, comment cards, surveys, student focus groups, the graduate follow-up survey, and course evaluation. Information presented through these formats is communicated to appropriate offices for positive feedback and action items. Offices are also responsible for responding to individual comment cards filled out by students, staff, and visitors to the campus. Continuing education students are provided course evaluation forms for course improvement and planning. The president's team reviews the results of the QUEST and YESS survey to determine if resources have to be reallocated to strengthen an area that receives low ratings. A recent example is the college's response to poor ratings on food service. Changes were made to the offerings and the facility that have already received positive reviews from faculty, students, and staff.

State Indicators

In addition to internal surveys, the college participates in the Maryland Higher Education Commission (MHEC) performance accountability system. The board of trustees regularly reviews board core ends that consist of the MHEC data and data gathered by external surveys and other information gathering tools. This feedback is used by the board to make decisions for new initiatives and to assess the impact of college services on the community. An example of meeting a community need from these efforts was the establishment of the Silas Craft Collegians program. The program focuses on recent high school graduates whose past academic performance does not reflect their true potential. The program purpose is to close this gap by

maximizing academic achievement, retention, graduation, and transfer. A special emphasis is placed on specific at-risk populations.

Appraisal Process

The president's team is evaluated through a variety of measures, including meeting core work and strategic objectives. Through a 360-degree anonymous review process, the vice presidents and most supervisory staff are evaluated by direct reports and colleagues who respond to a number of value items and written comments to evaluate the team member's performance. All full-time staff and faculty are evaluated, which determines their ranking for annual raises. The appraisal process takes into account the employee's department core work, annual plan, and appropriate strategic initiatives related to their work.

Criteria 1.2 Social Responsibility (now 50 points)

How does the organization address its responsibilities to the public, ensure ethical behavior and practice good citizenship?

Responsibilities to the Public

The college completed its ten-year accreditation process of self study and peer review through the middle states accrediting association in 2000. The leadership has acted on recommendations of the middle states visiting committee in defining and implementing a new governance process. The new governance structure lays out a well-defined infrastructure to provide representation, participation, and communication from all segments of the college community. [The college has begun the process to generate information for the Periodic Review Report due June 1, 2006.](#) Appropriate programs are certified by state and national requirements. The college also meets the MHEC indicators which are incorporated into the board of trustees' core ends. The college looks to exceed these requirements and has incorporated them into the college's dashboard project. Bi-weekly the president's team reviews important indicators, such as enrollment patterns. Policies, training, infrastructure improvements, and ongoing communication have been incorporated into the campus processes to assist with safety needs of students and staff. The college has also prepared itself to be used as a community shelter in case of area disaster or attack. The college's president's team and emergency response team have participated in an external audit on campus procedures and reaction to a major emergency event in the state.

Ethics

The college's policies and procedures provide the backdrop for ethical values for employees and provide them guidance for daily work, business practices, mandated requirements, and student interactions. The college council, which is comprised of representatives from the four college employee constituency groups and student representatives, takes part in the development and recommendation process for establishing college policies and procedures for employees. The augmented team, which is made up of the college council, constituency groups, representatives from the diversity committee representative, the health and safety committee, and the student government, meets monthly with the president's team and provides a forum to

communicate and address the college's concern with policies, social issues, individual constituency issues, and organizational culture.

Staff development offerings and student programming provide individuals the opportunity for topical discussions and presentations for a free exchange of ethical values such as diversity. Professional development addresses the staff's needs for training on all levels in the workplace, with administrative systems, diversity, confidentiality, purchasing, and financial resources. Professional development is part of the employee's annual plan and includes core competencies that each employee must meet. Professional development activities do include and encourage student participation such as diversity presentations, cultural events, wellness seminars, and community speakers.

The college's hiring practices require the participation of members of the campus diversity committee to insure that all candidates are treated fairly. The human resources office has an orientation process that requires new employees to participate in a series of workshops to provide an understanding of the college's mission and values. Instruction that reinforces the college's values and includes such topics and workshops as diversity, team participation, dealing with coworkers, and the performance appraisal process, is offered to all staff. All employees are required to participate in an access and responsibility workshop before they will be given access to the college's information system and confidential information. The president's team and appropriate department supervisors must file financial disclosure statements with the State of Maryland annually to ensure there is no conflict of interest.

Students' ethical practices are guided through orientations, speakers' series, public organizations, and campus student policies. The student code of conduct and the academic honesty policies are published in college publications and are referenced at new student orientation and by faculty in the classroom. The college provides comprehensive student programs, which address social issues through ongoing speakers on, health and social issues. The students' health and job fairs attract a large contingency of community members. Awareness of ethics issues across the campus in terms of academic integrity, as well as ethical concerns within specific academic disciplines, are addressed through the *ethics across the curriculum* program. The program has a steering committee that works as a liaison group among the academic divisions. The committee members organize and sponsor events such as guest speakers, seminars, and ethics day. Program topics have covered classroom interaction, principle of ethics theory, music, business, media, and bioethics. A handbook on resources and ideas are provided to faculty for use in their teaching and student interaction. HCC is an institutional member of the National Association for Practical and Professional Ethics. [This year the team won the regional Ethics Bowl.](#)

Support of Key Communities

The college staff contributes to a great variety of community groups and activities. The college participates in the annual Relay for Life, which supports the American Cancer Society, and in the United Way campaign. Staff is recognized for their assistance with raising funds as well as becoming informed of community needs. Volunteer days are

held twice a year involving county non-profit organizations in an event aimed to attract both internal and external members of the college community. Job fairs and college transfer fairs are also given twice a year and are open to everyone. The college surveys participants to make improvements in these events and to ensure that its goals are met. The college leadership and staff actively participate on community advisory boards and committees such as the local school district's planning commission, Chamber of Commerce board and committees, and Economic Development Authority. The college leadership and students are present at most major community non-profit events and represent the college to the community.





The college actively supports educational needs of the community it serves by working with the county, state, and national agencies and foundations listed below.

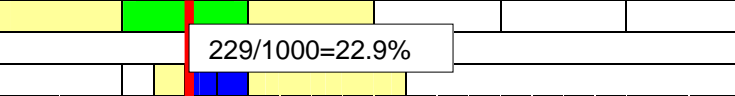
Key Segments	Agencies	Supportive Relationship
Traditional Age Students	Howard County Public School System	Biannual meetings with administrative staff from both organizations and staff participation on committees
	Maryland Department of Education	Participate on curriculum standards task forces, curriculum writing teams
	Higher Education transfer institutions	Arrange articulation agreements
Unique – Special Populations (includes Developmental Education, ESOL, Project Access, etc.)	National Science Foundation National Institutes of Health Department of Education Department of Labor	Seek new funding sources to support student services
	Federal community programs	Provide institutes- English as a second language, GED
	Horizon Foundation	Acquire community grants (Wellness Center)
	FIRN, Korean, Moslem, etc.	
Employers	Howard County Hospital	Serve on health care curricula advisory boards
	Howard County Economic Development	Develop business training, define educational requirements and other job services
	Howard County Chamber of Commerce	Provide business training
	Economic Alliance of Greater Baltimore	Serve on and provide leadership for statewide workforce development

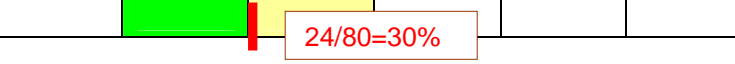
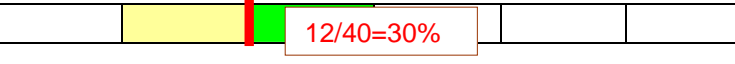
	Maryland Department of Certification, Licensing and Regulation, DBED, MD Dept, of Homeland Security	Conduct training
Life Long Learners (includes all ages, high school students, seniors, continuing education, etc.)	Maryland Higher Education Commission	Participate in statewide initiatives to offer new programs, meet regulatory requirements Faculty representatives serve on task forces
	Middle States Commission on Higher Education	Accreditation- meet regulatory requirements and serve as examiners
Community (includes internal: employees, alumni - and external stakeholders: facilities users)	Howard County Leadership Maryland Leadership Many non-profits-Family Services Grassroots, etc.	Non-profit board memberships, offer EMT programs, etc.

External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions; the results are indicated below. More details on the scoring system can be found at: http://www.quality.nist.gov/PDF_files/2005_Education_Criteria.pdf; booklet pages 54, 55.

Maryland State Quality Award		CQIN Pacesetter	
	Range of total applicant scores		HCC's Score - 2002
	2002 - Score interval in which HCC was rated		Specific score is issued
	2003- Score interval in which HCC was rated		

		Scoring Ranges					
		0-9	10-29	30-49	50-69	70-89	90-100
Baldrige Criteria 1000 points	Overall Score						
		$229/1000=22.9\%$					

			0-9	10-29	30-49	50-69	70-89	90-100
1:	Leadership (120 points)	1.1 (now) 70 points						
			$24/80=30\%$					
		1.2 (now) 50 points						
			$12/40=30\%$					

Action:

The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. On August 29, 2003, the college submitted another application to the Maryland State Quality Award. These results arrived in March, 2004 and are included on the chart. The college formed a new team to develop the application for the Baldrige Award which will be submitted in May, 2005.

Benchmark:

Presently, institutions receiving a Total Score of 450 and up receive at least site visits. Therefore, the administration recommends a Category benchmark aligned with that:

The college will receive a rating for Category #1 of 45 percent.

Next are three measures **mandated by the Maryland Higher Education Commission (MHEC)**. Note Peer Colleges: College of Southern Maryland, Harford Community College, and Frederick Community College.

Ratio of community college tuition and fees for full-time service area students to average tuition and fees for full-time resident undergraduates at Maryland public four-year colleges and universities.

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2006
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	60.0%	56.8%	56.2%	53.9% (n=\$2,915/ \$5,406)	41.1% N=2454/5978	60.0%
			<i>Peer</i>			
			AVG:	49.4%	48.1%	
			<i>State</i>			
			AVG:	47.4%	45.4%	

Percentage of total unrestricted (Educational & General) expenditures that goes to instruction.

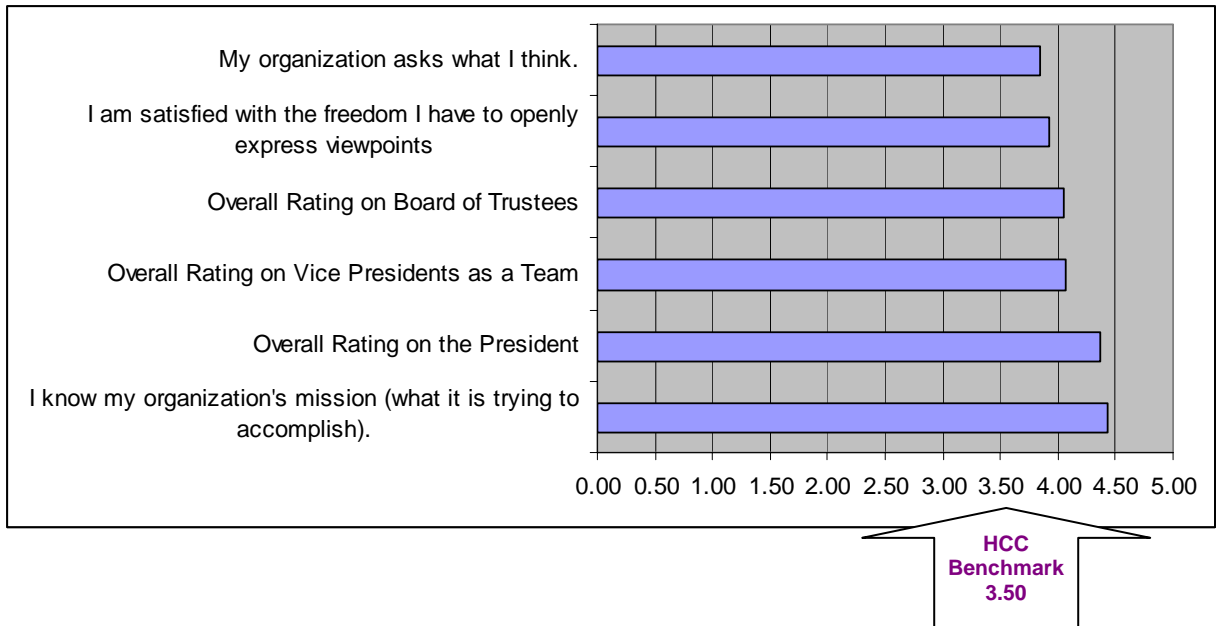
	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2005
Percentage of expenditures on instruction	50.6%	48.2%	50.4%	51.6%	51.5%	53.56%	50.0%
			<i>Peer</i>				
			AVG:	47.4%	46.7%		
			<i>State</i>				
			AVG:	45.7%	45.0%		

Percentage of total unrestricted (Educational & General) expenditures that goes to instruction plus the percentage of total unrestricted expenditures that goes to all areas of academic support except academic administration.

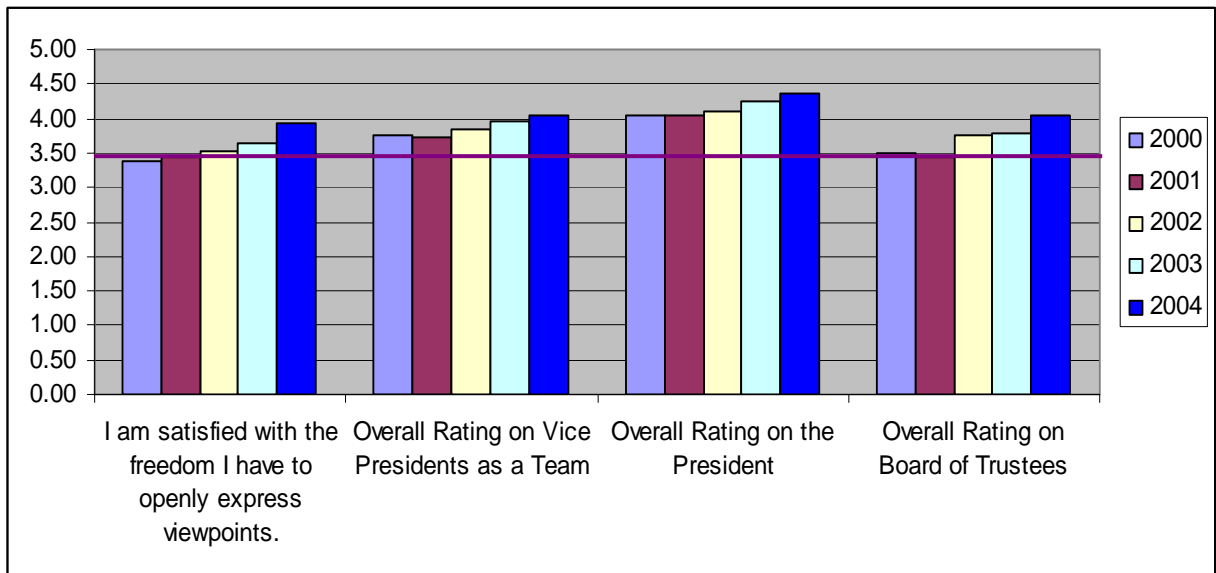
	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2005
Percentage of expenditures on instruction and selected academic support.	58.6%	57.7%	57.7%	58.7%	58.9%	60.81%	58.0%
			<i>Peer</i>				
			AVG:	56.6%	56.0%		
			<i>State</i>				
			AVG:	55.2%	53.6%		

Internal Measures

Starting last year, the QUEST (QUality Evaluation of Service Trends) Survey was arranged by Baldrige Educational Excellence categories. Ratings shown below for the items in Category 1 are on a five-point agreement scale, with 5 being the highest and 1 the lowest.



All measures exceeded the **HCC Benchmark of 3.50**. Note the positive trends!



G-4 Senior Adult Education

Background: Whether you are 17 or 70, Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. In FY04, over 2,000 senior adult students, ages 60-94, enrolled in continuing education classes at HCC. Many of them enrolled in more than one course, bringing the total number of FY04 senior enrollments to 3,178. Almost half of these enrollments (1,518) were in the sections designed specifically for senior adults. In addition, there were 700 senior adult enrollments in credit classes at Howard Community College.

Course Offerings: Open Enrollment and Contract

Senior adults who want to take classes have a wide variety of options at Howard Community College. In FY04, there were hundreds of courses listed in the schedule of noncredit classes. This publication is mailed to all households in Howard County and senior tuitions waivers are available for most of the courses. In addition to the general course offerings, there were 78 course sections designed specifically for seniors. The courses covered a wide variety of topics including:

- *Opera, A Song of Love and Death*
- *Pottery: Form Function and Design*
- *Washington at War*
- *Senior Aquatic Wellness*
- *Literary Voices of the Civil War*

Continuing Education courses designed for senior adults were offered at the following locations:

- Florence Bain Senior Center
- Columbia 50+ Center
- Howard Community College (Main campus and Gateway BTC)
- Vantage House (contract courses)
- Ellicott City Senior Center

In addition, seniors enrolled in other continuing education courses at all of the HCC campuses and at public schools throughout the county.

SASI

In May 2004, the college offered a four-day Senior Adult Summer Institute (SASI) in cooperation with the Howard County Department of Recreation and Parks. With the completion of the Kittleman Room in the instructional laboratory building, SASI moved to this larger space to accommodate additional students. The college also continued the fall SASI program at Gateway, which was created to provide SASI programming for senior adults who work during the week.

FY 2004 SASI courses:

- *Washington at War* (56 enrollments)
- *Literary Voices of the Civil War* (55 enrollments)
- *The Nude in Classical and Renaissance Art* (51 enrollments)
- *Opera: A Song of Love and Death* (57 enrollments)
- *Global Economics* (54 enrollments)

In commenting on the *Global Economics* course taught by Dr. Khalid Bekka, one student commented: "Such a broad topic and he was able to successfully field a wide range of questions. His explanation of regression analysis was clear and wonderful."

Another student commented on the *Opera: A Song of Love and Death* instructor John Cahill, "An outstanding presenter for this age group. Comprehensive and done with a real sense of subject and humor."

Other Activities

Howard Community College participated in community events in order to maintain and improve relationships with the senior community and increase knowledge of issues pertaining to seniors:

- Participated in the 50+ Senior Expo at Wilde Lake High School by hosting a booth
- Membership in the Coalition of Geriatric Services (COGS), a local organization whose membership consists of profit and nonprofit senior service providers
- Membership in the American Society of Aging interest group for lifelong learning
- Visits to local assisted living and senior living facilities
- Collaboration with the Howard County Office on Aging and Howard County Department of Recreation and Parks on course offerings
- Active participant in the statewide affinity group for Community Education

FY05 Plans/Initiatives

- The “First Thursday” fall lecture series on the Arts in America began in fall 2004 and current plans are to repeat the program in fall 2005. Ron Roberson and Tara Hart generously donated their time and expertise to present the initial lectures on *Pop Art and the Return of Representation* and *Tender Horizon: The Landscapes of Turn-of-the Twentieth Century American Women Writers*. An adjunct faculty member presented a lecture on *The Life and Music of John Phillip Sousa*.
- Continuing education will offer a book discussion of the HCC Book Connection book, *The Spirit Catches You and You Fall Down*, at Florence Bain Senior Center in spring 2005. This discussion is scheduled to coincide with the grand re-opening of the newly renovated center.
- A newsletter for senior adult students titled SPICE (Seniors Participating in Continuing Education) is now published twice yearly. It highlights noncredit classes and other activities and cultural events at HCC.
- The staff will maintain memberships in the Coalition of Geriatric Services and the American Society on Aging
- Develop 3-5 new courses for seniors
- Apply for a MindAlert Grant from Metlife for cognitive fitness training
- Maintain cooperative programming with the Howard County Office and Aging and Howard County Department of Recreation and Parks

Lifelong Learners

Many senior learners re-enroll in senior adult classes multiple times. This action results in a close-knit community of adult learners.

- In a December 27, 2004, letter to the HCC senior course coordinator, a senior aquatic wellness student stated, “The program is a very important part of my life...I hate to miss a single session.”
- Howard Community College has offered contract courses in music appreciation (classical music) at Vantage House for many years. Originally, Vantage House charged the residents a fee to attend the classes. After seeing how on-site college courses benefited the residents, Vantage House now pays 100 percent of the cost of the courses. The course offerings at Vantage House have expanded to include classes in history and opera. In addition, Vantage House transports residents to special events at the college such as the evening with Arun Gandhi and to college theatre productions.
- The May 2004 SASI program was highlighted in the June 7, 2004, edition of *The Baltimore Sun*. In the article, one of the participants described the SASI instructors, “They’re professionals. They’re really great”.
- Students introduced to HCC through SASI classes often return to take classes on main campus, enroll in the credit art museum classes and sign up for other college sponsored activities.

In order to serve senior adult learners in Howard County, the division of continuing education and workforce development will need to offer creative programming that is convenient, appropriate, and accessible to this group. The college's commitment to offer high quality courses for seniors at a reasonable cost will demonstrate that Howard Community College is serious about the college mission to create an environment that inspires the lifelong pursuit of personal and professional goals.

Purpose: To inform the board of trustees of ongoing efforts to provide learning opportunities for senior adults.

Recommendation

This item is for information only and requires no board action.

G-5 Personnel Summary for March 2005

Background: The following document contains personnel summaries.

Purpose: Disclosure to the board

Timeline: March 2005

Recommendation

This item is for information only and requires no board action.

Howard Community College
SUMMARY OF PERSONNEL ACTIVITY

March 1, 2005 – March 31, 2005

Section I – Change in Status

DIVISION CHAIR APPOINTMENTS (4-YEAR TERM) - - See College Procedure 63.02.01

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
None							

RECLASSIFICATIONS

Old Title	New Title	Department	Old Grade	New Grade	Range for Grade	Compensation ¹	Name	Effective Date
None								

SPECIAL ASSIGNMENTS

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
None							

PROMOTIONS

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
None							

CHANGE IN TITLE ONLY

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
Professor, Cardiovascular Technology; Director of Cardiovascular Technology	Health Sciences	N/A	N/A	N/A	N/A	English, Patricia	3/01/05
Associate Professor, Emergency Medical Services; Paramedic and EMS Program Director	Health Sciences	N/A	N/A	N/A	N/A	Burba, Angel	3/01/05
Director of Board Relations/Special Projects	President's Office	N/A	N/A	N/A	N/A	Marek, Erin	3/01/05

CHANGE IN POSITION STATUS ONLY

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
None							

TRANSFERS

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
None							

SEPARATIONS

Title	Department	Position Control Status	Grade	Range for Grade	Compensation ¹	Name	Effective Date
Sales Director	Belmont	N/A	N/A	N/A	N/A	Duck, Christina	3/07/05
Building Maintenance Mechanic	Plant Operations	N/A	N/A	N/A	N/A	Swantko, Max	3/18/05
Director of Test Center	Test Center	N/A	N/A	N/A	N/A	Loiselle, Diane	3/25/05

¹ Annual Salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensations are an hourly amount (not shown).

Howard Community College
SUMMARY OF PERSONNEL ACTIVITY

March 1, 2005 – March 31, 2005

Section II - Leaves

SABBATICAL LEAVE

Name	Position	Beginning Date of Leave	Ending Date of Leave
Bulleri, Andrew	Professor, Mathematics	1/01/05	6/30/05
Armitage, Margaret	Professor, Psychology	1/01/05	6/30/05
Hart, Tara	Associate Professor, English & Div Chair, English & World Languages	1/01/05	6/30/05

LEAVE WITHOUT PAY

Name	Position	Beginning Date of Leave	Ending Date of Leave
None			

MILITARY LEAVE

Name	Position	Beginning Date of Leave	Ending Date of Leave
None			

PROFESSIONAL LEAVE

Name	Position	Beginning Date of Leave	Ending Date of Leave
None			