



HOWARD

COMMUNITY COLLEGE

You Can Get There From Here.

***Board of Trustees'
Consent Materials***

August 25, 2004

Ground Rules

1. Don't need consensus on every issue
2. Each board member has the opportunity to speak uninterrupted
3. Board members come prepared – board chair needs to understand what is required and set time and material appropriately
4. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent, coach to president
5. Board chair speaks for the board to the media
6. Prior to the board meeting route your questions to the board chair (or the president).



HOWARD
COMMUNITY COLLEGE

You Can Get There From Here.

Board of Trustees Advanced Consent Agenda

August 25, 2004
Instructional Laboratory Building
Room: ILB 100

1. **Proposed New Hires**
2. **Ratification of Summer Approval Items**
 - a. Ratify and Confirm Copier Equipment Contract
 - b. Ratify and Confirm Landscaping Management & Athletic Fields Management Service Contract
 - c. Ratify and Confirm Exterior Lighting Replacement Construction Contract
 - d. Ratify and Confirm Change Order #1 Arts & Humanities Building Engineering Services for Single Air Handling Unit
 - e. Ratify and Confirm Construction Manager at Risk for the Student Services Building
 - f. Ratify and Confirm Installation of Fiber and Copper Cabling
 - g. Ratify and Confirm Temporary Parking at the Grand Prix Field
 - h. Ratify and Confirm Campus Signage
 - i. Ratify and Confirm Summer II and III Graduates
 - j. Ratify and Confirm Services for Third-Party Systems to Support the College's Enterprise System (Colleague)
 - k. Ratify and Confirm Partnership with MedStar for Athletic Trainer
 - l. Ratify and Confirm Performance Accountability Report
3. **Grants and Scholarships**
4. **Paper Procurement for Print Shop**

1 – Proposed New Hires

Background: The following is a summary of the proposed new hires for Howard Community College. Each employee's salary is determined by objective analysis of the job skills of the position and by placement in the appropriate salary range, as approved by the board.

Purpose: To approve new hires.

Timeline: New hires from the period of May 12, 2004, through August 3, 2004.

Recommendation

It is requested that the board of trustees approve:

Item: List of new hires.

Source of funds: The position and/or the funds are in the FY05 budget as approved by the board at its April 21, 2004, meeting.

Compliance: This request is in compliance with college procedure, Selection of Faculty and Staff – 63.02.03, and within the presidential boundaries related to compensation, fiscal conditions, and other appropriate limitations.

Howard Community College
PROPOSED NEW HIRES

For August 25, 2004 Board Meeting

BUDGETED HIRES (Position Control Positions)¹

Note: All new positions are part of the FY04 budget.

May 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Assistant Accounts Payable Supervisor	Finance	Existing Position Replacement	8	\$30,412 - \$48,660	\$30,412	Collins, Linda ⁴	05/17/04

June 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Help Desk Technician	IT Help Desk	Existing Position Replacement	7	\$27,950 - \$44,720	\$27,950	Geckle, Suzanne	06/01/04
Help Desk Technician (18.75 hrs)	IT Help Desk	New Position*	7	\$27,950 - \$44,720	\$13,977	Mathur, Rajat	06/01/04
Office Supervisor	Arts & Humanities/Science & Technology Division Office	Existing Position Replacement	9	\$33,092 - \$52,947	\$33,092	Schmidt, Malena ⁴	06/14/04
Director, Administrative Information Systems	Administrative Information Systems	Existing Position Replacement	15	\$60,155 - \$96,248	\$84,464	Wu, Linda ⁴	06/14/04
Admissions Counselor (Nursing & Allied Health) (25 hrs)	Admissions & Advising	Existing Position Replacement	11	\$39,181 - \$62,689	\$26,126	Leishure, Samuel	06/16/04
Assistant Director of Admissions (Outreach)	Admissions & Advising	Existing Position Replacement	13	\$46,389 - \$74,222	\$46,389	Thomson, Christy ⁴	06/16/04

July 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Coordinator, Silas Craft Collegians Program	Academic Affairs Office	New Temporary with Benefits Position	12	\$42,633 - \$68,212	\$42,633	Conn, Alice	07/01/04
Housekeeper	Plant Operations	Existing Position Replacement	3	\$21,277 - \$34,034	\$21,277	Fowler, Alexander	07/01/04
Housekeeper	Plant Operations	Existing Position Replacement	3	\$21,277 - \$34,034	\$21,277	Green, Desmond	07/01/04

*FY04 position that was frozen.

¹ Position Control position hires are those employees hired who are budgeted employees of the core workforce.

² Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee's salary may reflect part-time or ten-month employment.

³ Ranges shown are taken from the published salary schedules which include only 12-month salaries for staff. Faculty ranges may be 10 or 12-month as applicable.

⁴ Current employee of the core workforce who successfully competed for a vacant position within the college.

⁵ Employee is temporary with benefits for the Fall 2004 semester only

Howard Community College
PROPOSED NEW HIRES

For August 25, 2004 Board Meeting

July 2004 Cont'd

Technical Theatre Specialist	Arts & Humanities	New Temporary with Benefits Position	9	\$33,092 - \$52,947	\$33,092	Knipple, James	07/01/04
Executive Assistant to the Vice President of Academic Affairs	Academic Affairs Office	Existing Position Replacement	10	\$36,008 - \$57,612	\$39,079	Doughty, Donna ⁴	07/06/04
Teacher II	Children's Learning Center	Existing Position Replacement	8	\$30,412 - \$48,660	\$30,412	Bailey, Angela	07/12/04
Office Associate IV	Math/Distance Learning Division	Existing Position Replacement	6	\$25,686 - \$41,099	\$26,035	Boon, Theresa ⁴	07/12/04
Office Associate V	Finance	Existing Position Replacement	7	\$27,950 - \$44,720	\$27,950	Smith, Lennie	07/16/04

August 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Assistant Director of Admissions (Nursing & Allied Health)	Admissions & Advising	New Temporary with Benefits Position	13	\$46,389 - \$74,222	\$47,389	Becker-Cornblatt, Robin	08/02/04
Admissions & Recruitment Counselor	Admissions & Advising	Existing Position Replacement	11	\$39,181 - \$62,689	\$41,149	Chase, Jennifer	08/02/04
Office Associate V	Planning, Research & Organizational Development	Existing Position Replacement	7	\$27,950 - \$44,720	\$27,950	Hellenbrand, Susan	08/02/04
Admissions & Recruitment Counselor	Admissions & Advising	Existing Position Replacement	11	\$39,181 - \$62,689	\$44,143	MacPhee, Gregory ⁴	08/02/04
Instructor, Business and Management	Business & Computers	New Position Control/Budgeted Position**	Instructor	\$35,121 - \$50,926	\$37,371	Karn, David	08/09/04
Associate Professor, Nursing	Health Sciences	Existing Position Replacement	Associate Professor	\$44,721 - \$68,118	\$29,000	Lang, Beverly ⁵	08/09/04
Associate Professor, Nursing	Health Sciences	Existing Position Replacement	Associate Professor	\$44,721 - \$68,118	\$60,000	Straka, Jean	08/09/04
Reference/Web Services Librarian	Teaching & Learning Services	Existing Position Replacement	11	\$39,181 - \$62,689	\$39,181	Hollander, Gail	08/11/04
Interim Instructor, English as a Second Language	English/World Languages	Existing Position Replacement Temporary with Benefits	Instructor	\$35,121 - \$50,926	\$19,105	Dwyer, Linda ⁵	08/16/04
Assistant Director of the Library	Teaching & Learning Services	Existing Position Replacement	12	\$42,633 - \$68,212	\$46,896	Higgins, Karen	08/16/04
Continuing Education Assistant	Continuing Education & Workforce Development	Existing Position Replacement	6	\$25,686 - \$41,099	\$27,366	McCray, Lisa ⁴	08/16/04

**Two current faculty moved to half-time, thereby enabling the creation of a new position.

¹ Position Control position hires are those employees hired who are budgeted employees of the core workforce.

² Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee's salary may reflect part-time or ten-month employment.

³ Ranges shown are taken from the published salary schedules which include only 12-month salaries for staff. Faculty ranges may be 10 or 12-month as applicable.

⁴ Current employee of the core workforce who successfully competed for a vacant position within the college.

⁵ Employee is temporary with benefits for the Fall 2004 semester only

2a – Copier Equipment Contract

Background: The college has a variety of copier leases, purchases, and service agreements that have been procured by campus offices. The campus completed an audit of these services and determined that a common contract for four types of copiers would assist in the management, service, and cost for copiers.

In May, the college issued an invitation to bid for the rental of digital copiers and received five responses. Copy Systems was eliminated as non-responsive as they failed to bid on all types. Enoch Office Equipment was the lowest bidder. The monthly rental per unit per type is summarized below. This price includes network cards and scan to email technology. Prices for optional capabilities such as desktop faxing would be governed by the response. Enoch's prices on such items were also the best overall and references were very good.

Vendor	Type I	Type II	Type III	Type IV
Advance Business Systems	\$198.00	\$277.47	\$645.90	\$745.00
Copy Systems	\$244.32	\$244.32	\$311.67	N/A
Copy World	\$177.80	\$200.00	\$476.00	\$509.91
Enoch Office Equipment	\$85.00	\$165.00	\$270.00	\$410.00
Imagistics	\$158.00	\$203.00	\$351.00	\$474.00

Purpose: To obtain approval to enter into a rental agreement with Enoch Office Equipment for any machine that would renew in FY05 (a total of eight machines).

Timeline: The contract is for a three-year rental for all machines to be replaced in FY05. The base prices for equipment that would be replaced in FY06 and FY07 is also established and available as two optional 12-month renewal periods under the same terms and condition.

Recommendation:

It is requested that the board of trustees ratify and confirm:

Amount: \$18,932.16 (FY05 projected expenses)

Vendor: Enoch Office Equipment

Source of funds: FY05 Operating Budget with yearly board endorsement.

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roger Caplan, Chair, June 10, 2004

2b – Landscaping Management & Athletic Fields Management Services Contracts

Background: The current landscaping maintenance contract with the Brickman Group, Ltd. expires June 30 2004. The college advertised for a new contract since the contract had reached the three year maximum renewability. At the same time, the college advertised for the management of the new athletic fields. The Brickman Group, Ltd. submitted the low overall bid. (See table below). The administration recommends that the Brickman Group, Ltd. be awarded the athletic fields management and the landscaping management service contract not only because the company was the lowest overall bidder but also because of the excellent performance during the last three years.

Purpose: To secure landscaping management and athletic fields management services

Location: Campuswide

Timeline: One year with two optional yearly extensions (maximum of three total) contract beginning July 1, 2004

Specifications: Landscaping services shall include turf management, which includes mowing and trimming, turf care, edging, shrub and formal hedge management, leaf removal, spring cleanup, and mulch application.

Athletic Fields Management shall provide a sound program for all soccer fields to be in proper playing conditions. Services shall include grounds management, which includes mowing, weeding, fertilizing, seeding and aerating.

Bids:

Company Name	Landscaping	Athletic Fields	Total
The Brickman Group, Ltd.	\$57,631.00	\$29,692.00	\$87,323.00
Custom Lawn Service, Inc.	\$231,678.00	\$162,670.00	\$394,348.00
Melwood	\$43,802.00	\$100,501.40	\$144,303.40
OneSource	\$168,100.00	\$33,500.00	\$201,600.00
TruGreen Lawn Care	\$51,318.00	\$109,096.00	\$160,414.00

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$87,323.00

Vendor: The Brickman Group, Ltd.

Source of funds: Plant Operations Grounds Operating Budget

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roger Caplan, Chair, June 17, 2004

2c – Exterior Lighting Replacement Construction Contract

Background: The college re-advertised an invitation for bid for the exterior lighting replacement project because the bids in response to the first advertisement were incomplete and therefore rejected by the board. Bids in response to the second advertisement were opened on June 11, 2004. Pipes & Wires Services was the lowest bidder. (See table below)

Purpose: To replace exterior lighting around the main campus

Location: Main college campus

Timeline: Work is dependent on the Board of Public Works approving this project at its July 21, 2004, hearing. Estimated duration is three month, weather permitting.

Specifications: Procuring materials related to an upgrade in the exterior lighting campus wide and the installation of specified lighting.

Bids:

<i>Company</i>	<i>Total</i>
Cynergy Electric Company	\$862,598.00
Electrical General Corporation	\$645,500.00
LAI Construction Services	\$989,720.00
Pipes & Wires Services	\$563,000.00

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$563,000.00

Vendor: Pipes & Wires Services

Source of funds: FY04 Capital Budget - Systemic Renovations

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roger Caplan, Chair, June 17, 2004

2d – Change Order #1 Arts & Humanities Building Engineering Services for Single Air Handling Unit

Background: During the value engineering for the Arts and Humanities building, it was suggested that using one single air handling unit (AHU) compared to several scattered throughout the project would result in an estimated construction cost savings of approximately \$100,000.00. The required engineering services for duct, electrical and structural work by Mueller Associates result in a change order of \$19,750.00.

Purpose: To receive board authorization to proceed with change order #1

Location: Arts and Humanities building

Specifications: Engineering services for duct, electrical and structural work for a single AHU to serve the arts and humanities building

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$19,750.00

Vendor: Design Collective

Source of funds: Year-end funds will be used to pay for this, but the project cost will be charged to the arts and humanities building.

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roger Caplan, Chair, June 17, 2004

2e – Construction Manager At Risk for the Student Services Building

Background: In the fall of 2003, the college began the design of the new Student Services Building. Unlike the last two buildings, this building will be designed over two years. As the schematic phase of design ends, it is now necessary for the college to hire a construction manager at risk for the project.

The request for proposal for the construction manager at risk was issued this spring and eight firms submitted proposals as follows:

Atlantic Builders Group, Inc.
Barton Marlow Company
Gilbane Building Co.
J. Vinton Schafer & Sons, Inc.
Oak Contracting Corporation
Riparius Construction, Inc.
SMCI (Smith Management Construction, Inc.)
Whiting-Turner Contracting Co.

There were three phases to the process of choosing a firm with the following weightings:

Phase 1 - Technical Proposal (original RFP submission) - 692.5 points or 75 percent
Phase 2 - Oral Presentation – 92.33 points or 10 percent
Phase 3 - Price Proposal for pre-construction services and construction services – 138.5 points or 15 percent

The total points for all phases equal 923.33

During the phase one technical proposal, the administration utilized the evaluation system recommended by the University of Maryland and the firms were rated in the following areas:

- 1) Key Personnel
- 2) Firm Experience and References
- 3) Project Specific Background
- 4) Profile of Proposer
- 5) Economic Benefit
- 6) Minority Business Enterprise (MBE) Participation

During phase one each area was given weighted values based on importance resulting in a maximum possible score of 692.5. In order to proceed to phase two of the evaluation process, which was the oral presentation; firms were required to achieve a minimum of 75 percent of the maximum available points.

Similarly, the phase two oral presentations were technically rated with a maximum possible score of 92.33 points and firms were required to achieve at least 75% of that score in order to be asked to submit a price proposal for phase three.

Three firms successfully completed the first two phases of the process and were asked to submit price proposals. The final scores for each firm were as follows:

Total Score		
Gilbane	Total Points Available	923.330
	Points Received	724.89
	Score	78.5%

Total Score		
Riparius	Total Points Available	923.330
	Points Received	765.963
	Score	82.96%

Total Score		
Whiting-Turner	Total Points Available	923.330
	Points Received	740.650
	Score	80.22%

Proposals were also given for construction services, but these fees cannot be finalized until final construction documents are done. At that time, the guaranteed maximum price (GMP) will be received.

Based on the combined technical and interview scores and the overall pre-construction services fee, the administration is recommending that Riparius Construction, Inc. be awarded the contract for the construction manager at risk on the student services building

Purpose: To obtain board of trustees approval for the construction manager at risk for the student services building.

Location: At the east end of the campus quad

Timeline: Pre-construction – July 1, 2004 thru May 31, 2005
Construction – June 1, 2005 – December 31, 2006

Specifications: To provide pre-construction management services including review of drawings, design recommendations and costing and to

provide the total construction services of the student services building.

Bids: The following price proposals were submitted on June 25, 2004 for pre-construction services:

Gilbane Building Company	\$116,800.00
Riparius Construction, Inc.	\$ 25,000.00
Whiting-Turner Contracting Company	\$143,494.00

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$25,000.00

Vendor: Riparius Construction

Source of funds: FY05 Capital Budget

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, July 2, 2004

2f – Installation of Fiber and Copper Cabling

Background: The college issued a request for bid (RFB) for the purpose of installing fiber and copper cabling from the Information Technology Network Operations Center (L-100) to Hickory Ridge. The new infrastructure will allow installation of telephones in all classrooms and labs within the Hickory Ridge facility and also enhance data connectivity across the campus.

Purpose: Obtain approval to award contract to FiberPlus, Inc.

Location: Underground cabling between L-100 and Hickory Ridge.

Timeline: August 2004

Bids: The college received four responses to the RFB that are outlined below:

Company	Bid	Comments
FiberPlus Inc.	\$ 98,008.98	
PrimeNet Inc.	\$ 99,430.00	
Southern Maryland Cable, Inc.	\$118,422.24	
Veteran Communications Corp.	\$107,916.15	Not considered – failed to properly respond to RFB

Recommendation:

It is requested that the board of trustees ratify and confirm:

Amount: \$98,008.98

Vendor: FiberPlus Inc.

Source of funds: Information Technology Innovative Partnerships for Technology (IPT) Grant funding

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, July 13, 2004

2g – Temporary Parking at the Grand Prix Field

Background: The construction of the arts and humanities building will result in the loss of approximately 190 spaces of the temporary parking lot and part of the regular lot by the Smith Theatre entrance. Therefore, the college has investigated the construction of a temporary parking lot at the Grand Prix field. The proposal is for a fee not to exceed \$85,739 including signage, any new wheel stops, or repainting that may be required. The college had planned to create temporary lots and had budgeted for this expense as part of year-end. This construction will be done under the contract the college has with Riparius for the arts and humanities building as an addendum. The college has installed several stone lots of this magnitude before and the cost for this lot is comparable.

Purpose: To obtain board approval to proceed with the installation of the new temporary lot by Riparius Construction, Inc.

Location: Grand Prix field

Timeline: Completed prior to fall semester

Specifications: Installation of 197 spaces with 4 – 6 inches of crusher run #6 stone with filter fabric beneath. Top soil will need to be stripped and grading will occur. Excavated top soil will be placed in berms around the lot. Allowance for signage and any new wheel stops or repainting is included. The main cost for this lot is the crushed stone and excavating. Riparius's fee on this project is \$2,899.

Bids: Considered an addendum to Riparius's contract for the arts and humanities building

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$85,739.00 (not to exceed amount)

Vendor: Riparius Construction, Inc.

Source of funds: FY04 year-end funds were set aside to cover this expenditure.

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, July 30, 2004

2h – Campus Signage

Background: Over the past few months, needs have arisen for a variety of exterior campus signs. These signage needs were compiled into three bid packages: 1) signs related to parking, traffic direction and safety, 2) a supply of galvanized steel posts for signage, and 3) exterior building identification signs for the quad area: administration, nursing, Clark library, Burrill galleria, Smith theatre, and science & technology buildings. The college will consider the winning vendor as the preferred source for additional signage purchased in FY05.

Purpose: Select a vendor for the manufacture and installation of exterior campus signage.

Location: Signs will be installed in various locations on campus.

Timeline: Most signs will be installed in August 2004.

Specifications: Bid 1: 17 miscellaneous exterior signs related to parking, traffic direction, and safety. Prices sought for standard signs for future signage needs. Bid 2: 200 12' galvanized steel posts in black or charcoal gray. Bid 3: 8 exterior building identification signs consisting of individual cast aluminum letters mounted to an exterior surface of buildings in the quad area.

Bids:

	Bid #1	Bid #2	Bid #3 (Metallic)	Total Bids 1, 2 & 3
Belsinger Sign Works	\$6,031.50	\$4,600.00	\$10,430.00	\$21,061.50
H&M Signs	\$4,651.00	\$8,000.00	\$20,005.00	\$32,656.00
iPrecision	\$4,216.00	\$7,800.00	\$9,868.00	\$21,884.00
Maryland Sign Design	\$8,103.50	\$12,339.00	No bid	n/a
RapidSign Center	\$4,828.81	\$7,118.64	\$12,523.00	\$24,470.45
Shannon Baum Signs	\$6,807.25	\$8,500.00	\$9,848.00	\$25,155.25
Signs By Tomorrow	\$7,762.30	\$3,860.00	No bid	n/a

The lowest bidder, Belsinger, did not meet specifications for Bid 2 and disclosed that it could not meet the timeline for Bid 3.

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$21,884.00

Vendor: iPrecision

Source of funds: FY05 capital budget

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, August 3, 2004

2i – Summer II and III Graduates

Background: The following is a proposed list of candidates who are expected to complete their degrees/certificates at the conclusion of the summer II and III sessions. These candidates are being cleared by the office of records and registration. The faculty will review and approve the attached tentative list of 56 graduates prior to the conferring of these degrees and certificates.

Purpose: To enable students to graduate.

Timeline: Effective August 23, 2004. This is the expected date for the clearing of all summer II and III graduates.

Recommendation

It is requested that the board of trustees ratify and confirm the proposed list of graduates for August 2004 and empower the college president with the authority to make the necessary adjustments following clearance by the office of records and registration and review and approval by the faculty.

Compliance: This request is in compliance with college procedure, Graduation Requirements – 10.04.01.

Approval: Signed by Roberta Dillow, Chair, August 5, 2004

Howard Community College Graduation Candidates Summer II and III, 2004

Associate of Arts

Arts and Sciences - Social Sciences

Jacob Trujillo Abeyta

Arts and Sciences -Art

Megan E. Taylor

Arts and Sciences -Pre-Pharmacy

Jane J. Molekunnel

Business Administration

Jakiera Tamara Daniels
Brandon J. Hennessy

General Studies

Tricia A. Lewis
Ethan P. Montgomery
Kacie Lee New
Shazia M. Rajan
Jennifer Cynthia Sargent

General Studies - Business/Technology Emphasis

Michael Nabil Albert Anis
Alicia Grace Reboso

General Studies for Certificate Students

Richard A. Brock

Teacher Education - Early Childhood Education

Claudia Berg
Julie Kathleen Hairfield
Kerri R. Miller-Mercer
Rachael L. Shapiro

Teacher Education - Elementary Education

Amy Michele Johnson

Teacher Education - Secondary Education

Todd B. Bernsohn

Associate of Applied Science

Business Management

Dennis Floyd Covert
Patricia Denmead Winters

Computer-Aided Design Technology

Anthony Clayton Curry

Medical Office Assistant

Amanda Lynn Kelly

Certificate of Proficiency

Cardiovascular Technology

Bernard W. Robinson

Licensed Practical Nurse

Danny K. U. Anderson

Felix Chioma Anusie

Barbara Sina Awa

Rose Asare Banahene

Laura Michelle Barnes

Minisiah W. Boayue-Acqui

Sherrie A. Boyer

Marian Hannah Caulker

Alice Petrina Conteh

Jennifer King Deuber

Ijeaku J. Ezekwesili

Michele L. Harrison

Elaine Howard

Kenyetta Gwendolyn Howard

Lilycent Uche Igbani

Jennifer Eileen Johns

Fatmata Kamara-Barrie

Germain B. LeBlanc

Christine Cecilia Levine

Jeanne M. McCurdy

Vincent Ndille Nkede

Onikepo A. Omotoso

Ezekiel Ayodele Oni

Akosua Joyce Oppong

Jacqueline N. Pitts

Denise Natalie Ravariere

Lisa D. Reid

Michelle Leigh Sanchez

Afrikus Tashika Hart

Anita Roxanna Sutton

Joann Theresa Turner

Brenda Therese Wiles

2j – Services for Third-Party Systems to Support the College’s Enterprise System (Colleague)

Background: Annually, the college must renew its licenses and maintenance agreements for third-party products that interface with our administrative computing system (Colleague). These products and services include Safari Olap (management reporting software), Unidata licensing (Colleague database), user interface for Colleague, remote database management systems, developer tools, security and recovery processes for Colleague web services, and e-commerce solutions to support online registration.

Purpose: Obtain approval to remit payment of \$34,531.25

Location: Interface with Colleague Enterprise Management System

Timeline: July 2004 – June 2005

Recommendation

It is requested that the board of trustees ratify and confirm:

Amount: \$34,531.25

Vendor: Datatel

Source of funds: Information Technology operational funds

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, August 6, 2004

2k – Athletic Trainer

Background: The following is a proposed contract bid to cover the costs associated with providing an athletic trainer at all home contests per the by-laws of the Maryland Junior College Conference (MD-JUCO) of which Howard Community College (HCC) is a member. To address the safety and liability concerns for all participating student athletes, an athletic trainer should also be available at practices throughout the year. Howard Community College (HCC) has an opportunity to partner with MedStar Health Organization, which is willing to provide HCC with a certified athletic trainer. MedStar would pay the benefits and continued educational training of the athletic trainer in exchange for HCC paying an hourly wage.

Purpose: To allow Howard Community College’s athletic department to enter into a partnership with the MedStar Health Organization for the use of an athletic trainer during the school year for practices and games and for summer camps.

Timeline: August 14, 2004 through May 30, 2005

Specifications: The total cost for the athletic trainer is \$35,000.70 and shall be paid as follows:

Hourly Rate	Hours worked per week	Number of weeks	Cost per week	Total Cost per Academic Year
\$23.81/hour	35 hours	42 weeks	\$833.35/week	\$35,000.70

Bids: Howard Community College will use the Community Colleges of Baltimore County–Catonsville Bid #041504A dated March 25, 2004, which is for one year with two one-year options allowing, all local community colleges to use its purchase orders and bids.

Recommendation:

It is requested that the board of trustees ratify and confirm:

Amount: \$35,000.70

Vendor: MedStar Health Organization

Source of funds: The Athletic and Fitness Center 40 account (\$30,000.70 - \$32,000.70) and the Sport Program 13 account (\$3,000 - \$5,000)

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Louis Hutt, Vice Chair, August 10, 2004

2I – 2004 Performance Accountability Report

Background: Howard Community College is required to file a Performance Accountability Report with the Maryland Higher Education Commission (MHEC) using a prescribed format by July 1st every year. Certain data that is provided by MHEC for the mandated indicators is not available until after the last spring meeting of our board of trustees. Therefore, the board chair reviews and authorizes the submittal of the report. The report is then disclosed at the August meeting of the board of trustees. In the section of this report titled “Initiatives,” please note that this was the FY2005 Strategic Plan as of June 2004. Since then a few modifications have been made; see the regular board materials of that disclosure.

The administration presents the following report on the progress of the college towards the benchmarks set by the board of trustees at their May 2002 meeting.

Purpose: Report on the progress of the institution.

Timeline: Annual

Recommendation

It is requested that the board ratify and confirm the 2004 Performance Accountability Report.

Compliance: Required by the Maryland Higher Education Commission.

Approval: Signed by Roger Caplan, Chair, June 17, 2004



HOWARD
COMMUNITY COLLEGE

2004 PERFORMANCE ACCOUNTABILITY REPORT

Office of Planning, Research and Organizational Development
Howard Community College
June 21, 2004

HOWARD COMMUNITY COLLEGE

MISSION

Howard Community College (HCC) creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life in its community.

INSTITUTIONAL ASSESSMENT

Academic, Demographic and Financial Trends

A cut in Howard Community College's (HCC) state and local funding at a time of continuing growth and expanding need has been the most significant factor impacting the college's academic initiatives in FY04. These cuts came during the first full year of operation of the new Instructional Lab Building, as the college is poised to begin construction on its Arts and Humanities Instructional Building. The cuts have made it impossible to hire the full-time faculty that are sorely needed to meet the 50/50 full-time/part-time ratio and to assure the quality of instruction for a student body that has grown over 20 percent since 2000. The cuts have also meant that needed equipment is not able to be purchased as funds for equipment have to be diverted to make up for cuts in operational support.

Despite these crippling cuts, the college, through innovative partnerships, continues to make progress on important academic initiatives. A tremendous amount of time and energy is spent trying to find alternative funding for critical statewide issues, such as addressing the nursing and teacher shortages. The college is initiating an accelerated nursing program beginning in fall 2004 that will graduate well-prepared nursing students by the fall of 2005. Because current levels of funding from the state and county would not allow creation of such a program, much of the support for this program is being sought from hospitals and health-related organizations. A mid-year start nursing program that was developed in tandem with the accelerated program could have doubled the number of students in the regular day program, but was not able to be initiated because of lack of funding. The college also created an innovative grant-funded RENEW program that has moved certified nursing assistant students from non-credit coursework into the licensed practical nursing credit certificate program, dramatically increasing the college's LPN class. The emergency medical services pathway program, a partnership between HCC, the Howard County Public School System, and Howard County Fire and Rescue, will bring a cohort of highly-prepared EMT/Paramedic students to the college every year beginning in the fall of 2004. The college's new service learning program, which engaged over 170 students in service learning in its first semester of operation, is made possible through a Learn and Serve grant.

Prince George's Community College and Howard Community College have sought and received designation as a regional higher education center for the Laurel College Center. The two community colleges have worked with Towson University to bring Towson's Bachelor of Elementary and Special Education to Laurel, where it will be accessible to community college AAT graduates in the entire central Maryland region. The colleges are currently negotiating with Towson to bring a 2+2+1 degree leading to the Master's of Mathematics Education to Laurel. This degree will serve the needs of a sizable number of middle school mathematics teachers who need to become "highly qualified." The Laurel College Center is in need of assistive technology equipment and software for the education program and a biology lab to expand anatomy and physiology courses for nursing students. Once again, the colleges are looking toward grant funding to support these important needs.

In FY04 Howard Community College experienced another year of significant growth in headcount and FTE. Fall credit headcount was up four percent, and FTE enrollment was up five percent. Spring credit headcount and FTE enrollment increased three percent. Continuing education, which has a large revenue base in business and industry training, has seen a leveling off in business the past three years and has not experienced the rapid growth that occurred in the credit area. Credit enrollment is projected to continue to grow at the rate of four percent per year.

This growth has not come without a price as enrollment has outpaced growth in faculty each year, causing a lag in the percentage of courses taught by full-time faculty compared to the percentage of courses taught by part-time faculty. Even though funds were not available to hire new faculty or other staff, the first areas to be addressed during the budget process were still indicators relating to the *percentage of expenditures on instruction* and the *percentage of expenditures on selected academic support*.

In FY04, the college broke ground for its new Arts and Humanities Instructional Building. This building will add a total of 77,800 square feet to the campus when it opens in March 2006, and is expected to add visual and performing arts spaces to the campus, as well as house faculty offices, a recital hall, and a black box theatre. The college has agreed to raise 25 percent of the funds for this building, so that the county will only have to match 25 percent of the 50 percent required local share to match the state contribution. Design also began on the new Student Services Building, which is estimated to be another 89,500 square feet. These two buildings combined will increase the campus space by 35 percent.

Due to the slowing of the economy and the dramatic drop in capital gains revenues, a majority of governments nationwide are facing deficits and revenue shortfalls. The Howard County economy seems to be performing better than the national economy. Unemployment is lower and job growth is stronger than the national levels, in part because of the proximity to the federal government. The two largest revenue sources in Howard County are property taxes and income taxes. In Howard County, the property tax base is strong, anticipating an 11.62 percent increase in the total assessable base. However, because of the phase-in growth limit of five percent, revenues from property taxes are projected to grow by 5.92 percent. Personal income in the county is anticipated to grow by five to seven percent over the next few years, with a growth in income tax projected at five percent. Many economists are predicting that the economy will improve during calendar year 2004. Most of them believe that healthy job growth, which has not kept pace with the rest of the economy, will begin to show stronger growth over the next twelve months. Already, the state and county have seen increases to date.

In FY04, the community colleges, along with other state entities, received a 6.2 percent mid-year state cut. Although community colleges were supposed to be funded at 25 percent of the four-year institution levels in FY03, that contribution was scaled back to 22 percent and will not reach 25 percent until FY06.

Although the board has preserved the tuition level during the last several years, recent state reductions (funding in FY05 will be less than FY03) have influenced the decision to

increase tuition by ten dollars per credit hour, or 11 percent for FY05. One dollar of the increase will be used to fund the cost of the Arts and Humanities Instructional Building construction, while the remaining nine dollars will go toward operations. This unavoidable increase will bring the in-county tuition rate to \$100, with \$97 going toward operations and \$3 going toward capital funding of the Arts and Humanities Instructional Building. Even with the tuition increase, HCC's indicator for *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions* is expected to remain within the benchmark limit. The ability to keep tuition at this level will depend on county and state funding in future years.

To continue efforts to better manage growth and the challenges that accompany this growth, the college, for the second time, conducted a self-assessment based on the United States Senate Productivity and Maryland Quality Award criteria for education. The college is again proud to have earned the bronze award, which recognizes its implementation of leadership practices, a strong student and stakeholder focus, a clear process for setting strategic direction, information systems that permit fact-based decision making, and human resource systems that lead to employee growth and development. As faculty and staff utilize the feedback from review by trained examiners to improve the college's management system, they continue to participate in individual process improvement assessments to examine existing processes and make recommendations for improvements. As part of the college's spring convocation activity, a number of these improvements and innovations were showcased and shared in a college-wide innovation fair.

Benchmark Assessment

Howard Community College has a strong commitment to the areas identified in the *2000 Maryland State Plan for Postsecondary Education, the 2002 Update*, and MHEC's accountability process for community colleges. These values are evident in the college's own strategic initiatives: learning community, access, economic and workforce development, partnerships, organizational excellence, and growth. Each year these initiatives drive the annual plans (institutional, core work, unit and individual) and budgets. The college's board of trustees has found the MHEC community college indicators to be particularly useful in guiding the college and encourages the further development of statewide indicators that will reflect the mission of community colleges and allow valid comparisons among the campuses in Maryland.

Excellent Higher Education System

Howard Community College is dedicated to inspiring learning and providing successful learning opportunities for the lifelong pursuit of personal and professional goals for the citizens it serves. One measure of successful learning at HCC, *second-year retention rate* for all first-time full-time degree-seeking students, has continued to exceed the benchmark, demonstrating the positive impact of programs put into place based upon recommendations by the college's Retention Team. Among these initiatives are the First-Year Experience (FYE), an expanded peer mentoring and leadership program. Two years into the program, outcomes assessment research has shown increased success and retention rates for students in classes with FYE objectives over stand alone sections. Course success for writing was 82 percent for classes with FYE objectives versus 78 percent for others. Success for

reading classes was 61 percent versus 48 percent, respectively. Likewise, fall-to-spring retention rates for students in these classes were significantly higher, 61 and 48 percent, respectively. To help maintain the benchmark level for at-risk students, a number of innovative strategies are offered through the Silas Craft Collegians program, such as a summer program focusing on team building, goal planning, motivation and college survival, professional and peer mentors, personal and career counseling, and other personal intervention strategies as needed. Efforts have been made at the institutional level to better use technology to support data analysis and cohort tracking to positively impact retention rates. The *four-year transfer/graduation rate of full-time students* increased substantially this year to exceed the benchmark, while the *six-year rate* decreased. A number of initiatives have been undertaken by the college to strengthen the transfer rate of students. This year the advising website was enhanced to include information about limited enrollment and competitive programs in the state, such as Teacher Education and Business at UMCP and Towson University, Computer Science at UMBC, and Engineering at UMCP and UMBC. In addition to annual fall and spring day and evening transfer fairs, the college initiated a non-traditional student evening transfer fair featuring programs from a variety of institutions with non-traditional services or course delivery models. Transfer representatives conducted programs on campus, and students visited a number of regional campuses. The college's Enrollment Management Team continues to look at short- and long-term strategies to positively impact graduation rates. While *non-returning student satisfaction with educational goal achievement* rates made significant strides toward the benchmark this year, *graduate satisfaction with educational goal achievement* rates declined slightly. To improve these rates, the college continues to expand educational opportunities by increasing programs, delivery methods, sections and space and by analyzing the impact of these improvements. Students transferring to USM campuses from HCC continued to do well, and the *academic performance at institutions of transfer: first-year GPA* for these students improved beyond the benchmark this year.

Affordable and Equitable Access

The college is committed to attracting and retaining a rich diversity of students to its programs and learning communities, eliminating barriers to learning, and responding quickly to the evolving needs of the community it serves. To this end, HCC provides open access and innovative learning systems, along with a number of continuing and new activities that address issues of access and evaluate whether the campus meets the changing needs and interests of a diverse and dynamic community. Efforts are underway to support institutional goals for growth in enrollment and have resulted in good progression toward the benchmark for *number of credit students enrolled*. The *number of non-credit students enrolled* in FY03 met the benchmark. The college's *market share of service area undergraduates* continued to progress toward the benchmark in fall 2003, while *the market share of recent public high school graduates in the service area* decreased in academic year 2002-2003. Improvements to a number of programs targeted at high school students, such as the Freshman Focus, Silas Craft, and Rouse Scholars programs are geared toward increasing fall enrollment of recent high school graduates at HCC. Institutional data show an increase in early entrants and the number of recent high school students who entered in fall; therefore, it is suspected that a decreasing number of students who attend another institution in fall and enter HCC in the spring may be responsible for the lower percentage for this indicator. The college and the

Howard County Public School System have a number of agreements in place across a wide range of programs and majors, including computer systems, education, business, graphic arts, human services, hospitality, and health designed to ensure that area high school students are aware of academic options at HCC. Transfer Center improvements, such as an enhanced version of the scholarship website including important University of Maryland System and State of Maryland scholarship information on the Transfer Center website, have helped move the *percent of students transferring to Maryland public four-year institutions* beyond the benchmark. The college continues to monitor National Student Clearinghouse output to help discern how many students are transferring to private Maryland or out-of-state institutions and continues to watch this transfer rate to Maryland public institutions.

To enhance access through financial aid, HCC awarded more than \$4.9 million to over 2,000 students in FY03. At least \$471,000 of this came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided over \$74,000 to fund student employment opportunities, and the HCC Educational Foundation provided over \$250,000 for student scholarships. *Tuition and fees* have remained stable and well within the benchmark limit in FY04.

Economic and Workforce Development

As a nucleus for education and training opportunities in Howard County, HCC is committed to taking a leading role in workforce training and in supporting economic and workforce development efforts within the county. Using the expert recommendations of nearly 70 civic and business leaders (the college's Commission on the Future), the college plans ways to better serve the area's higher education needs. Employers generally rate HCC graduates as well-prepared for employment. Because of the very small number of responses to the statewide graduate follow-up survey, the college continues to consider alternative ways to monitor *employer satisfaction with community college career program graduates*. *Employer/organization satisfaction with community college contract training* remained stable with 95 percent reporting to be satisfied or very satisfied. *Student satisfaction with job preparation* increased to just below the benchmark level for 2002 graduates. The *percent of 2002 career program graduates employed full-time in related area* increased well beyond the benchmark. The *number of contract training courses offered* and the *number of participants in contract training* improved significantly in FY03. *Enrollment in workforce development courses* continued to increase toward the benchmark, and the *number of businesses and organizations served in contract training* remained stable. As a result of a number of initiatives that have been undertaken by the college to promote successful program completion and increase the *first-time licensure exam passing rates* for the NCLEX-RN and PN, the rates for both have increased well beyond benchmark levels in FY03 to 98 percent and 100 percent, respectively.

Basic/Applied Research

With continued funding by the National Science Foundation, HCC and Johns Hopkins University developed, deployed, and assessed Research Experience for Teachers (RET), a national model for linking community college faculty, teachers and undergraduates with leading edge researchers resulting in paid internships providing research experience for the educators.

Teacher Preparation and Student Preparedness

HCC continues to support a statewide initiative to expedite the transfer of teacher education students from community colleges to four-year institutions. HCC offers the Associate of Arts and the Associate of Arts in Teaching degrees for education majors. Maryland certification courses offered at the college enable individuals with bachelor's degrees to become certified as teachers. This year a partnership was formed with Towson University to offer the EESE (Elementary Education/Special Education) program at the Laurel College Center beginning in fall 2004.

High Quality Academic Programs for Increasing Diversity

Howard Community College values the significant contributions of a diverse population, encourages its celebration, and believes in providing varied and inclusive programs and support for all constituencies of the community. The *minority student enrollment as a percent of service area* population remained above the benchmark level in fall 2003. The *percent minorities of full-time faculty* increased slightly in fall 2003, but remains below the benchmark. Strategies used by the college to increase this percentage are described in an explanation at the end of this section. The *percent minorities of full-time administrative/professional staff* has remained above the benchmark level. The college continues to closely monitor these indicators. Significant improvement was evident for the 1999 cohort's *four-year transfer/graduation rate of full-time minority students*, although the *six-year transfer/graduation rate of all minority students* decreased for the 1997 cohort. The entire college continues to be concerned with the progress in meeting these benchmarks. The FYE, Silas Craft Collegians programs, a Transfer Center and specialized transfer advising, and a web site for students interested in transferring from HCC to four-year colleges and universities are among the strategies to improve these success rates. The college's Enrollment Management Team continues to look at short- and long-term strategies to positively affect graduation rates for all students. The *senior adult enrollment in non-credit courses* increased to within 30 students of the benchmark in FY03. The college's Seniors program continues to add new courses and locations to accommodate this increasing enrollment. The Senior Adult Summer Institute, a collaborative effort with the Howard County Department of Recreation and Parks, has expanded to offer similar programs during the rest of the year.

Information Technology to Improve Access and Learning

Howard Community College uses technology to support instruction, learning, student services, and business processes. The academic use of technology is driven by faculty initiatives, instructional and certification requirements, competition, and access to electronic learning resources for credit and noncredit students. The college has equipped and maintains 67 computer labs that are used to assist with the instruction of English, math, science, multimedia, computer certifications, healthcare, and business training. An aggressive distance learning program offers three degree programs and 80 courses through the Internet to the citizens of Howard County and any qualified student with Internet access. The college has integrated the use of technology to meet the needs of student services for web access to registration, grades, financial aid, and schedule information and communication. HCC's business processes and operations are managed through a centralized enterprise administrative management database, which runs student

accounts, human resources, finances, purchasing, payroll, scheduling, and registration. The college has stayed current with industry standards and practices and upgraded hardware and infrastructures to meet growth, efficiencies, and long-term goals for instruction, services, and business processes of the college. Additionally, the college's Technology Advisory Board, consisting of Howard County business and technology leaders, provides input for planning programs and campus technology initiatives, developing partnerships, and securing resources.

The college has recently deployed wireless networks in common study areas to enhance student access to computing and learning resources. Other initiatives included installation of a document imaging system, which has significantly improved the processing and retrieval of student-related records and the successful implementation of a web-based instant-enrollment process for continuing education students – a first in the state. This year, significant investments were made to improve IT infrastructures, which included the replacement of 325 desktop computers for students and the upgrade of key network components that improved performance, reliability, and security. The roll out of an integrated room and events scheduling product provides a dynamic interface with the campus enterprise system and optimizes course section scheduling. Further, the implementation of a campus Intranet and management reporting system provides faculty and staff access to the right information required to effectively support the learning environment. In order to gauge and improve performance, Information Technology has also developed an outcomes assessment process that monitors key business processes and services against industry benchmarks and best practices.

Cost Effective and Accountable System of Higher Education

The college values and believes in responsible fiscal management of the college's resources from local and state government. The college has entered into a number of collaborations to improve efficiency and service to students, such as that with Prince George's Community College to establish a joint center in Laurel, MD. HCC joined with Carroll and Frederick community colleges to form a consortium to expand healthcare training opportunities, and partners with Anne Arundel Community College to offer a number of credit and non-credit courses. An indicator of cost effectiveness, the *percentage of expenditures on instruction*, has met and maintained the benchmark level. The *percentage of expenditures on instruction and selected academic support* continued at the benchmark level in FY03.

RESPONSE TO COMMISSION QUESTION

Percent Minorities of Full-Time Faculty

Howard's benchmark is 23.0 percent, but the proportion of minorities on its full-time faculty dropped from 21.6 percent to 18.3 percent in the past year.

While the proportion of minority full-time faculty decreased from 21.6 percent in fall 2001 to 18.3 percent in fall 2002, it increased to 18.8 percent in fall 2003 and remains at that level. Upon close examination of recently separated full-time faculty members, the college has identified the primary reason for separation of diverse faculty members as voluntary resignation for reasons beyond the college's control. The college has noted that one faculty member originally in the "other" ethnic category changed to the African American category after the fall 2003 submission of the college's Employee Data System.

Among the strategies that HCC has implemented to increase faculty diversity are attending a greater number of job fairs (including those at historically black colleges such as Howard University), creating a link with the local NAACP so that association members are encouraged to apply for HCC jobs, and developing a relationship with the Howard County Public School system to share strategies for hiring diverse teaching staff. All full-time faculty vacancies are advertised nationally and in diverse publications such as *Hispanic Outlook* and *Black Issues*. The college has developed an enhanced diversity search committee training program, and college policy requires that a diversity committee member serves on every full-time faculty search. Of course without funding no new faculty can be hired so this measure may remain stationary for another year. It should be noted that the college has had significant success with recruitment of diverse part-time faculty, which increased from 21 percent in fall 2002 to 24 percent in fall 2003.

COMMUNITY OUTREACH AND IMPACT

Howard Community College (HCC) is dedicated to establishing strong community connections and prides itself in being a vital partner in the intellectual, cultural, and economic life of the community it serves. The college strives to accomplish this by taking a leading role in workforce training and in supporting economic development efforts within the county by nurturing community, business and educational partnerships, and by cultivating positive relationships with all segments of the community.

Collaboration with Other Educational Organizations

HCC has entered into partnerships with local and distant four-year institutions, other Maryland community colleges, and the Howard County Public School System (HCPSS) to help learners move easily through the system by providing strengthened and diverse programs, smooth transfer of knowledge, improved utilization of resources, successful student transfer, staff development, and workforce readiness. The college continues to seek other partnerships to maximize resources and provide concrete benefits for students.

With the mission of enhancing educational opportunities for stakeholders in the region, HCC continues its partnership with Prince George's Community College at the Laurel College Center (LCC) to provide non-credit occupational and personal enrichment classes and credit courses that allow students to earn associate degrees in applied information technology, business administration, criminal justice, and general studies. To provide even greater educational opportunities to students, the college is collaborating with a local four-year public institution to offer a bachelor's degree on site. The LCC also offers a variety of on-site admissions, advising, registration, and financial aid services and placement testing.

To further expand career options for Howard County residents, HCC continues to offer programs in partnership with other community colleges and through the Mid-Maryland Allied Healthcare Education Consortium. As part of a cooperative effort with all Maryland community colleges, HCC continues to participate in the Maryland Community Colleges' Business Training Network, which gives businesses access to every workforce training course at all Maryland community colleges and contributes to a favorable environment for economic development and a well-trained workforce.

This year the college hosted the Project Access college fair for students with disabilities, which provided information about admissions procedures and disability support services from 30 two- and four-year institutions and career schools. The program also hosted parents and professionals at a conference to improve the delivery and outcomes of postsecondary education for individuals with disabilities. Other events sponsored by the program include the Project Access Summer Institute, social events on the HCC campus, and in-service training to Howard County counselors and special educators.

HCC continues to partner with the Howard County Public School System. The college's executive team and senior staff meet regularly with the HCPSS leadership team to address issues of common concern and identify strategic collaborative initiatives between the two

organizations. The college has enhanced this partnership by establishing HCC as the choice for staff training for the HCPSS and by implementing teacher education initiatives, including priority for HCC student placement and articulated career training opportunities for students. HCC and the HCPSS have entered into agreement with the Howard County Fire and Rescue Services to establish a career pathway that certifies area high school students as emergency medical technicians and firefighters. HCC and the HCPSS have co-sponsored a career information series, providing high school students with hands-on exercises, a panel of speakers, campus tour, and workshops on financial aid, college admissions, and career planning. As part of this series, 60 students from three Howard County high schools gained hands-on experience in cardiac diagnostics and nursing and emergency medical procedures and attended a panel discussion on the various career options available in health care. The college has also been a partner in the Bridges program at a Howard County high school and assisted in the development of a career center at the school.

Opportunities for faculty visits, international studies, and exchanges linked to programs at foreign institutions were available as a result of the college's partnerships with foreign institutions. This year students and faculty traveled to Mexico, Italy, France, Costa Rica, England, Crete, and Greece as participants of study-abroad programs. Foreign visitors came to HCC from Mexico, Denmark, Turkey, Russia, Japan, and China. The college also had visiting professors from Estonia and Mexico and exchange students from Mexico and Denmark.

Collaboration with Business and Industry

HCC, as a central player in Howard County's economy, continues and strengthens its collaboration with the business community. The college continues to implement and plan for the recommendations of its Commission on the Future, a group of civic and business leaders who were reconvened last year to explore a number of areas of interest to better serve the area's higher education needs. The college president serves on the Board of Directors of the Howard County Chamber of Commerce and serves as the chair of its subcommittee on workforce development, which seeks to examine the workforce needs of area businesses.

Each fall and spring the college holds its biannual job and career fairs. About 70 government agencies, large corporations, small businesses, and non-profit organizations participate in the event, and more than 700 community members attend each semester. As a result of expanded job placement opportunities, this year student participation in HCC Jobs Online increased by 128 percent and employer participation increased by 68 percent.

Community Connection

Howard Community College is dedicated to joining with its many community partners to ensure a valuable contribution to the learning needs of all citizens. On campus or off, the college seeks out opportunities to be involved in the community's life and to cultivate positive relationships with all segments of the community. In 2004 this dedication to community was recognized when the college was named the recipient of the Martin Luther King Community Volunteer Award.

Faculty and staff have been active in a number of community organizations as members and often in leadership positions. In addition they serve on the college's Speaker's Bureau, which provides expert speakers for community meetings and special events. Each year the college sponsors a number of joint community and cultural events on topics such as AIDS awareness, communication across cultures, and alcohol and tobacco awareness. In one of these events, HCC hosted the 2004 Maryland Colleges Tobacco Control Summit, which highlighted positive partnerships between colleges and county coalitions.

The Mediation and Conflict Resolution Center (MCRC) at Howard Community College promotes peaceful resolution of conflicts by providing mediation and conflict resolution education and training for the county and the community at large. This year the MCRC developed a training program and trained HCC and HCPSS students in conflict resolution skills and diversity awareness. The center has a formal community referral agreement with the Howard County Police Department and arranged for Arun Gandhi to speak for students, staff and community members.

The college has joined the Howard County Center for African American Culture to provide opportunities for collaboration with the HCC library, academic divisions, student services, student government, the Black Leadership Organization, and the Diversity Committee. This year the center relocated its adult research library to the HCC library. Over 3,000 publications provide students and visitors a wealth of information by and about African Americans.

In recognition of the fiftieth anniversary of Brown vs. the Board of Education, HCC, with the Howard County Public School System and the Maryland Humanities Council, hosted a series of educational events to celebrate this landmark decision. Nearly 350 students, faculty, staff, and community leaders attended educational workshops and seminars during the college's fourth annual Diversity Day.

The Community Services and Volunteer Fair, co-sponsored by HCC, the Association of Community Services, and the Volunteer Center serving Howard County, was attended by approximately 300 students, faculty, staff, and community members. This program engaged visitors with 58 interactive display tables.

HCC has joined the Horizon Foundation, Howard County government, and key agencies in the Citizen's Emergency Response Network (CERN) to proactively facilitate the development of a community-based disaster response plan for Howard County. The college has been identified as an official shelter, both for students and staff, and for others in the community.

Joining other organizations and individuals in the community, the college designed and maintains a web resource, Kids' Connection, for young people in grades four through eight and for those who are parenting, teaching, coaching, counseling, and mentoring them. Among the features of the website are book reviews, community reading programs, and useful links to promote literacy and lifelong learning.

The Rep Stage theatre company, which has been in residence at HCC for eleven years, offers four quality shows per season featuring talented actors. With a yearly attendance of

approximately 10,000, the company has won six Helen Hayes Awards and received consistent high critical acclaim from the media for its diverse programming and choice of challenging literature.

The college's commitment to local businesses and the community extends beyond the classroom as it provides meeting and event space for local educational, business and community groups. Support of community non-profits on a college-wide basis includes the United Way, American Cancer Society's Relay for Life, March of Dimes, student Thanksgiving food drive, the college's Helping Hands Fund, and the holiday giving tree.

**HOWARD COMMUNITY COLLEGE
2004 ACCOUNTABILITY REPORT**

MHEC Mission Mandate	Performance Indicator	FY 2000	FY 2001	FY 2002	FY 2003	Benchmark 2004-2005
Accessibility and Affordability						
1	Number of credit students enrolled	7,992	8,406	9,012	9,262	9,462
	Number of noncredit students enrolled	12,766	12,568	13,690	13,640	13,530
		Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark Fall 2005
2	Market share of service area undergraduates	45.5%	44.0%	44.3%	44.7%	45.5%
		AY 1999-2000	AY 2000-2001	AY 2001-2002	AY 2002-2003	Benchmark 2004-2005
3	Market share of recent public high school graduates in service area	42.6%	47.5%	44.5%	39.6%	46.0%
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	Benchmark 2001 Cohort
4	Percent of students transferring to Maryland public four-year institutions	31.4%	34.4%	31.8%	37.8%	36.0%
		FY 2001	FY 2002	FY 2003	FY 2004	Benchmark 2006
5	Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	56.8%	56.2%	53.9%	41.1%	60.0%

Learner Centered Focus for Student Success						
		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	Benchmark 2004
6	Second year retention rate	67.9%	71.8%	70.4%	70.1%	68.0%
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	Benchmark 2001
7	Four-year transfer/ graduation rate of full-time students	33.2%	37.8%	37.2%	43.3%	37.3%
		1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 1999
8	Six-year transfer/ graduation rate	32.7%	31.8%	30.2%	28.6%	32.5%
		Alumni Survey 1994	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
9	Graduate satisfaction with educational goal achievement	92.9%	98.3%	96.4%	94.3%	98.3%
			Spring 2000 Cohort	Spring 2001 Cohort	Spring 2002 Cohort	Benchmark 2005
10	Non-returning student satisfaction with educational goal achievement	New – started with 2000 Cohort	75.4%	71.4%	74.7%	78.0%
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
11	Student satisfaction with quality of transfer preparation	78.8%	80.7%	82.4%	76.6%	83.0%

		AY 1999-2000	AY 2000-2001	AY 2001-2002	AY 2002-2003	Benchmark 2004-2005
12	Academic performance at institutions of transfer: GPA after 1st year	2.69	2.70	2.69	2.73	2.71
Diversity						
		Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark Fall 2005
13	Minority student enrollment as % of service area population					
	13a Percent minority student enrollment	30.7%	31.7%	32.2%	31.9%	29.0%
	13b Percent minority population of service area, 18 or older)	22.3%	26.6%	27.3%	n/a –data will be available later	n/a
14	Percent minorities of full-time faculty	21.3%	21.6%	18.3%	18.8%	23.0%
15	Percent minorities of full-time administrative/professional staff	23.8%	23.2%	24.5%	24.7%	23.0%
		1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	Benchmark 2001 Cohort
16	Four-year transfer/graduation rate of full-time minority students	27.9%	31.2%	27.5%	39.5%	34.0%
		1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 1999 Cohort
17	Six-year transfer/graduation rate of all minority students	21.0%	24.1%	23.0%	19.8%	25.0%

Support of Regional Economic and Workforce Development						
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
18	Employer satisfaction with community college career program graduates	82%	100%	91%	80%	90%
			FY 2001	FY 2002	FY 2003	Benchmark FY2006
19	Employer/organization satisfaction with community college contract training	New for FY 2001	100%	94.8%	94.6%	100%
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
20	Student satisfaction with job preparation	82%	85%	84%	85%	86%
		FY 2000	FY 2001	FY 2002	FY 2003	Benchmark FY2006
21	Number of contract training courses offered	452	440	578	637	600
22	Number of businesses and organizations served in contract training	78	61	63	63	80
23	Number of participants in contract training	6,142	5,640	6,998	7,299	7,500

		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
24	Percent of career program graduates employed full-time in related area	76%	75%	89%	95%	81%
		FY 2000	FY 2001	FY 2002	FY 2003	Benchmark FY 2005
25	Licensure exams passing rate					
	NCLEX RN	98%	79%	90%	98%	93%
	NCLEX PN	82%	77%	92%	100%	89%
	Effective Use of Public Funding					
		FY 2000	FY 2001	FY 2002	FY 2003	Benchmark FY 2005
26	Percentage of expenditures on instruction	48.2%	50.4%	51.6%	51.5%	50.0%
27	Percentage of expenditures on instruction and selected academic support	57.7%	57.7%	58.7%	58.9%	58.0%
	Community Outreach and Impact					
		FY 2000	FY 2001	FY 2002	FY 2003	Benchmark FY 2005
28	Enrollment in workforce development courses	New for FY 2001	8,306	9,403	9,666	10,000
29	Senior adult enrollment in non-credit courses	2,906	2,856	3,008	3,170	3,200

FUNDING ISSUES

Significant Cost Containment and/or Reallocation Actions Adopted

Furniture and Equipment Reductions - \$250,000

The furniture and equipment budgets were reduced \$250,000. These funds were used to absorb the FY04 mid-year state and county cuts.

Professional Development and Travel - \$102,000

College-wide travel and professional development budgets were reduced \$102,000. These funds were used to absorb the FY04 mid-year state and county cuts.

Eliminated Two and One-half positions - \$145,000

Two full-time administrative positions (\$130,000) and one part-time support staff position (\$15,000) were eliminated. These funds were used to help fund other needed areas of the FY05 budget.

Contracted Services - \$16,800

Legal fees were reduced \$16,800. These funds were used to help fund other needed areas of the FY05 budget.

Dues and Subscription - \$1,900

Dues and subscription budgets were reduced \$1,900. These funds were used to help fund other needed areas of the FY05 budget.

INITIATIVES

The following initiatives for Howard Community College (HCC) outline the strategic plan for the college. In order to realize its mission statement and statement of beliefs, Howard Community College established six strategic initiatives. These are Learning Community, Access, Economic and Workforce Development, Partnerships, Organizational Excellence, and Growth. Each initiative has goals to be achieved along with objectives to accomplish those goals. Listed below are the goals and objectives by initiative.

Initiative I – 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.

A. Description

Goal A: Improve student academic performance through targeted retention efforts and student success systems.

Objectives:

1. Write a competitive four-year grant application for the Student Support Services program to ensure continued retention services to this targeted population.
2. Design and implement a longitudinal retention study of one cohort: Freshman Focus participants.
3. Increase participation in the First-Year Initiative to extend the impact across the curriculum.
4. Implement Phase I of the Case Management System, based on recommendations from the developmental education team, defined by researching best practice institutions.

Goal B: Develop technological solutions designed to improve student learning.

Objectives:

1. As listed in the strategic plan for technology:
 - . Develop technology strategy for student access to data storage for their projects, portfolios, labs, and studies.
 - . Research the needs and means to provide a single authentication process for students to access campus services.
2. Explore the feasibility of creating a process to service students interested in nursing to more efficiently manage admissions, advising, and degree audit processes.

Goal C: Work to continually challenge our students towards academic excellence.

Objectives:

1. Based on local best practice examples, devise and pilot a plan to foster and document students' acceptance of responsibility for their own learning.

Goal D: Develop a strategic plan that defines, coordinates, and supports a comprehensive international program which contributes to international/intercultural education for all college constituencies.

Objectives:

1. Develop an international recruitment plan for credit programs based on recommendations from the multicultural plan and the enrollment management team.

B. Relationship to Institutional Mission

HCC's mission creates an environment that inspires learning. With this initiative, the college will offer a wide variety of high quality programs and learning opportunities that will help to build a vibrant community and will help each student to discover their unique strengths and to achieve their goals. Retention in our programs is important to the overall success of the college's goals. HCC will function as a gateway to professional and personal growth for all citizens, and the priority of the college will be to provide the highest quality teaching and learning opportunities so that each citizen can achieve that growth. Assessment of outcomes and quality of learning will be the hallmarks of credit and non-credit educational programs. The college's courses, its highly qualified faculty and staff, and its cultural arts programs will make HCC a major positive force in the life of the community.

A. Cost

The work to carry out these initiatives for student academic performance and technology solutions will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. In FY06 funds will be sought for data storage of student projects and portfolios.

D. Sources of Funding

Costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding, as well as auxiliary funds. Grant funds will be sought in FY06.

A. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	0
FY06	\$85,000
FY07	0
FY08	0

Initiative II – 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.

A. Description

Goal A: Build an endowment to provide scholarships for students.

Objectives:

1. Increase total level of funding for endowments by 15 percent over last year.

Goal B: Attract and retain a rich diversity of students that is reflective of the community we serve.

Objectives:

1. Investigate the feasibility of a multicultural center along with an updated diversity plan.
2. Increase enrollment in the nursing program by offering accelerated and mid-year entrance options and by seeking additional financial support.

Goal C: Attract and retain a rich diversity of highly qualified faculty and staff.

Objectives:

1. Increase diversity of HCC faculty to attain a minority ratio of 23 percent (MHEC benchmark by FY05)

B. Relationship to Institutional Mission

HCC's mission provides open access to provide learning opportunities to all member of the community. It works with the community to develop the courses, programs, facilities and opportunities to ensure that all citizens have access to learning opportunities that best fit their needs. The Commission on the Future has identified a number of untapped markets, opportunities to expand programs, and new expectations for how the college can contribute to the community. To meet these new expectations and to accommodate the rapidly growing number of high school graduates, the college will need to find new human and financial resources and ensure that its facilities are of adequate size and designed to accommodate these new students and programs.

C. Cost

Most of the work to carry out these initiatives will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. Other costs include scholarship funding which will be provided by the college foundation.

D. Sources of Funding

Costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding, as well as auxiliary funds. The HCC Educational Foundation will fund a portion of the scholarship funds, which are the costs projected below.

E. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	\$63,000
FY06	\$69,300
FY07	\$76,200
FY08	\$83,800

Initiative III – Economic and Workforce Development

HCC will take a leading role in workforce training and in supporting economic development efforts within the county.

A. Description

Goal A: Integrate work experience into academic programs through partnerships with local businesses and government.

Objectives:

1. Implement the alumni and friends database for the purpose of identifying alumni and interested community members who would be willing to be business mentors, career series speakers, provide HCC students with job leads, and those who would sponsor a co-op/internship placement.
2. Enhance initiatives to increase student participation in internships and service learning by 15 percent.
3. Develop industry partnerships in high-tech programs.

Goal B: Offer seamless solutions to workforce needs via collaboration between credit and non-credit units.

Objectives:

1. Enhance Project RENEW to facilitate the movement of students from non-credit programs into related credit programs.

Goal C: Offer new academic programs (credit and non-credit) as needs emerge.

Objectives:

1. Create and implement new academic programs: Simulation and Game Design, Entrepreneurship, Journalism, Fraud Examiner, Professional Coaching, and Conflict Resolution.

Goal D: Provide entrepreneurship skills across the curricula. (*Commission on the Future*)

Objectives:

1. Seek external funding to launch a shared website with Howard County Economic Development Authority (HCEDA), create and offer a credit general education

course with credit and non-credit modules, and create a space (L-sites) for product development and testing.

B. Relationship to Institutional Mission

HCC’s mission states that the college is a major force in the economic life of its community. Driven by advanced technology, heightened global competition, fast-paced innovation, and shifting demographics of the workforce, the workplace and its demands are changing profoundly. The levels and types of skills needed to accommodate these changes are unprecedented. Even more importantly, workers must be prepared to learn new skills throughout their careers. In trying to build a skilled, productive, dedicated, and cohesive workforce, many companies in Howard County are responding by providing their present employees with state-of-the-art training that prepares them for global pressures, changing technologies, and increased diversification in the workplace. HCC is well positioned to relate the comprehensive mission of the college to the programs that will be needed in Howard County. The college’s experience in delivering customized training that can be provided in convenient time frames and locations; its ability to respond through alternative delivery systems in a rapid time frame; the cost effectiveness of the college’s academic, non-credit, and contract training; and its reputation for quality and accountability that it focuses on outcomes, skill standards, certification, licensing, and job placement will be critical.

C. Cost

Most of the work to carry out these initiatives will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. However, other costs projected below are personnel costs that will be funded by one-time grants.

D. Sources of Funding

Most of the costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding, as well as auxiliary funds and are built into the base budget, and therefore are not shown below. The figures shown below are from one-time grant sources to start up the programs.

E. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	\$125,000
FY06	0
FY07	0
FY08	0

Initiative IV- 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.

A. Description

Goal A: Cultivate pathways through HCC for student learning in high schools, other community colleges, and four-year institutions – at home and abroad.

(Commission on the Future)

Objective:

1. See Initiative I, Goal D, Objective 1.

Goal B: Expand partnerships at the Laurel College Center (LCC) to meet critical workforce needs. *(Commission on the Future)*

Objectives:

1. Work to secure dedicated federal and/or state funds to support the Laurel College Center.
2. Expand recruitment activities for the Laurel College Center in partnership with Prince George's Community College. Expand advising coverage as necessary.
3. Pursue partnerships at LCC with Towson University, University of Phoenix, UMUC, and Bowie University to offer programs in teacher education, allied health, criminal justice and applied information technology.

B. Relationship to Institutional Mission

As HCC actively seeks to address community needs, it will involve its community partners in seeking solutions to building new learning opportunities within the community at large, within educational organizations, within businesses, and within the college. Its relationships with educational systems (both K-12 and higher education), and in its collaborations with businesses, the college will showcase the knowledge and skills of its faculty, staff, and students so that businesses and community groups may profit from their expertise. Recognizing the interconnectedness of people and the impact of globalization, the college will take a leadership role in the county in identifying opportunities for preparing residents to be global citizens.

C. Cost

Most of the work to carry out these initiatives will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. However, other costs projected below are capital, equipment, and personnel costs that will be funded by one-time grants.

D. Sources of Funding

Most of the costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding as well as auxiliary funds and are built into the base budget, and therefore are not shown below. The figures shown below are from one-time grant sources to start up the programs.

E. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	\$600,000
FY06	\$75,000
FY07	\$75,000
FY08	\$75,000

Initiative V – Organizational Excellence

HCC will be an agile, purposeful organization that nurtures innovation and inquiry, and evaluate 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 faculty and staff, including full-time and part-time students, faculty and staff.

A. Description

Goal A: Improve safety and security of the human and physical resources of the college.

Objectives:

1. Develop strategies to improve overall campus safety.

Goal B: Maintain a technologically advanced academic and administrative environment as delineated in the Information Technology Plan.

Objectives:

1. Expand the deployment of document imaging technology to one office on campus.
2. Develop baseline technology skills matrix for employees.

Goal C: Continuously improve academic and administrative processes.

Objectives:

1. Develop a plan for on-line time reporting to replace timesheets.
2. Improve two cross functional area administrative processes as identified by the president's team.

3. Expand and improve the core competency program to ensure that FY03 budgeted employees have progressed through Phase 2 and 50 percent through Phase 3.
4. Complete building assessment survey to include all building systems: architectural, structural, mechanical, electrical, plus site infrastructure and site development.
5. Develop an infrared testing program for the electrical distribution panels.
6. Continue the ongoing implementation of Colleague's Degree Audit module and develop maintenance processes for programs already implemented as well as new courses, prerequisites, etc.
7. Brand and market high profile events targeted to external audiences.

Goal D: Achieve recognition for excellence at state and national levels.

Objectives:

1. Submit an application for the Baldrige Award.

Goal E: Reward and support faculty and staff who are committed to excellence

Objectives:

1. Implement two of the recommendations developed in FY04 for exemplary staff performance.
2. Feature faculty and staff who have demonstrated innovation and excellence in a series of thematic activities.

B. Relationship to Institutional Mission

HCC values efforts that encourage continuous improvements that promote the responsible and effective use of resources and that focus the college on organizational and learning criteria for providing world-class learning. The college has many features and operations that serve as bases for achieving this strategic initiative. The element of change has, from the origin of the college, been generally accepted as part of the college's culture. Most faculty and staff are involved, not just in following, but also in leading change. These past two years the college has received the bronze award from the University of Maryland Center for Quality and Productivity. Now the college plans to apply for the Malcolm Baldrige Educational Excellence Award. There is an excitement about the many activities operating in the college and an eagerness to participate in activities that foster student learning.

C. Cost

Most of the work to carry out these initiatives will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. The costs below include funding the application for the Malcolm Baldrige Educational Excellence Award and capital costs to establish some of the long-term preventative maintenance programs.

D. Sources of Funding

Most costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding, as well as auxiliary funds. The majority of the funds listed below are capital costs funded by county funds to begin a long-term preventative maintenance program.

E. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	\$134,100
FY06	\$25,000
FY07	\$25,000
FY08	\$25,000

Initiative VI – 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.

A. Description

Goal A: Increase the number of full-time faculty and staff.

Objectives:

1. Hire one additional full-time faculty to help move the college toward the 50/50 FT/PT teaching ratio.
2. Define a non-academic staffing plan based on 1000 student enrollment increase over five years (this is a two-year objective started in FY04).
3. Work to increase the amount of state aid awarded to HCC through the Cade formula from 22 percent to 25 percent by FY06.

Goal B: Provide the physical infrastructure as outlined in the master facilities plan.

Objectives:

1. Continue the furnishing and equipping of the Arts and Humanities Instructional Building with opening anticipated in FY06.
2. Complete the design of the Student Services Building.
3. Complete phase IV of the athletic field enhancements, which includes a baseball field, softball field, dugouts, and the installation of a new nature trail with field building.
4. Update the HVAC system in the Nursing Building.
5. Complete the systemic renovations to the campus including library deck, pedestrian bridge, carpet replacements, and ADA upgrades, campus signage, interior improvements and building assessment study.
6. Review and discuss with county option for a parking deck.
7. Work to secure HCC's capital request from the state and county government.

Goal C: Seek new private sources of funding for building, scholarships, capital projects, and college programs.

Objectives:

1. Increase scholarships by 15 percent.

2. Raise \$3 million for Arts & Humanities.
3. Establish HCC's Wellness Center.

Goal D: Increase HCC's credit enrollment

Objectives:

1. Increase enrollment by 4.5 percent.

Goal E: Increase enrollment in continuing education/business training.

Objectives:

1. Consistent with the HCC Con Ed sales plan, meet with Howard County business leaders with authority over training and sell HCC customized and non-credit training programs with a five percent annual enrollment increase.

B. Relationship to Institutional Mission

In order to meet new challenges and to maintain its leadership in technology, quality and responsiveness to community and individual needs, the college will need to work with community, state and national leaders to improve public funding for facilities and growth. It will need to work with its many community, corporate and individual partners to ensure support that is adequate for the tasks that are undertaken. Additional faculty and facilities will be critical to have an environment that encourages innovation and risk taking. These resources will be needed to meet student growth and program changes.

C. Cost

Most of the work to carry out these initiatives will be performed by current staff that will incorporate these initiatives into their performance plans. As these costs are currently included in the budget, they are not projected in the figures below. Operating costs are projected to hire new faculty. However, the primary costs shown below in FY05 and beyond are capital funding for renovations and field enhancements, as well as major funding for the new Arts and Humanities Instructional and Student Services buildings.

D. Sources of Funding

The capital budget will fund the costs for the buildings and renovations. On-going operational costs are to be funded from the unrestricted budget, which includes tuition revenue, county and state funding, as well as auxiliary funds

E. Projection of Full Cost by Fiscal Year

Fiscal Year	Amount (\$)
FY05	\$3,974,400
FY06	\$24,873,200
FY07	\$24,970,100
FY08	\$9,777,500

3 – Grants and Scholarships

Background: The board of trustees' policies gives the board authority to “apply for and accept any gift or grant from the federal government or any other person.” Every six months (August and February), the administration will bring grants awarded to the college to the board of trustees for its approval.

Purpose: To obtain board of trustees' approval for all grants and scholarships received from January through June 2004.

Timeline: January – June 2004

Recommendation

It is requested that the board of trustees approve the receipt of grants and scholarships as outlined in the following documents.

Compliance: This request is in compliance with board policy: governance process – board's role, #8.

Competitive Grants - Awarded January 1, 2004 - June 30, 2004

Project	Description	Grantor	Project Manager	Amount of Award	Start Date	End Date
Howard Community College Grants						
Mediation and Conflict Resolution Center at Howard Community College	To conduct six regional workshops on Restorative Justice Around Maryland	Maryland Mediation and Conflict Resolution Office	Tu Van Trieu	\$2,500	4/6/2004	4/30/2005
GED/External Diploma	To provide scholarships for High School Credentialing	Maryland Association for Adult, Community and Continuing Education	Becky Lessey	\$1,000	4/20/2004	4/20/2005
Howard Community College Educational Foundation Grants Awarded						
Family Literacy Program	To provide materials and supplies for the foreign-born parents and children to prepare them for entry into the Howard County Public School System.	Wal-Mart Foundation	Becky Lessey	\$1,000	1/9/2004	6/30/2004
Scholarships for Credit Students	Scholarships covering tuition, fees, books, supplies for HCC students	Leidy, John J. Foundation, Inc.	Missy Matthey	\$2,200	3/22/2004	6/30/2005
Mediation and Conflict Resolution Center at Howard Community College	To establish a Restorative Justice Resource Centre as a component of the Mediation and Conflict resolution Center	The Mackey Fund	Tu Van Trieu	\$1,200	6/17/2004	4/30/2005
Visual and Performing Arts Instructional Building	To the support the Visual and Performing Arts Building.	Lois H. and Charles A. Miller Foundation	Peggy Mohler	\$5,000	6/23/2004	6/30/2005

College Grants	\$3,500
Foundation Grants*	\$9,400
TOTAL	\$12,900

Foundation Support to HCC for FY04

January to June

Grants Payments Made (could have been awarded prior)

<u>SCHOLARSHIPS</u>	<u>PAID IN FY2004</u>
Scholarships from foundation*	
Stipulated Scholarships	\$ 112,062.72
Endowment Scholarships	\$ 93,621.68
Total Scholarships	\$ 205,684.40

COLLEGE SUPPORT

ATHLETICS	\$ 500.00
CHILD CARE OPERATING	\$ 30,000.00
CAREER LINKS - BRUNO	\$ 9,520.55
MISC	\$ 1,391.49
GRAND PRIX	\$ 7,751.49
REP STAGE - DONATIONS	\$ 9,747.34
SOCCER ASSOCIATION	\$ 112,323.28
SPOTLIGHT ON THE ARTS	\$ 1,070.81
WORK STUDY	\$ 18,266.25
COMMUNITY OUTREACH - CDBG	\$ 117,160.98
CHILD CARE SENIOR TRAINING - CDBG	\$ 49,582.31
CHILD CARE TUITION - CDBG	\$ 30,000.00
CNA/LPN - CDBG	\$ 106,172.33
ALLFIRST - TECH GRANT	\$ 20,000.00
COMMONWEAL - PROJECT ACCESS	\$ 24,933.10
HORIZON - MENTAL HEALTH	\$ 1,313.70
HORIZON - PREPAREDNESS	\$ 14,473.05
HORIZON - WELLNESS	\$ 10,841.84
HORIZON - GET ON BOARD	\$ 3,549.54
HORIZON - NON-PROFIT LEADERSHIP	\$ 11,476.33
LITERACY GRANT - UNITED WAY	\$ 3,999.98
MCRC - COLUMBIA FOUNDATION	\$ 1,000.00
MCRC - MACRO GRANT	\$ 60,700.19
REP STAGE - MD STATE ARTS COUNCIL	\$ 41,646.00
REP STAGE - COLUMBIA FOUNDATION	\$ 5,000.00
REP STAGE - HO.CO. ARTS	\$ 10,700.00
WAL-MART - LITERACY	\$ 1,000.00
GRANTS/OTHER SUPPORT	\$ 704,120.56
Total support January to June 2004	\$ 909,804.96

Community Development Block Grants

Private Grants

*Some of these were paid directly to the program or to the student.

4 – Paper Procurement for Print Shop

Background: The college print shop seeks to change paper vendors and purchase bulk paper supplied by XPEDX through an existing Howard County purchasing contract L9079. This contract is established through a competitive bid process by the county and will provide a 20 percent reduction on the current cost of paper that is used in the print shop.

Purpose: Obtain approval to establish an open purchase order in the amount of \$50,000 with XPEDX

Location: Print Shop

Timeline: August 2004 – June 2005

Recommendation

It is requested that the board of trustees approve:

Amount: \$50,000

Vendor: XPEDX Corporation

Source of funds: Information Technology operational funds

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.