



HOWARD

COMMUNITY COLLEGE

You Can Get There From Here.

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

November 17, 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**

November 17, 2004
Laurel College Center

1. **Proposed New Hires**
2. **Fiscal Year 2005 Sabbatical Leave Recommendations**
3. **December 2004 Graduates**
4. **Verizon Phone Service**
5. **Northrop Grumman Technology Contract**
6. **Network Hardware for Belmont Conference Center**
7. **Legislative Agenda**

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 October 7, 2004, through October 27, 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 November 17, 2004 Board Meeting

BUDGETED HIRES (Position Control Positions)¹

October 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Accounts Payable Clerk	Finance Office	Existing Position Replacement	6	\$25,686 - \$41,099	\$26,974	Butler, Valerie	10/12/04
Alumni Coordinator (18.75 hours)	Development	Existing Position /Department Reorganization	11	\$39,181 – \$62,689	\$20,575	Sikorski, Cynthia	10/18/04
Reference Assistant (18.75 hours)	Teaching and Learning Services	Existing Position Replacement	6	\$25,686 - \$41,099	\$11,905	Khanna, Sunithi	10/19/04

November 2004

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Box Office Manager	Arts & Humanities	Existing Position Replacement	9	\$33,092 - \$52,947	\$33,101	Washburn, Sarah	11/1/04

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 full-time 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 This position is newly created from a position approved in the FY04 budget.

2 – Fiscal Year 2005 Sabbatical Leave Recommendations

Background: All full-time teaching faculty are eligible to apply for sabbatical leave. Eligible employees must have completed five years of continuous full-time service to the college to be eligible for sabbatical leave. A sabbatical leave committee with membership consisting of one faculty member from each academic division reviews and rates sabbatical proposals.

Purpose: Sabbaticals should contribute to the attainment of the college's mission, goals, and objectives and substantially contribute to the professional growth of the faculty member, such as projects designed to improve teaching competencies.

Timeline: Sabbaticals are reviewed and recommended to the board of trustees in November for the following fiscal year.

Recommendation

It is requested that the board of trustees approve the following sabbatical proposals:

Jean Svacina is requesting a half-year sabbatical to be taken in the spring of 2006. *Broadening the International Perspective* is the title of her project. Aligning her objectives with a recommendation made by the Commission on the Future of Howard Community College (HCC) that the college should make a clear strategic commitment to international competence, Jean will focus on developing that competence. She hopes to accomplish this goal by: (1) studying the ways international students learn English abroad; (2) focusing on English as a second language students to examine the ways native educational background affects performance in American college classrooms; (3) surveying visiting international instructors about their academic expectations; and (4) traveling to Greece to take a Greek language course and observe the ways English as a foreign language is taught. Her goal is to bring back to the college new and effective ways of teaching international students and techniques to assist visiting international instructors.

Vladimir Marinich is requesting a half-year sabbatical to be taken in the fall of 2005. He will write a comprehensive history of HCC from its original planning in the mid-1960's to the present. The history may be organized by the tenures of the presidents; however, it will include the social, economic, and political contexts within which the college functioned over the 35 years of its existence. A major focus will be on the college's growth and unique nature. In addition, the history will address the faculty's challenges and achievements, students, the role of continuing education, and the college's relationship to the community.

Theresa Madden is requesting a half-year sabbatical to be taken in the spring of 2006. She will respond to the call for business ethics in the curriculum by developing, in collaboration with the business and computer division, a scholarly foundation for bringing together ENGL-207: Ethics in Literature and the needs of business majors for a business ethics component. She also plans to increase the visibility of the Ethics across the Curriculum Program, thereby increasing faculty and student involvement. Furthermore, Theresa will research methods of encouraging students in the composition classroom to forge connections between good reading and good writing. During her sabbatical, she will enroll in two graduate courses in areas related to her proposal.

Lisa Wilde is requesting a half-year sabbatical to be taken in the fall of 2005. She will pursue a post-doctoral scholarship in her field of study, dramatic literature and criticism, specifically focusing on Shakespearean acting and theatrical practices by doing primary document research and taking classes. She will use the research to infuse her literature and fine arts classes and to create a Shakespeare page for HCC's Kids Connection website for young people in grades 4 to 8. Lisa will also use the research to create faculty resources and model curriculum for use by: (1) literature professors at the college and (2) high school teachers and students who attend productions at Rep Stage, the professional equity theatre in residence at HCC.

Amount: The replacement cost for a faculty person on a one-semester sabbatical ranges from \$9,375 to \$10,875.

Compliance: This request is in compliance with college procedure, Sabbatical Leave – 63.08.13.

3 – December 2004 Graduates

Background: The following list includes proposed candidates for graduation who are expected to complete their degrees/certificates at the conclusion of the fall semester. These candidates are being cleared by the office of records and registration. The faculty will review and approve the attached list of 118 graduates prior to the conferring of these degrees and certificates.

Purpose: To enable eligible students to graduate.

Timeline: Effective December 20, 2004. This date is the expected day for the clearing of all December graduates.

Recommendation

It is requested that the board of trustees approve the list of proposed graduates for December 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.

Howard Community College

Graduation Candidates – December 20, 2004

Associate of Arts

Arts and Sciences - American Studies

Moni D. Oloyede

Arts and Sciences - Art

Shamsun Nisa Asgarali
Jessica Traber Logan
Sarah Elizabeth Maier
Ashley Rae Newcomer

Arts and Sciences - Art - Graphic Design

Kristin Guevarra

Arts and Sciences - Criminal Justice

Stephen W. Johnson, Jr.
Ricky G. Rau, Jr.

Arts and Sciences - English

Emerald Skye Baker
Justin Cherot
Terence Joseph Flyntz
Jennifer Nicole Gasperson
Antoine Jarrell Hayes
Jackie Lai
Robert J. Panizari
Kurt T. Ponting

Arts and Sciences - Exercise Science

Aaron T. Talbot

Arts and Sciences - Laboratory Science/Biotechnology

Mobolaji M. Olanite

Arts and Sciences - Liberal Arts

Falinn Sheree Roulac
Steve Y. Suh

Arts and Sciences - Mass Media Design and Production - Multimedia Design

Mary L. Weeks

Arts and Sciences - Mass Media Design and Production - Television Production

Mary L. Weeks

Arts and Sciences - Music

Anna J. Morris

Arts and Sciences - Pre - Allied Health

Sandra Veronica Battle
Ka Yan

Arts and Sciences - Pre - Pharmacy

Jay M. Makadia
Hongvan Thi Pham

Arts and Sciences - Psychology

Luz E. Caceda
Danielle Renee Chaillou
Joel Preston Whitehead

Business Administration - Accounting, Business Administration, Fashion Merchandising

Claire Elizabeth Allen
Lorene Ann Buchman
Melanie Rae Erb
Kevin Christopher Grasso
Brendan Gregory Hall
Prince P. Joy
Jean Yves Kooh
Keva D. C. Martin
Nkiruka Jillian Onwuka
Dolores Elaine Perkins
Grazyna Zielinska

Business Administration - Information Systems Management

David A. Niles
David Charles Shelton
Kazumi Spatz

Engineering

Moaz Nizar Bulbul
Jennifer Emily Richardson
Philip F. Westcott

General Studies

Elizabeth Anne Aquila
Ivon Emely Castillo
Patrick Matthew Courtemanch
Martin Scott Feigelis
Stephanie J. Fine
Madeline Seay Ivy
Margaret Ann Johnson
Paige Marie Komsa
Seth R. M. Kusnetz
Devin Bradwell Mills
Tara Lynn Mortensen
Ashley Yvonne Parlette
Jonathan Leon Scovitch
Kira Adelaide Selman
Joshua H. Skillington
Loren Forest Ten Eyck
Jennifer Anne White
Daniel Martin Wolfe
Nicholas Andrew Wood

General Studies - Business/Technology Emphasis

Daniel Jeremy Blinder
Gregory Alan Capelle
Karen Christine Colglazier
Craig M. Dash
Michelle Jones
David Lee
Desmond Manford
Sarah Njeri Mugo
Sotheavy Sok Ngim
Robert J. Schrufer
Emily Faye Slutsky
Gerard Therrien, III
Jessica Gail Warfield
David Cory Yorzinski

General Studies - Science Emphasis

Melinda Arce
Jessica Lynn Brake
Tenisha O. Chester
Brandon Jermaine McDonald
Christina Marie Reilly
Victoria B. Reshke
Melissa Rose Zinn

Information Technology - Internet Technologies

Oladayo Y. Bello - Oyeledun
Laura C. Dixon

Teacher Education - Early Childhood Education

Katherine Brady Diamond
Julie Ann DiMartino
Crystal Ann Hanlon
Aimee Jeanette Palombo
Robin Charity Shipman
Abigail Cassandra Siders

Teacher Education - Elementary Education

Jennifer L. Davis
Tristan Thomas Jackson
Christopher C. Newman
Robin Charity Shipman

Teacher Education - Secondary Education

Aurelie K. Bell
Shitij Bhatia
Jennifer Nicole Gasperson
Paige Marie Komsa
Marci Kathleen Wiltison

Associate of Applied Science

Biomedical Engineering

George A. Tima

Business Management

Christopher C. Allen
Anna Christina Hogan
Nathan Anthony Roberts

Computer Support Technology

Troy D. Goodman
Adam C. Knepprath

Early Childhood Development

Iasia T. Cunningham - Dupree
Jennifer Lynn Gray

**Health Care for the Professional -
Massage Therapy**

Jaime Beth Shapero

**Office Technology - Legal Office
Assistant**

Jennifer Renae Lee

**Network Administration - Network
Engineer**

James E. Ward Jr.

Associate of Arts in Teaching

Teacher Education - Elementary Education

Nicole M. Chopyk

Certificate of Proficiency

Biomedical Engineering - Biomedical Engineer Specialist

George A. Tima

Human Services -Developmental Disabilities

Simone Monique Byrd

4 – Verizon Phone Service

Background: The college's phone services have been provided by Verizon Maryland Incorporated under the current contract since January 23, 2001. Verizon's services are competitively priced and purchased through the Maryland Department of Budget and Management's (DBM) telecommunication procurement contract DMB-9708-local access, which expires September 9, 2007. The pricing for phone services is based on the type and number of phone lines available to the campus and the measured time of local and intra-latta (regional) phone calls. The cost for the phone line services is \$32,651 annually. The rate for local calls is \$.016 per minute and \$.055 per minute for intra-latta calls, which is budgeted at \$29,000 annually for both. An additional cost of \$2,625 is paid annually to Verizon for phone book advertising. Additionally, the anticipated annual cost for phone services for the Belmont Conference Center is \$17,000. The total cost for all services is budgeted at \$78,651.

Purpose: To renew phone service contract

Location: All campus locations

Timeline: November 2004 – November 2005

Bids: This service is provided by State of Maryland Telecommunications Procurement Contract #DBM-9708 – Local Access. Because it is purchased through a state contract, no additional bidding is required.

Recommendation:

It is requested that the board of trustees approve purchase of continued phone services from Verizon.

Amount: \$78,651

Vendor: Verizon Maryland Inc.

Source of funds: Funding for this service is within the FY05 operating budget of the Telecommunications Cost Center.

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

5 – Northrop Grumman Technology Contract

Background: The college will be using the Maryland State Procurement Contract # DBM-0209-NCE with Northrop Gruman to purchase network technology, consulting, and installation services. The college anticipates expenditures not to exceed \$35,000 for campus technology projects for this fiscal year.

Purpose: To procure technology and technical support for the college.

Location: All campus locations.

Timeline: Through June 30, 2005.

Bids: Services are provided by State of Maryland Contract # DBM-0209-NCE. Because it is purchased through a state contract, no bid process is required.

Recommendation:

It is requested that the board of trustees approve:

Amount: Not to exceed amount of \$35,000

Vendor: Northrop Grumman

Source of funds: Funding for this procurement action is available from information technology cost centers.

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

6 – Network Hardware for Belmont Conference Center

Background: In order to establish network connectivity between Howard Community College and Belmont, the college must procure network hardware and upgrade the existing technology infrastructure at Belmont. The college will use Maryland State Procurement Contract # DBM-0209-NCE with Northrop Grumman to purchase technology and installation services.

Purpose: To install network hardware at the Belmont Conference Center

Location: Belmont Conference Center

Timeline: November 2004

Bids: This service is provided by State of Maryland Contract # DBM-0209-NCE. Because it is purchased through a state contract, no bid process is required.

Recommendation:

It is requested that the board of trustees approve:

Amount: \$37,516.00

Vendor: Northrop Grumman

Source of funds: Funding for this procurement action is available from the Innovative Partners for Technology (IPT) Program Grant

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

7 – Legislative Agenda

Background: A final version of the HCC Legislative Agenda for FY06 is included for board approval. A draft copy of the agenda was included as a discussion item at the October 27, 2004, meeting.

An executive summary of this agenda will be produced so that legislators have a quick reference guide to HCC's priorities. This summary and the attached long version of the agenda will be unveiled at the December 7th legislative breakfast.

At this time, the director of legislative relations and business development is working with HCC's graphics department to layout the legislative agenda in pamphlet form so that it is presented as a professional, readable presentation of the college's priorities.

Recommendation

It is requested that the board approve the FY06 legislative agenda.

FY 2006 Legislative Agenda

INTRODUCTION

Howard Community College (HCC) enrolls over 6,700 students in innovative, high-quality programs leading to transfer to four-year colleges or immediate employment. An additional 14,722 students take continuing education courses for personal or professional development.

HCC works in concert with the Maryland Association of Community Colleges (MACC) and the other fifteen community colleges in the state to pursue a state-focused legislative agenda that collectively addresses the needs of Maryland's community colleges. Over 117,500 students enroll in credit classes at community colleges across the state and another 350,000 enroll in continuing education classes. HCC encourages the General Assembly and the executive branch of state government to support the priorities developed by MACC. Statewide and local priorities of special concern to HCC are outlined in this legislative agenda.

FY 2006 Legislative Agenda

Capital Budget

Position: Support funding of HCC capital projects

Enrollment at HCC increased almost six percent in the fall of 2004. This growth continues a trend of significant enrollment increases over the past several years. From the fall of 1999 to the fall of 2004 credit enrollment has increased from 5,252 students to 6,712—an increase of 28 percent. Over the next ten years, the college expects credit enrollment to increase by 27 percent reaching an enrollment of over 8,000 students. HCC, with the strong participation of the state, county, and private donors continues to implement a capital improvement program to ensure that the college can accommodate current and future growth.

It is critical that progress toward the capital improvement program be maintained so that the needs of students will be met. Capital projects are planned using a ten-year enrollment projection, which produces a full-time day equivalent (FTDE) student count. This count is used in conjunction with the on-campus weekly student contact hours (WSCH) and space factors as the basis for determining space needs. Based on the state's capital space allocation guidelines, the college is eligible for the new building proposed in the capital budget.

The college was fortunate and thankful to have received state, county, and private support on its capital budget over the past several years. This support resulted in the authorization of funds for three new buildings on campus: 1) the Instructional Laboratory Building completed in January 2003; 2) the arts and humanities instructional building currently under construction; and 3) the student services building currently being designed. **However, even after deducting these three planned buildings, the college continues to show a projected ten year space deficit of 170,628 Net Assignable Square Feet.**

In order to maintain access for the citizens of Howard County, today and in the future, the proper infrastructure must exist. This means that current facilities must grow to support the growth of HCC's student base and community.

A listing of HCC's capital requests are contained on the following pages.

FY 2006 Legislative Agenda

Funding

Operating Budget

Position: Support the statutory restoration of the original Cade funding formula in FY06

The challenging budget situation at the state and local levels over the last several years has impacted Marylanders and Howard Countians across many different areas, including higher education.

Over the last several years, support for the operating budget of HCC by the state and county has been welcome, but has failed to keep pace with the needs of the growing HCC student population. In fact, funding per full-time equivalent student (FTE) is essentially the same today as it was in FY00.

Due to reductions in the Cade community college funding formula brought on by the state budget crisis, HCC has received significantly less funding than it would have had the Cade funding formula been funded as prescribed in the statute authorizing the formula. These reductions mean that HCC was unable to hire new full-time faculty members, increase support for adjunct faculty (thus making it more of a challenge to recruit adjunct faculty), nor increase staffing in tutoring and advising services. These are all reductions that have a direct impact on students.

Currently, the Cade formula tied to the four-year colleges and universities is scheduled to return to 25 percent in FY06, which is the original statutory limit prior to statewide budget cuts over the previous several years. HCC supports this restoration.

The HCC community understands the current fiscal situation, but believes that funding for HCC is a prudent investment of state and county resources. The services HCC provides are critical to county, regional, and state economic development. A socio-economic impact study conducted by CCBenefits Inc. last year made the case that the investment in HCC by state and county government is returned to students and taxpayers in short order. Highlights of this study are included in this agenda.

In relative terms, funding for HCC locally and for community colleges statewide is a small percentage of state expenditures. At the county level, funding for HCC is only three percent of the county's operating budget. At the state level, community colleges receive

less than one percent of state expenditures and only five percent of the state expenditures on higher education.

Laurel College Center

Position: Support \$345,936 in funding for the Laurel College Center as a Regional Higher Education Center

In 2004, the Maryland Higher Education Commission (MHEC) recognized the Laurel College Center (LCC), co-operated by HCC and Prince George's Community College (PGCC) as a Regional Higher Education Center. As such, HCC and PGCC requested funding for the center in the MHEC FY06 budget in the amount of \$345,936. This amount is equivalent to 50 percent of current lease payments of the center.

Last session, a Joint Chairmen's Report instructed MHEC to examine the state's interests and goals for regional higher education centers (RHEC) and make recommendations about their operations and funding. One of the key recommendations noted that "funding for RHEC's should be provided to centers in a manner that is equitable, consistent, and on-going so that they can plan for and deliver the needed programs to local citizens and address local workforce needs." HCC strongly endorses this recommendation.

This funding request is made so that the LCC can provide the services that citizens in the Laurel area so clearly desire. The Laurel College Center has been a tremendous success. In FY04, the center enrolled 3,600 students. For the fall 2004 session enrollment was up almost 40 percent from the previous fall. Since its inception, the center has served over 6,200 students. Clearly the center is serving a critical need for education and training.

The Laurel College Center significantly expands educational opportunities for the Laurel region. The partnership provides pathways for citizens with a variety of different needs—from workforce training, to allied health certifications, to coursework through the associate's degree, bachelor's degree, and potentially the master's degree. The center provides an important education and training option for citizens of the region at a time when the nearest transfer institutions (the University of Maryland, College Park and the University of Maryland Baltimore County) are becoming increasingly more selective and restrictive in their admissions. The Laurel College Center is helping to ease the capacity crisis at both two- and four-year institutions.

The LCC offers articulated associate degrees in business administration, information technology, general studies, and criminal justice. With the addition of Towson University, this year students will also have access to bachelor's degrees in elementary and special education.

The Laurel College Center allows the partners not only to share space, but to share integrated and articulated programs. The LCC is helping people change their lives for the better every day.

Funding to Support Students with Disabilities

Position: Support dedicated funding to serve students with disabilities

The cost of serving students with special needs has a significant impact on the HCC budget. Analysis by HCC has shown that from FY01 through FY03, on average, HCC has spent almost \$293,000 per year serving students with learning and physical disabilities. It is estimated that HCC will serve close to 325 students who will require assistance due to their learning or physical disabilities. This number is an increase of almost 35 percent over the total for the previous fall.

The funds allocated by HCC are used to hire disabilities and special needs counselors, interpreters, tutors, and note takers, and provide specialized computer software and hardware for instructional purposes. The challenge is that HCC cannot predict how many students with disabilities may need support from semester to semester, thus making budgeting for this important need very difficult.

Other community colleges in the state have the same dilemma. If funds can be allocated to serve this purpose they would be distributed to colleges based on the numbers of students with disabilities each enrolls.

FY 2006 Legislative Agenda

Student Financial Assistance

Increase Financial Aid for Students

Position: Support an increase in the state budget for need based financial aid

As tuition has increased at HCC, and across the state at all levels of higher education, there is increasing concern about the ability of students from lower income families to afford college. At HCC, about one-third of students receive some financial aid.

To assist these students, HCC supports increasing the amount of financial aid available to help financially needy students keep up with rising tuition costs

Position: Support additional funding allocations in the campus based financial aid program

During the 2003 session of the General Assembly, legislation was passed that decentralized a small portion of need-based scholarship aid so that campuses would have more latitude in awarding funds to students. This decentralization is of particular advantage to community college students because the deadline date for aid applications comes at a time early in the year, before many students make the decision to attend a community college. The law now sets aside some Education Assistance Grant funds for the purpose of allowing campus based awards. Allocation to institutions are based on Pell Grant eligibility to best target students based on financial need.

This program has worked well for HCC students and with more support can serve even more students.

For the 2004-05 academic year HCC awarded \$21,449 in campus based funds to 18 HCC students.

In the 2003-04 academic school year, HCC awarded \$23,636 in campus based funds to 28 HCC students. Of these students, 23 had incomes of less than \$20,000 per year.

Highlights of CCBenefits Study

Strong Investment Returns for HCC Students

- Students boost their earning power through their HCC education, resulting in a 20% return on tuition and college costs.
- Students earning a two-year degree at HCC will earn \$327,467 more than someone with a high school diploma or GED.

Strong Investment Returns for the Community

- HCC contributes about \$191 million annually into the local community.
- For every \$1 allocated to HCC, state and Howard County governments see a 9.8% return in the form of higher tax receipts and lower social costs (e.g. better health care and less incarceration).
- Nearly 90% of HCC students stay in the community and contribute to the local economy.
- Industries that employ former HCC students see an output increase of \$255 million due to the enhanced skills brought by these employees.

FY 2006 Capital Project Request

STUDENT SERVICES BUILDING – CONSTRUCTION

State Request: \$12,325,000

County Request: \$12,325,000

The purpose of this project is to design and construct a student services building of 103,950 gross square feet and 61,295 net assignable square feet. The building will provide a one-stop shop approach for students to receive a variety of services, including academic support, admissions and advising, counseling, registration, financial aid, career services, student support services, testing, tutoring, business office, bookstore services, and dining services. Prospective students will be able to go directly to the Welcome Center, where they can obtain all necessary information about entering the college in one convenient location. Lounge and study space for both individual and group study will be available. Finally, the development of the quad will be completed with the addition of this building.

Justification

To serve both prospective and current students, the college needs to expand the space for student services. The present facilities are inadequate and do not efficiently serve the needs of the college. Currently, prospective students have to go to a number of offices to complete the admissions process. With the addition of this building students will be able to apply, test, register, and seek financial aid in one location.

The college plans for the student services building to be the central location of services for enrolled students. Just as with prospective students, the college wants to offer a one-stop shop approach for its returning students to make the enrollment process seamless. By relocating key services in close proximity, students can reduce time spent going from office to office.

One of the most critical needs that the college faces is the lack of space. Most open space areas have been converted into classrooms, labs, or offices. With this recent conversion of space, the open space that was once available for students to use as lounge or study areas has been greatly diminished.

Students expect a campus-like atmosphere when they come to Howard Community College. What they currently find is an overcrowded building with few of the amenities that students desire.

CLARK LIBRARY BUILDING RENOVATIONS – DESIGN

State Request: \$582,000

County Request: \$582,000

Once the space that is currently occupied by the student services area is vacated in FY07, renovations will need to occur in the Clark Library, student activities (SA), and science and technology (ST) buildings to provide new classroom space. Due to budget limitations for both the county and state, the college decided to phase this renovation project so that the Clark Library building will begin its design phase in FY06 and the ST/SA buildings will start the design phase in FY07.

Justification

This project is critical following the move into the new student services building. The college needs to renovate the vacated areas of the campus to provide additional classroom space for new and expanded course offerings as well as improved office and student services areas. For the first phase of this project, which will be the renovations to the Clark Library building, the project is proposed to correct several facilities problems which include: (1) the renovation of the vacated space following the move into the new student services building; (this includes construction of classrooms and laboratory space) (2) the expansion of the science and technology disciplines including life sciences, wireless technology, biomedical engineering, engineering transfer, and photonics; (3) the necessary improvements to the Clark Library and cultural center; (4) the consolidation of instructional areas; (5) the consolidation of administrative spaces and functions; and (6) the upgrading and or replacement of building systems and equipment including HVAC, electrical, telecommunications, ADA accessibility, security structures, restrooms, and elevators.

The current facilities are extremely inadequate and overcrowded with few amenities in a single area. The essential components of this project are to renovate the vacated spaces in order to provide additional instructional space, and to provide the needed modifications to the existing library. In order to serve both prospective and current students adequately, the college needs to expand the space relocating key services and renovating the vacated spaces, which will be converted into much needed classroom, lab, office, and service areas.

ATHLETIC FIELDS AND NATURE TRAIL RENOVATIONS

State Request: \$400,000

County Request: \$400,000

This project is phase five of a multiphase endeavor. It includes the installation of a 1,500 person permanent spectator seating grandstand. Seating will be installed above equipment storage areas, an athletic training area, and restroom facilities. The design includes a press box above the grandstand.

Justification

This project is necessary for HCC's facilities to comply with National Junior Collegiate Athletic Association standards. It will also allow for a proper venue that can be used for community, regional, and statewide events.

RENOVATIONS TO "A" BUILDING INSTRUCTIONAL SPACE / SMITH THEATRE

County Request: \$380,000

\$380,000 in state funds were allocated for this project in FY05, but no county funding was awarded. This year HCC is requesting the county match of \$380,000.

The purpose of this project is to design and renovate the "A" building and Smith Theatre of approximately 32,700 net assignable square feet. The arts and humanities areas can be grouped into four major areas: performing arts, visual arts, media arts, and administrative support. Of the four areas described above, performing arts, visual arts, and the administrative area will be housed in the new arts and humanities instructional building while media arts will consolidate in the vacated areas in the existing "A" building. This project will complete the necessary modifications needed for the media arts area. It will provide additional classroom space for expanded course offerings and the current enrollment growth. These renovations will also include the development of the media arts wing, including the TV studio and the Smith Theatre lobby.

Media Arts Wing – this will include video production, mass media, film, and public speaking. Facilities would need to specifically support the individual requirements of these specialized instructional disciplines. This wing needs video production, screening, and TV studio space. Mass media and film courses could be taught in these labs. Public speaking would need a room that has built-in video recording and playback and a public address system. The central unit in this wing would be the TV studio. The video production program would use the TV studio for hands-on learning. Students would produce their own cable TV programs as part of the curriculum. The video production courses would need an edit suite and a video instructional lab with TV production equipment. The TV studio suite design should include two studios, five edit suites, tape storage, production support areas, and production offices.

Currently, the TV studio is not soundproofed and becomes virtually unusable for production when live music is used in such areas as the Outback Theatre. Ceiling clearance is not sufficient for proper TV lighting instruments, the office space and other support and storage space is also inadequate.

Entrance and Lobby Development – special consideration will be given to the design and modifications necessary to connect the Smith Theatre lobby and the new arts and humanities instructional building. This area will serve as the entrance to the building and will consist of a high ceiling or higher space area with natural light. The area will have areas with incandescent lighting and spotlights to highlight artwork and points of interest. It is envisioned that the lobby connected to the Smith Theatre will create an ambiance that sets the tone for the entire complex.

Justification

Student enrollment in the overall arts and humanities courses exceeds 11,000 student credit hours generated (SCHGs), close to 400 FTE per year, and represents a growth of over 44 percent. Similar to the performing arts disciplines, the visual and media arts are severely hindered with regard to growth because of the lack of needed facilities.

In addition to the need for additional space, the current arts facilities are extremely inadequate. There is not one arts area on campus that was designed and built for the specialized instructional needs of arts education. All arts teaching facilities have been adapted from space designed for other activities. The result is that none of the teaching facilities in the arts area are adequate, especially in the area of soundproofing, room size and ceiling height, and quality and control of lighting. In order to provide the appropriate facilities for video production, mass media, film, public speaking, and other media arts instruction, renovations are essential.

PARKING FACILITIES

County Request: \$4,000,000

HCC is requesting funds for the construction of a 300 space parking deck to be located on the main campus. While HCC is requesting these funds from the county, the college is attempting to identify other funding sources without having to rely on general obligation bonds from the county to finance this project.

Justification

With the construction of the arts and humanities building approximately 140 parking spaces have been lost and even with the addition of new parking lot for the Instructional Lab Building, the college is experiencing significant parking shortages with a projected ten-year deficit of approximately 400 spaces.

CAMPUS-WIDE SYSTEMIC RENOVATIONS

County Request: \$855,000

The purpose of this project is to improve and install systemic renovations to the college's physical plant and overall campus as necessary. It includes the following projects:

Phased installation of campus-wide security access/camera control system/rekeying	250,000
Phased resurfacing of campus parking lots and roadways - Hickory Ridge Lot	115,000
Repair exterior masonry crack near parapet link to Galleria	20,000
Phased public rest room upgrades (over three years)	100,000
Phased deferred maintenance per Building Assessment Study	100,000
Carpeting replacements	80,000
Interior improvements (classrooms, offices, and other)	125,000
ADA renovations	65,000
Total	\$855,000

Justification

The systemic renovations in this project include renovations that are needed to be compliant with current standards.