



***Board of Trustees'  
Retreat  
Materials***

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June 9, 2008  
Belmont Conference Center – Manor House  
8:00 am – 2:00 pm

# GROUND RULES

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



**Board of Trustees Retreat Agenda  
June 9, 2008  
Belmont Conference Center – Manor House  
8:00 am – 2:00 pm**

<b>Breakfast</b>	<b>8:00 - 8:30</b>
<b>A. Revisions to Board of Trustees' Bylaws and Policies</b>	<b>8:30 – 9:00</b>
<b>B. Cohort Tracking</b>	<b>9:00 – 9:30</b>
<b>C. Case Study</b>	<b>9:30 – 10:30</b>
<b>D. Operational Items</b>	<b>10:30 – 12:00</b>
1. Academic Programming	
2. Facilities Master Plan and Belmont Barn Update	
3. Base Realignment and Closure	
<b>Lunch</b>	<b>12:00-1:00</b>
<b>E. Closed Session</b>	<b>1:00-2:00</b>
1. Board Self-Evaluation	
2. President's Evaluation and Contract Addendum	

## **A – Revisions to Board of Trustees’ Bylaws and Policies**

**Background:** The Howard Community College (HCC) board of trustees’ bylaws and policies establish guidelines by which the board operates and through which it governs the college. These bylaws and policies are reviewed periodically to ensure that they stay current with the needs of the college and board. A review of the bylaws and policies was conducted by college staff and proposed changes are outlined in the attached documents.

The administration also requests that the trustees review the bylaws and policies and bring forth any additional proposed changes at the retreat for discussion. Proposed changes will then be placed on the agenda for the August 2008 meeting as a consent item.

Presented by:

Kathleen Hetherington, president

Erin Yun, director of board relations/special projects

### **Discussion:**

1. Is the board in agreement with the proposed changes in the bylaws and policies?
2. In the bylaws, under Article 1, Core Values, the board’s core values are listed. Historically, the board’s core values have been distinct from the college’s values and the board has often referred to its core value of “creative risk-taking.” However, with the recent adoption of new values for the college, would the board like to revise its core values to be consistent with the college’s values (**INSPIRES** – Innovation-**N**urturing-**S**ustainability-**P**artnerships-**I**ntegrity-**R**espect-**E**xcellence-**S**ervice)
3. Are there additional changes that the trustees would like to see? One item that was proposed by board members for discussion was requiring trustees running for office to resign from the board entirely rather than taking a leave of absence as the bylaws currently state in Article III, Ethical Conduct, number 2 (page 9 of the bylaws) and policies state under Governance Process: The Political Process and the Board of Trustees numbers 7 and 8 (pages 8-9 of the policies).



**HOWARD**  
COMMUNITY COLLEGE

# **BOARD OF TRUSTEES BYLAWS**

**OFFICE OF THE PRESIDENT**  
10901 Little Patuxent Parkway  
Columbia, Maryland 21044  
410-772-4820

**Last Approved: February 23, 2005**

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# ARTICLE I

## BOARD OF TRUSTEES PRINCIPLES OF GOVERNANCE

### GOVERNANCE PRINCIPLES

In its legal and fiduciary capacity to manage the affairs of Howard Community College, the board of trustees shall operate the college as a public trust for the benefit of the citizens of Howard County.

The board shall govern the college in accordance with the constitutions of the United States of America, the State of Maryland, and Howard County. Accordingly, the board will act in accordance with the oath of office made by each trustee to:

1. Support the Constitution of the United States;
2. Be faithful and bear true allegiance to the State of Maryland and support the laws and Constitution and laws thereof; and
3. To the best of one's skill and judgment, diligently and faithfully, without partiality or prejudice, execute the office of trustee, according to the Constitution and laws of this state.

### CORE VALUES

In its governance, the board's policies and practices shall be guided by the following set of core values:

**Integrity.** The board values responsible, accountable, and ethical behavior in order to maintain an atmosphere of honest, open communication, and mutual respect throughout the college community.

**Customer Focus.** The board is committed to meeting the best interests of students, staff, and administration; therefore, the administration shall remain highly responsive to customer needs.

**Diversity.** The board values an educational environment that promotes and nurtures a diverse student and staff community.

**Continuous Improvement.** The board values continuous improvement of the college's educational programs, facilities, and related services to advance student achievement as well as professional development.

**Innovation.** The board values creative risk-taking and enthusiastic pursuit of new ideas.

**Collaborative Partnerships.** The board values partnerships that advance the college's mission in partnership with business, industry, government, educational systems, community organizations, and other stakeholders.

**Citizen Participation.** The board believes that it will best carry out its mission in the public interest through maximum citizen participation, input, and support. The board welcomes input from the community.

The board, acting in accordance with its authority and philosophy, and in keeping with its fiduciary responsibilities and public trust, shall review, modify, and update the mission and vision to reflect community values, beliefs, and needs. Further, the board is committed to defining specific objectives and priorities to facilitate the overall mission of the college.

## ARTICLE II

### THE BOARD OF TRUSTEES RESPONSIBILITIES AND POWERS

#### GENERAL

The board of trustees shall have within its authority the power to establish policy governing the college, to maintain and exercise general control over the community college, to keep separate records and minutes, and to adopt reasonable bylaws, rules, regulations to effectuate and carry the provision of the state law regarding community colleges pursuant to §16-103 *Powers of Board of Trustees* and subject to the authority of the Maryland Higher Education Commission. Further, the Board shall be responsible for the adopting and safekeeping of a corporate seal.

Other significant responsibilities and powers include:

#### PROGRAM

To determine student entrance requirements, curriculum, and academic programs offered by the college, subject to final approval and authorization by the Maryland Higher Education Commission.

To approve candidates for degrees and certifications who have satisfied all the requirements for the award of certificates and degrees.

#### APPOINTMENT OF PRESIDENT, FACULTY, AND STAFF

To appoint, set compensation and terms of employment for the president of the college.

To hire qualified faculty and staff as necessary for the efficient operation and administration of the college as recommended by the president including determining salaries, tenure, and other terms of employment.

#### FUNDS

To approve the annual operating and capital budgets of the college presented by the president.

To enter into contracts and agreements with the State of Maryland or any of its political subdivisions or with the United States or with any other person, individual firm, or corporation when such agreements are deemed by the board to be necessary or advisable to the establishment, maintenance, and operation of the college.

To receive and expend local, state, and federal funds to defray the cost of college programs and to accept and disperse both restricted and unrestricted gifts and grants from private persons and organizations.

To oversee the management, investment, and accounting of funds.

To set reasonable tuition and fees for educational programs with the aim of minimizing cost while maintaining a quality college educational and learning environment at the lowest feasible cost.

### **FINANCIAL REPORTING**

To engage an independent certified public accountant to conduct a financial statement audit annually to determine that the college's financial statements are in accordance with generally accepted accounting principles and consistent with financial reporting guidelines established by the Maryland Higher Education Commission.

### **AUTHORITY TO BORROW**

To borrow money through multi-year financing agreements involving acquisition and purchase of personal property and equipment. The borrowing shall be secured by the personal property or revenues derived from the property on terms the board considers proper.

### **PROPERTY**

To purchase, lease, dispose of, or in any other manner acquire any property, either real or personal, it considers necessary for the operation of the college.

To sell, lease or in any manner dispose of community college assets, real or personal, at public or private sales provided that the president of the college and the chair of the board are authorized to execute legal conveyance and other documents, pursuant to an appropriate resolution of the board.

### **ADVICE**

To retain legal advisors, auditors, and consultants to the board.

### **LIABILITY PROTECTION**

The board of trustees may sue and be sued. The college is insured through the Howard County self-insurance program, which includes comprehensive and professional liability insurance. The college's officials, agents, and employees, including Howard Community College Board of Trustees, are protected through the county self-insurance plan for issues related to performance of duty for Howard Community College (Section 23.100, Title 23, Howard County Code).

### **RULES**

To adopt such rules and regulations for the conduct of its meetings and the management of the body corporate as it may deem proper providing the same are not in conflict with applicable law.

To perform such duties as may be necessary or required by law.

## ARTICLE III

### BOARD OF TRUSTEES' COMPOSITION, TERM OF APPOINTMENT, RESIDENCY, AND CODE OF CONDUCT

#### COMPOSITION OF THE BOARD

The board of trustees consists of seven persons appointed by the Governor with the advice and consent of the senate to serve on the board of trustees for Howard Community College.

The president of the college shall act as secretary-treasurer to the board and chief executive officer and shall participate in board meetings and deliberations as if a member but without vote. The president shall attend all meetings except those relating to his/her salary determination and/or employment.

#### TERM OF APPOINTMENT

Members of the board are appointed for six years, on a staggered basis, by the Governor of the State of Maryland. They serve without compensation and shall be entitled to reimbursement for their authorized expenses. A member may not serve for more than two full consecutive terms.

#### RESIDENCY

At least six members of the board shall be residents of Howard County at the time of their appointment and shall maintain residency in the county throughout their terms.

#### CODE OF CONDUCT

The board commits itself and its members to ethical and professional conduct. This commitment includes avoidance of conflicts of interest and proper use of authority when acting as a board member. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization.

Board members must represent unconflicted loyalty to the interests of the citizens of Howard County and the State of Maryland. This accountability supersedes any conflicting loyalty such as that may arise from associations connected with advocacy, political party, other special interest, and membership on other boards. This accountability also supersedes the personal interest of any board member acting as a consumer of the organization's services.

A potential conflict of interest is a situation that involves a personal, familial, political, or business relationship between a trustee (or institutional officer) and the institution that could reasonably be expected to be perceived as a conflict of interest in fact or in appearance.

1. All board members shall disclose any potential conflict of interest at the earliest practicable time. Such disclosure shall be made in such a manner as the board member believes to be the most effectual. Disclosures shall be made to the chair of the board.

A board member shall be considered to have a potential conflict of interest “in fact” if:

2. Such a board member has an existing or potential financial or other interest which impairs or might appear to impair such member’s independent, unbiased, judgment in the discharge of his or her responsibilities to the college, or
3. Such board member is aware that a member of his or her family or any organization, in which such board member (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interest.
4. No board member shall vote on any matter, under consideration at a board or board committee meeting, in which such member has a potential conflict of interest, nor shall such board member be counted in determining the quorum for such meeting. The minutes of such meeting shall reflect that a disclosure was made, that the member having a potential conflict of interest abstained from voting, and that such member was not counted in determining the quorum for the meeting.

### **Ethical Conduct**

1. Board members must not use their positions to obtain employment in the organization for themselves, family members, or close associates.
2. In the event a board member pursues any employment or political office that could reasonably be perceived as a conflict of interest; s/he must temporarily withdraw from board deliberation, voting, and access to applicable board information, and/or seek a leave of absence. A leave of absence taken under such circumstances shall not be counted against the trustee’s required meeting attendance.
3. Board members shall annually disclose by April 30 in their financial disclosure statements their involvement with other organizations, with vendors, and any other associations that might produce a conflict, as required by the State of Maryland.
4. Board members should not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
5. Board members' interaction with the president or with other staff must recognize the lack of authority in any individual board member or group of board members except when explicitly board authorized.
6. Board members' interaction with the public, press, or other entities must recognize the same limitation and the similar inability of any board member or board members to speak for the board.
7. Board members will make no judgments of the president or staff performance except as that performance is assessed against explicit board policies by the official process.

**Confidentiality**

Board members shall maintain the confidentiality of personnel and other matters reviewed at legally held closed meetings of the board.

**Dissent**

No board member shall attempt to interfere with the implementation of any duly approved board action. However, each board member reserves the right to dissent.

**Public Communications**

Pursuant to a majority vote of the board, the chair alone shall speak for the board. Individual board members may only speak for themselves.

**Respect and Courtesy**

1. Board members shall be ethical, courteous, and respectful of fellow trustees as well as the president, the staff, the citizens of Howard County and the State of Maryland, and the public in general.
2. Board members shall refrain from interference with established lines of authority or normal procedures for the handling of personnel complaints or grievances. Any information requests should be made to the board chair or president. The board chair will be responsible to work with the president to ensure that a response is reasonably provided in a timely manner and shared with other board members.

**CENSURE**

If a board member fails to abide by the Code of Conduct, s/he maybe censured or terminated upon recommendation of the chair or vice chair, by a majority vote of the board.

## ARTICLE IV

### BOARD OFFICERS AND THEIR DUTIES

#### OFFICERS OF THE BOARD OF TRUSTEES

- A. The officers of the board shall be a chair, a vice-chair, and the secretary-treasurer (the president).
- B. The board chair shall serve as the presiding officer of the board. ~~The chair, together with the president shall draft the agenda and determine the items as indicated in Article V: Meetings and Procedures - Agenda as consent, discussion or information for board review. The board chair shall review the proposed meeting agenda and make changes as appropriate.~~

#### ELECTION OF OFFICERS

The chair and vice-chair shall be elected annually by the board at its last public meeting for the fiscal year.

#### SPECIAL ELECTION

In the event of a vacancy prior to a regular election, the board shall conduct a special election of chair or vice-chair.

#### DUTIES OF BOARD OFFICERS

The board chair shall:

- Preside at all meetings of the board;
- Select the members of the committees approved by the board;
- Decide all questions of order, subject to an appeal to the board;
- Sign all necessary legal instruments approved by the board;
- Sign all reports to be filed by law or state regulation;
- Call special meetings of the board;
- Represent the board at public meetings;
- Coordinate with the college president, as appropriate, trustee issues concerning the college; and
- Perform other duties common to this office or as may be assigned him or her from time to time by the board of trustees.

The vice-chair of the board shall:

- Preside in the absence of the chair; and
- Perform other duties that are common to this office as may be assigned to him or her from time to time by the chair of the board.

The secretary-treasurer (the president) of the board shall:

- Prepare the agenda, with the chair, for meetings of the board;
- Send out notices and correspondence of the board;
- Be responsible for maintaining an accurate record of the minutes of the board, which shall be available to the public;
- Prepare any required reports;
- Prepare the annual operating budget for the office of the board; and

Perform such other duties, as may be assigned to him or her from time to time by the board.

**MEETING ATTENDANCE**

In accordance with state requirements, members of the board of trustees shall be required to attend at least 50 percent of meetings during any consecutive 12-month period. Any trustee who fails this requirement shall be considered to have resigned. Not later than January 15 of the year following the end of the 12-month period, the chair of the board shall forward to the Governor: (1) the name of any individual considered to have resigned; and (2) a statement describing the individual's history of attendance during the period.

## ARTICLE V

### BOARD MEETINGS AND PROCEDURES

#### **REGULAR MEETINGS**

Meetings of the board shall be held at least four times during the academic year. Unless the chair designates otherwise, the board will meet on the campus of the college. Seven days written notice of each meeting is deemed sufficient notice; such notice shall contain the agenda for the meeting. Public notice of all meetings shall be given in accordance with Maryland's Open Meetings Law.

#### **SPECIAL MEETINGS**

A special meeting may be held at the call of the chair or at the call of three members, provided that written notice of such special meetings shall be given by the secretary-treasurer (the president) to each member of the board not less than three (3) business days in advance and shall state the matters to be considered. No other matters shall be considered at said meetings except with the consent of all the members of the board present at such meeting.

#### **EMERGENCY MEETINGS**

An emergency meeting may be called by the chair, or the president at the request of the chair, provided written or verbal notice is given 24 hours in advance when possible. An emergency is defined as an event which poses an imminent danger to persons and/or property or which would significantly affect the operation of the college unless immediate action is taken. In the event that a quorum of the board is unable to be convened after notifying all members, the board chair or his/her designee has the authority to act on behalf of the board. Any action(s) taken by the chair or the designee must be fully reported to the members of the board at the board's next scheduled meeting.

#### **PRESIDING OFFICER**

The chair or, in his/her absence, the vice-chair, shall preside at all meetings of the board. In case the chair and vice-chair are not present at the time appointed for any meeting of the board, the president of the college shall call the board to order and a chair pro tempore shall be appointed by the board for the meeting or until the appearance of the chair or vice-chair.

#### **QUORUM**

A quorum shall be defined as the majority of the appointed membership of the board, not including any vacancies. A majority of the voting members present may legally act in any manner of business that comes before the board, unless some greater number is required by statute or by the bylaws.

The members of the board have legal authority only when the board is in formal session and when a quorum is present, subject to the provision on emergency action.

## **AGENDA**

The president shall prepare an agenda, in cooperation with the board chair, and submit it to the members of the board at least one week in advance of regular meetings and three (3) business days in advance of special meetings. Board members should be given the opportunity to suggest agenda items in advance of the meeting.

## **REPORTS TO THE BOARD**

The administration shall present to the board all items that require board action and approval including items that require board approval by state law, bylaws, or board policy. These matters shall be presented as CONSENT items-in the form of resolutions including but not limited to approval of programs and degrees, annual budgets, new hires and contracts over \$25,000. Consent items may be approved in a single vote if the board so chooses.

The board shall also receive as BOARD PRIORITY items, items that are deemed to be of particular importance. Votes will be taken on these items as necessary.

The board shall also receive as DISCUSSION items, items that may need further discussion by the board before a vote can be taken.

Other items may be provided as INFORMATION items. These items will be presented for information and discussion but do not require consent of the board. ~~Ordinarily, these matters involve operating and capital budgets previously approved.~~

The board shall also receive the annual budgets approved by the county, annual audit reports, the Maryland Higher Education Commission performance accountability ~~plan~~report, and other assessment reports as enumerated elsewhere in these bylaws.

## **VOTING PROCEDURES**

All matters coming before the board for approval shall be decided by a majority vote of a quorum present at the meeting, except those questions that, by law, by rules and regulations of the Maryland Higher Education Commission, or by the provisions of these bylaws, require a different vote and/or approval criteria. Wherever in these bylaws reference is made to a majority vote of the board, it shall refer, unless otherwise stated, to a majority vote of the trustees present at any meeting.

Unless otherwise directed by a majority vote of the board, meetings of the board shall be conducted in accordance with the parliamentary procedure prescribed in the latest edition of *Robert's Rules of Order*.

## **PUBLIC ATTENDANCE**

All meetings shall be open to the public, except when the board meets in executive or closed sessions.

Any member of the public who wishes to speak at a board meeting pertaining to the community college shall make written request to the secretary-treasurer of the board at least three business days prior to the regularly scheduled public meeting. Individuals from the public who have asked to speak at a public meeting will be restricted to the time limitation established by the board chair. The board may, by a majority vote, give visitors who have not presented a written request in advance an opportunity to speak in

any regular public meeting. The board reserves the right to terminate or reschedule any presentation included on its meeting agenda.

#### **AMENDMENT TO THE BYLAWS**

The bylaws may be amended at any meeting of the board, provided the proposed amendment was mailed, faxed, or sent electronically to all members of the board at least one week prior to the board meeting. ~~And, in addition,~~ provided it was presented for review and discussion at a prior meeting. Amendment of the bylaws requires approval by a majority of the appointed members of the board.

## ARTICLE VI

### COMMITTEES OF THE BOARD

#### BOARD COMMITTEES

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

#### AUDIT AND FINANCE COMMITTEE

The audit and finance committee shall be a standing committee of the board. The committee shall consist of three members, appointed annually by the chair. The board chair shall serve as chair of the audit and finance committee. All members of the board are invited and encouraged to observe meetings of the audit and finance committee.

#### Duties and Responsibilities:

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

#### LEGISLATIVE COMMITTEE

The legislative committee shall be appointed by the board chair annually. The committee, consisting of three members, shall review and recommend the college's legislative plan at the county, state, and federal levels. Additionally, the committee members shall recommend recipients for the Trustees' Award for Outstanding Service

to Howard Community College, honorary degrees, and the James Clark, Jr. medal. All board members are invited and encouraged to observe.

### **OTHER COMMITTEES**

Upon the request of the board, the chair may appoint other committees or appoint members to serve on college advisory committees. The chair shall appoint a member of the board to act as a non-voting ex-officio liaison to the Howard Community College Educational Foundation Board. A member of the board of trustees cannot be appointed to serve as an individual on the foundation board. A member of the board can serve as a non-voting ex-officio liaison to the foundation but they must be clear that they are representing the board of trustees and not serving as an individual member of the foundation board (for further details see Appendix A from State Ethics Commission discussion).

## ARTICLE VII

### BOARD EXECUTION AND EVALUATION OF POLICY

The board of trustees shall appoint a president of the college who shall serve as the chief executive officer of the college and secretary-treasurer for the board of trustees.

As the chief executive officer, the president shall be directly responsible to the board for directing the educational program in accordance with the policies established by the board. The president shall be accountable to the board for all matters pertaining to his/her responsibilities. The president shall be responsible for implementing the bylaws, resolutions, and policies of the board in accordance with state law and the limitations adopted by the board.

The president shall use his/her best efforts to implement policies of the board of trustees and promote the development and efficient operation of the college. The president shall diligently implement policies and procedures of the board of trustees and expeditiously document and disclose all variances.

The president may hire, suspend, and discharge faculty and employees consistent with policies and procedures authorized by the board of trustees. In the event of termination, an employee shall be given reasonable notice of the grounds for dismissal and an opportunity to appeal to the president, who shall then notify the board of trustees, if necessary. The board, in its discretion, shall determine whether it will or will not review an employment decision.

The president may delegate any portion of the president's authority to other officers of the college, subject to the right of the board of trustees to rescind or modify the delegation in whole or in part, at any time.

#### **PLANNING AND BUDGETING**

Each January, the president shall submit to the board, for preliminary approval, the college's proposed strategic operating plan and budget. This plan shall be submitted to the county and state. Once funding levels are determined, the board will receive the revised plan for final approval.

The accompanying calendar shall serve as a guide to determine when the board addresses key issues related to the annual schedule for the board to approve decisions of operational and budgetary nature.

## Suggested Timeline for Important Tasks

August	<ul style="list-style-type: none"> <li>• Review of prior year's outcomes</li> <li>• Revision of current year's plan based on funding</li> </ul>
September	<ul style="list-style-type: none"> <li>• Audit and finance committee and board of trustees discuss capital budget proposal</li> <li>• Review capital budget plan</li> <li>• Report on <u>board-core</u> end: <a href="#">Strategic Planning</a></li> </ul>
October	<ul style="list-style-type: none"> <li>• Report on <u>board-core</u> end: <a href="#">Student and Stakeholder Focus</a></li> <li>• Board of trustees approves capital budget</li> <li>• Board of trustees reviews audit</li> </ul>
November	<ul style="list-style-type: none"> <li>• Audit and finance committee discusses operating budget parameters</li> <li>• Report on <u>board-core</u> end: <a href="#">Information and Analysis</a></li> </ul>
December	<ul style="list-style-type: none"> <li>• Mid-year report from the president</li> <li>• Board of trustees prepares mid-year evaluation of the president</li> </ul>
January	<ul style="list-style-type: none"> <li>• Work session and meeting to review and approve the proposed integrated strategic and operating plan and budget for upcoming year</li> <li>• Mid-term meeting of board chair and president</li> </ul>
February	<ul style="list-style-type: none"> <li>• Report on <u>board-core</u> end: <a href="#">Faculty and Staff Focus</a></li> </ul>
March	<ul style="list-style-type: none"> <li>• Report on <u>board-core</u> end: <a href="#">Educational and Support Process Management</a></li> <li>• <a href="#">Board of trustees should approve auditor at this meeting if it has not done so at a prior meeting</a></li> </ul>
April	<ul style="list-style-type: none"> <li>• Report on <u>board-core</u> end: <a href="#">Leadership</a></li> <li>• Board of trustees approves revised operating budget (if necessary)</li> </ul>
May	<ul style="list-style-type: none"> <li>• Approval of final plan and budget</li> <li>• Annual report of the president</li> <li>• Review and approval of vision, mission, values, <b>beliefs</b>, and strategic <b>initiatives-and</b> goals for budget development for year after upcoming year</li> <li>• Approval of <u>benchmarks for the</u> Maryland Higher Education Commission performance accountability indicators (<i>approximately every five years</i>)</li> </ul>
June	<ul style="list-style-type: none"> <li>• Board of trustees gives written evaluation to the President</li> <li>• Board chair meets with president</li> <li>• Board of trustees approves Maryland Higher Education Commission performance accountability plan</li> </ul>

## **THE PRESIDENT'S REPORTS AND PERFORMANCE EVALUATION**

The president shall report on board ends annually. The board shall review the Maryland Higher Education Commission (MHEC) Indicators (§11-304 Performance accountability plan) submitted to the state each June 30th.

The president shall submit a written report to the board in December and May reflecting information on organizational performance in terms of specific objectives set forth by the board. With advice of members of the board, the board chair shall prepare a written evaluation of the president's performance within thirty days of reviewing the president's report.

## APPENDIX A

### Dual Service on Howard Community College's Board of Trustees and the Howard Community College Educational Foundation Board, Inc.

Conclusions from a phone call with Suzanne Fox, State Ethics Commission, December 2, 2004, 9:45 am.

**Present:** Roberta Dillow, Patrick Huddie, Katherine Rensin, Mary Beth Tung, trustees; Mary Ellen Duncan, president; and Erin Marek, executive associate to the president.

#### Principles Discussed:

- The ethics commission has found non-compensated service on State governing boards to be employment. Public Ethics Law section 15-502 prohibits an employee (in this case a member of the Howard Community College board of trustees appointed by the Governor) from being employed by an entity (sitting on another board – i.e., Howard Community College Educational Foundation) that contracts with this agency (Howard Community College), and further bars any other employment that would impair his impartiality or independence of judgment.
- A member of the board of trustees cannot be appointed to serve as an individual on the foundation board. A member of the board CAN serve as a non-voting ex-officio liaison to the foundation but they must be clear that they are representing the board of trustees and not serving as an individual member of the foundation board.
- **HOWEVER**, if the potential conflict exists prior to the individual's appointment to the board of trustees (i.e., service on the foundation board occurs prior to board of trustees appointment), and if it is disclosed to the appointing authority (i.e., the Governor) prior to appointment to the board of trustees and the appointing authority sees no conflict of interest, then the individual may serve on both boards until the term that is being served on the foundation board expires. BUT, they must recuse themselves on any issues that have a potential conflict of interest with the Board of Trustees.
- A person who is serving as an individual on both boards should not be the board liaison to the foundation. Instead, another trustee representing the board's interests should be appointed liaison (non-voting/ex-officio member) if that is so specified in the by-laws.
- University System of Maryland has special legislation waiving the prohibition against dual service.



**HOWARD**

COMMUNITY COLLEGE

*You Can Get There From Here.*

# **BOARD OF TRUSTEES POLICIES**

**OFFICE OF THE PRESIDENT**  
10901 Little Patuxent Parkway  
Columbia, Maryland 21044  
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**Howard Community College  
Board of Trustees' Policies**

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**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: Governance Commitment**

The board of trustees is the legal repository of authority for operation of Howard Community College.

The purpose of governance is that the board, on behalf of the citizens of Howard County and the State of Maryland, guarantees the accountability of Howard Community College by assuring that the board: 1) achieves appropriate results for the appropriate persons at an appropriate cost; and 2) avoids unacceptable activities, conditions, and decisions.

In fulfillment of this charge, the board is committed to rigorous and continuous improvement of the college. Continuous improvement shall include:

1. A self-evaluation of the board, which is conducted on an annual basis as a means of continually improving trustee performance.
2. An effective performance evaluation system for all employees shall be maintained as a means of continually improving employee performance.
3. An institutional effectiveness system, which includes financial, student, program, and human resources information, shall be maintained as a means of improving organizational performance.
4. Benchmarking data from inside and outside the college and the academic community will be a component to measure effective performance and responsiveness to stakeholders.
5. The institutional effectiveness system shall also be used to support the college's strategic planning and evaluation systems, which include the vision, mission, and strategic initiativesgoals.
6. The board shall routinely monitor college achievement against board-core ends as set forth in the board policy manual.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98, 9/22/99, 2/23/00  
Approved: 4/26/00  
Revised: 12/11/00  
Approved: 3/21/01

**POLICY TYPE: GOVERNANCE PROCESS****POLICY TITLE: Board's Role**

As delineated in § 16-103 *Powers of board of trustees* of the Annotated Code of Maryland, subject to the authority of the Maryland Higher Education Commission, each board of community college trustees has the powers and duties set forth in this section. The board of trustees:

1. May establish and operate a community college with the approval of the Maryland Higher Education Commission.
2. Shall exercise general control over the community college, keep separate records and minutes, and adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.
3. May fix the salaries and tenure of the president, faculty, and other employees of the community college.
4. May purchase, lease, condemn, or otherwise acquire any property it considers necessary for the operation of the community college.
5. May sell, lease, or otherwise dispose of community college assets or property.
6. May, with the President, execute a conveyance or other legal document under an appropriate resolution of the board.
7. With the approval of the Commission, permit the county board of education to use the lands, buildings, or other facilities of the community college; and with the approval of the county board of education, use any land, buildings, assets, or other facilities of the county board of education.
8. May apply for and accept any gift or grant from the federal government or any other person.
9. May determine, subject to the minimum standards of the Commission, entrance requirements and approve offerings that consist of: Transfer programs offering the equivalent of the first two years of a bachelor's degree program; Career programs offering technical, vocational, and semiprofessional education; and Continuing education programs.
10. May charge students reasonable tuition and fees set by it with a view of making college education available to all qualified individuals at low cost.

11. May sue and be sued.
12. May make agreements with the federal government or any other person, including agreements between counties to support a regional community college, if the board considers the agreement advisable for the establishment or operation of the community college.
13. May adopt a corporate seal.

Additionally, the board of trustees:

14. Shall govern the college through written policies, which address ends and presidential limitations.
15. Shall approve changes in by-laws and policies.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Approved: 1/26/00

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: The Board of Trustees and the Commission on the Future**

**Purpose:**

The Commission's purpose is to identify innovative ideas, emerging issues, and alternatives for the future of Howard Community College (HCC). Objectives for the Commission include:

- Identifying innovative ideas and alternatives to be considered in preparing HCC for the future.
- Increasing HCC's responsiveness to the emerging learning needs of Howard County.
- Establishing a process that will serve as a model for continued citizen participation in helping the college prepare for the future.
- Creating a widely understood and shared vision for the future of HCC.
- Promoting an understanding of the mission of HCC.

**Selection of Members:**

The Commission is comprised of ~~approximately 15-20~~ citizens from a variety of backgrounds and industries with interests in the economic, cultural, and educational development of Howard County. Members are appointed to five-year terms by the president in consultation with the board of trustees. The president may request a member to serve a second or third five-year term.

**Meetings:**

Every fifth year, the Commission shall go through an intensive examination of the college, during which it shall meet on a monthly basis during the college's fall semester.

During the intermediate years, the Commission shall meet on an annual basis ~~each fall~~ to receive an update on the status of recommendations and consider a particular topic suggested by the college or the board of trustees.

**Officers:**

The chair of the Commission on the Future, appointed by the president in consultation with the board of trustees, will serve a five-year term. The chair of the Commission will give a report to the board and the college community at the conclusion of its five-year review.

**POLICY TITLE: The Board of Trustees and the Commission on the Future**

**Task Forces:**

To facilitate its functions during the extensive review, the Commission will develop task forces on various topics of study and appoint Howard County citizens chosen for their expertise and interest in task force topics. The Chair will appoint Commission members to serve as chairs or members of the task forces. Each task force will meet at will. Recommendations for participants will be made by the college and the board.

The task forces will conduct their inquiry through interviews of key individuals and open forums. They will be encouraged to invite experts to address the issues before the task force, to identify and discuss appropriate readings, and to use web resources, national reports, and local perspectives to ensure a wide range of viewpoints on how the community college should be preparing for the future.

Drafted: 6/13/03  
Adopted: 8/27/03

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: Board's Role in Fundraising**

The Howard Community College (HCC) board of trustees recognizes that the Howard Community College Educational Foundation board's primary responsibility is to build an endowment and raise funds for HCC. The foundation operates as a separate entity and the board of trustees can choose to have no relationship with the foundation board.

However, there are some areas that the trustees should keep in mind because their actions can facilitate the ability of the foundation board to raise funds:

1. Good professional relations should be maintained between the two boards.
2. The HCC board liaison should report ~~semi-annually~~monthly on the work of the foundation. Additionally, the board of trustees should ~~periodically~~ recognize the work of the foundation board semi-annually.
3. The board of trustees may be able to identify potential prospects or have direct access to prospective donors. In such a case, a trustee may be willing to ask for money on behalf of the college. This should be done in cooperation with the foundation board.
4. The trustees need to recognize their "public persona." While not involved in direct fundraising, the trustees need to recognize that people give to people they like and trust. The trustees must show spirit and enthusiasm for the college that inevitably attracts enthusiastic advocates, who often remain committed to the college for years to come.
5. The trustees should add their thanks to donors, both formally and informally. ~~The board chair should write a thank-you note on behalf of the board upon the foundation's receipt of a major gift. Other individuals on the board of trustees who know a donor personally should write a personal note or thank the individual in social settings.~~The president should regularly inform the board of such gifts.
6. The trustees, as part of their overall stewardship of the college, should make every effort to insure the integrity of the gifts given by the foundation to the college.
7. The trustees should recognize and support the president's role in friend-raising and fundraising, including an adequately staffed development office, overseen by the president.
8. The HCC board is expected to participate in the foundation's fundraisers to demonstrate commitment and support.

Adopted: 4/21/99

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: The Political Process and the Board of Trustees**

The college has an obligation to inform trustees, employees and students about local, state, and federal issues. This must be conducted in a fair, open, non-partisan manner, offering diverse views. As citizens of Howard County, Maryland, all members of the college community are encouraged to register to vote and to encourage students to register to vote.

As such, the board of trustees is especially encouraged to be informed about local and state government and is encouraged to participate in forums and read material about candidates and issues. Trustees may even become more actively involved in the political process as candidates or supporters of candidates. However, they must also be careful to maintain the professionalism of their primary obligation to the college. Therefore:

1. No board member shall engage in political activity using the resources of the college (e.g., copying materials, borrowing or lending technology, etc.). Any involvement in political activity should be as an individual, not as a member of the Howard Community College board of trustees.
2. No board member may use any Howard Community College property or symbol (e.g., logo, signage, electronic images) in any political campaign materials or activities.
3. No board member may solicit funds for political purposes on campus. Additionally, no retribution can be taken against any employee or student who does not accept an invitation to a political event or contribute money to a candidate.
4. The board prohibits the president and the vice-presidents from expending any funds (state law) for any political fundraising activity.
5. The board prohibits the president and the vice-presidents from attending any political fundraisers by candidates.
6. The board prohibits the president and vice-presidents from running for political office while employed full-time at the college.
7. Board members who run for public office must take a leave of absence from the board.
  - a. Any board member who takes a leave of absence in excess of twelve months shall be deemed to have resigned from the board.
  - b. Board members on a leave of absence may receive all publicly available board documents but will not have access to confidential materials.

**POLICY TITLE: The Political Process and the Board of Trustees**

8. If elected to public office, a trustee must resign from the board of trustees.

Drafted: 6/13/03  
Adopted: 8/27/03  
Revised: 11/30/05

**POLICY TYPE: GOVERNANCE PROCESS****POLICY TITLE: International Education**

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

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

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

Adopted: 4/26/00

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

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: Dedication/Naming of College Facilities**

The board of trustees may name buildings, rooms, outdoor spaces, etc. after individuals or organizations based on the following criteria:

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

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

[Naming of facilities must be in compliance with state and county regulations.](#)

The board of trustees shall vote on the naming of facilities at one of its regular board meetings.

Drafted: 03/10/2005  
Adopted: 04/27/2005

**POLICY TYPE: BOARD-STAFF RELATIONSHIP**

**POLICY TITLE: Delegation to the President**

All board authority, which is delegated to staff, is delegated through the president, so that all authority and accountability of staff – as far as the board is concerned – is considered to be the authority and accountability of the president.

1. The board directs the president to achieve certain results, for certain recipients, at a certain cost or priority through the establishment of ends. The board limits the latitude the president may exercise in practices, methods, conduct, and other means to the ends through establishment of means limitations and presidential limitations.
  - a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except when the board has specifically authorized such exercise of authority.
  - b. In the case of board members requesting information or assistance without board authorization, the president may refuse such requests that require a material amount of staff time or funds or that are disruptive.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised & Approved: 4/23/98

**POLICY TYPE: BOARD-STAFF RELATIONSHIP**

**POLICY TITLE: President's Role and Constraints**

The president is the chief administrative officer of the college. The president is the board's single official link with the college as an organization. The president is accountable to the board acting as a collective body. The board will instruct the president through written policies delegating implementation to the president.

The president's responsibilities are:

1. Satisfactory accomplishment of the board-core ends.
2. College operation within the boundaries established in board policies and according to accepted professional ethics and good business practice.
3. Accomplishment of other annual goals and objectives established by the board.
4. Performance of the duties specified by state law.

The evaluation of the president shall be based primarily upon the accomplishment of the board's-core ends and meeting the board's presidential expectations.

Additionally, the president may not:

1. Deal with students, staff, or persons from the community in an inhumane, unfair or undignified manner.
2. Make decisions except by a process where openness and fairness is maintained.
3. Permit financial conditions that risk fiscal jeopardy or compromise board-core ends.
4. Allow assets to be unprotected, inadequately maintained, or unnecessarily risked.
5. Cause or allow financial planning for any fiscal period to deviate materially from board-core ends, risk fiscal jeopardy, or fail to show a generally acceptable level of foresight.
6. Provide information to the community, board or college constituencies, which is knowingly untimely, inaccurate, or misleading or omits information that would be perceived by the board as relevant.
7. Fail to develop and publish an institutional-ethics policy code of conduct that is consistent with the board of trustees' code of conduct and the State of Maryland's Code of Ethics.

**POLICY TITLE: President's Role and Constraints**

8. Manage the college without written administrative policies and procedures in accordance with the board policies.
9. Fail to report variances in board and administrative policies to the board. Neither alteration of variance reporting nor discouraging of variance reporting is allowed.
10. Fail to take prompt and appropriate action when the president becomes aware of any violation of any laws, regulations, administrative policies or board policies.
11. Have fewer than two other senior staff familiar with board and presidential issues, plans, problems, processes, and written succession plan; fail to inform the board at such time as there are changes to the succession plan.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised & Approved: 12/15/99

**POLICY TYPE: BOARD-STAFF RELATIONSHIP**

**POLICY TITLE: Monitoring Organizational Performance**

Monitoring presidential performance is synonymous with monitoring organizational performance against board policies on ends, within boundaries set by the board can be accomplished as follows:

1. A given policy may be monitored in one or more ways:
  - a. Internal Report: disclosure of compliance information to the board from the president.
  - b. External Report: disclosure of compliance information by a disinterested, external auditor, inspector, or judge who is selected by and reports directly to the board. This reporting includes direct inspection of documents, activities or circumstances directed by the board.
2. Upon the choice of the board, any policy can be monitored by any method at any time.
3. The board will monitor those duties that it cannot legally delegate continuously.
4. The audit and finance committee reviews the Request for Proposals (RFP) for an independent certified public accountant to audit the college's financial records, as required by state code and makes recommendations to the board. The auditor shall be engaged by and report to the board.

Drafted: 11/9/96  
Approved: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised & Approved: 12/15/99

**POLICY TYPE: BOARD-STAFF RELATIONSHIP**

**POLICY TITLE: Monitoring Presidential Performance**

Monitoring presidential performance is synonymous with monitoring organizational performance against board ends, within boundaries set by the board.

1. Annual reports on board ends shall be issued to the board by the president. The board considers college employees, students, and the community important constituents in the evaluation of board ends. Input from all constituents will be gathered as part of the evaluation of the board ends
2. The president shall prepare a self-evaluation for the board annually for discussion at the June retreat~~by March 1~~. The board will evaluate the president prior to ~~April 1~~June 30 each year.
3. The president shall formulate written administrative policies and procedures for the operation of the college in accordance with the adopted board policies.

Drafted: 11/9/96  
Approved: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised & Approved: 12/15/99

**POLICY TYPE: BOARD-STAFF RELATIONSHIP**

**POLICY TITLE: Trustee Expectations of the President**

The trustees have three primary expectations of the president:

1. The president will administer the college to meet the ends within the limitations and disclosure requirements of the trustees. The president will have wide discretion to implement the programs consistent with her/his administrative style.
2. The president will provide the trustees with accurate information with respect to the role and scope of current and proposed programs and services. As the primary advisor to the board, the president will provide guidance, advice, and recommendations on the integrated strategic plan and budget presented annually to the board.
3. The president will provide leadership at ceremonial functions that will further the college's mission both in the community and within the college.
4. Other trustee expectations may be delineated separately to the president by the board.

Drafted: 6/27/98  
Adopted: 8/26/98  
Revised & Approved: 12/15/99

**BOARD POLICY TYPE: PRESIDENTIAL BOUNDARIES**

**POLICY TITLE: Human Relationships**

The president shall create and sustain an environment for living, working, and teaching that supports the development and realization of human potential and promotes the college's values. Treatment of and dealing with students, staff, and persons from the community shall be humane, fair and dignified.

The president may not:

1. Operate without written policies and/or procedures that set forth staff and student rules, provide for effective handling or grievances, ensure due process, and protect against wrongful conditions.
2. Fail to comply with all laws, rules, and regulations pertaining to employees and students including those pertaining to:
  - Discrimination
  - Equal Opportunity
  - Sexual Harassment
  - Rights of Privacy
3. Prevent students and staff from using grievance procedures.
4. Fail to acquaint students and staff with their rights and responsibilities.
5. Use application or registration forms or procedures that elicit information for which there is no clear need.
6. Use methods of collecting, reviewing, or storing client information that fail to protect against improper access to the information elicited.
7. Hire anyone where conflict of interest or perceived conflict of interest may exist, without full board disclosure.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised & Approved: 12/15/99

**POLICY TYPE: PRESIDENTIAL BOUNDARIES****POLICY TITLE: Fiscal Condition**

With respect to actual, ongoing condition of the organization's financial health, the president may not cause or allow the development of fiscal jeopardy or a deviation of actual expenditures from board priorities established in the board adopted budget without approval or disclosure to the board.

The president may not:

1. Authorize purchases for greater than board approved purchasing authorization amounts.
2. Execute non-purchasing agreements exceeding \$24,999.99 or renew ongoing agreements, which are extended as renewed on the same terms that exceed \$50,000.00 without disclosure to the board.
3. Allow the awarding of a single sole source contract of greater than \$24,999. Cumulative sole source contracts over \$24,999.99 will be disclosed to the board. All sole source contracts must meet board approved sole source requirements.
4. Fail to establish and provide to the board, at the time of recommending a construction contract or service contract over \$50,000 to the board, a schedule of progress reports to include if the contract is on time and is within the amount the board authorized.
5. Fail to obtain authorization from the board should additional funds be anticipated or be needed for a contract in excess of \$24,999.99.
6. Fail to disclose the name, position control position, work unit, salary scale, and wage of every "budgeted" (position control) employee at the time of appointment or fail to disclose the name and earnings of temporary and hourly employees.
7. Allow an employee wage recommended to be outside of the board approved salary scale.
8. Charge tuition or consolidated fees not approved by the board.
9. Fail to maintain a cost accounting system sufficient for program cost comparisons and comparison of college practices to best practices.
10. Fail to insure that there be a separation of duties, such that no person, originates, controls, and approves a cost center budget or funds, and that no person, who requests or approves a purchase, verifies the receipt of that purchase.

11. Fail to disclose Howard Community College matching dollars for grants during the budget process. The administration shall disclose all grants received.

Drafted: 11/9/96  
Adopted: 2/26/97  
Revised: 4/23/98  
Revised: 8/25/99  
Revised & Approved: 12/15/99

**POLICY TYPE: PRESIDENTIAL BOUNDARIES**

**POLICY TITLE: Compensation**

The president may not cause or allow compensation and benefits to employees, consultants, contract workers, or volunteers to jeopardize fiscal integrity or public image.

The president may not:

1. Change his or her own compensation and benefits.
2. Promise or imply employment to faculty for longer than two years, or other employees or contract workers for more than one year, and no employment shall be guaranteed.
3. Establish current compensation and benefits, which create obligations over a longer term than revenues can be safely projected.
4. Fail to disclose, to the board, any permanent change in any employee's compensation, other than the annual salary increase approved by the board.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised: 8/25/99  
Revised & Approved: 12/15/99

**POLICY TYPE: PRESIDENTIAL BOUNDARIES****POLICY TITLE: Asset Protection**

The board, cognizant of its fiduciary responsibility to ensure that all college property and assets are used to achieve the college's educational mission, authorizes the use of college property in ways strictly limited by the agreements and partnerships entered by the board in accordance with applicable law. Federal and state laws restrict the manner in which personal property and improvements acquired through tax-exempt bonds, leases, and similar governmental financing transactions may be used. The use of college equipment and employee services will be strictly limited to achieve the college's public purposes and not misdirected to support private interests without fair and reasonable remuneration and board authorization.

The president may not allow assets to be unprotected, inadequately maintained, unnecessarily risked, or deviate from means limitations or presidential limitations.

The president may not:

1. Fail to insure against theft and casualty losses, including extra expenses and loss of tuition and fees, in amounts consistent with replacement values or against liability losses to board members, staff, or the college itself in amounts consistent with limits of coverage obtained by comparable organizations.
2. Allow unbonded personnel access to material amounts of funds.
3. Allow facilities and equipment to be improperly used or maintained.
4. Unnecessarily expose the organization, its board or staff to claims of liability.
5. Make any purchase or commit the organization to a purchase greater than \$24,999.99 without disclosure to the board.
6. Recommend or make any purchase of new goods or services: a) which is not in accordance with state law and board policy; and b) wherein a conflict of interest or appearance of conflict of interest has not been fully disclosed to the board.
7. Receive, process or disburse funds under controls which are insufficient to meet board or board-appointed auditor standards.
8. Invest or hold operating capital in violation of approved investment policy.
9. Acquire, encumber, lease, or dispose of real property without board disclosure and authorization.

**POLICY TITLE: Asset Protection**

10. Make any purchase or award any contract where a conflict of interest exists.
11. Fail to maintain an inventory of real properties and capital equipment of value greater than \$1,000 owned by the organization.
12. Fail to protect the college's trademarks, copyrights, intellectual property, critical information, and files from loss or damage.
13. Fail to annually review, with each cost administrator, measures to prevent fraud, waste, and misuse of college assets.
14. Allow facilities and equipment to be subjected to improper use or for personal benefit.
15. Allow the services of college employees to be used for private gain without fair and reasonable remuneration and disclosure to the board.
16. Acquire, encumber, lease, or dispose of real property without achieving fair compensation for the same and board authorization.
17. Fail to protect college assets from diminishing in value outside of reasonable depreciation and normal wear and tear.
18. Endanger the college's public image or credibility, particularly in ways that would hinder the accomplishment of its mission.
19. Enter into self-dealing or self-serving agreements or agreements that appear to be self-dealing or self-serving.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98  
Revised: 8/25/99  
Revised & Approved: 12/15/99

**POLICY TYPE: PRESIDENTIAL BOUNDARIES**

**POLICY TITLE: Budgeting/Forecasting**

The president may not cause or allow financial planning for any fiscal period to deviate from board ends, risk fiscal jeopardy, nor fail to show a generally acceptable level of foresight.

The president may not cause or allow budgeting which:

1. Contains insufficient information to enable the board to: a) accurately project revenues and expenditures; b) separate capital and operational items; c) project cash flow; and d) understand planning assumptions.
2. Is not based upon the board-approved planning goals.
3. Is not at the fund level (e.g., fund 10, 11, 12...) and function level.
4. Does not present program budget information, comparison data, and best practices.
5. Fails to provide the annual funds for board operations.
6. Proposes a capital and operating budget that deviates from board ends and board budget guidelines.
7. Proposes a budget that does not have a broad base of input.
8. Endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve ends in future years.
9. Does not properly classify revenues and expenditures and that budgeted amounts reflect expected revenues and expenditures.
10. Fails to control expenditures based upon the board-adopted budget.
11. Fails to disclose amendments to funds and functional budget categories.
12. Fails to provide the board detailed financial information that the board, their auditors or their consultants require.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98

Revised: 9/22/99  
Revised & Approved: 12/15/99

**POLICY TYPE: PRESIDENTIAL BOUNDARIES**

**POLICY TITLE: Communication and Counsel to the Board**

With respect to providing information and counsel to the board, the president may not permit the board to be uninformed regarding the organization and its interests.

The president may not:

1. Neglect to submit monitoring data required by the board in a timely, accurate and understandable fashion, directly addressing provisions of the board policies being monitored.
2. Let the board be unaware of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.
3. Fail to maintain the latest version of the bylaws, board policies, administrative policies, and administrative procedures on the college's web page.
4. Present information in unnecessarily complex or lengthy form or allow the information and advice to the board to have significant gaps in timelines, completeness, accuracy, or omits information that would be perceived by the board as relevant.
5. Fail to provide mechanisms for official board, board officer, or board committee communications.
6. Fail to deal with the board as a whole or respond to officers or committees duly charged by the board.
7. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the board, administrative policy or procedure.
8. Fail to supply to the board diversity of opinions, perspectives, and options, from the staff and from elsewhere, when such significant diversity exists, in order that the board can make fully informed board-realm decisions.
9. Obscure resources expended or allocated.
10. Fail to disclose any amendment to the administrative policies or procedures.

Drafted: 11/9/96  
Adopted: 2/26/97  
Reviewed: 3/21/98  
Revised: 4/23/98

Revised & Approved: 12/15/99

**POLICY TYPE: CORE ENDS**

**POLICY TITLE: Core Ends**

Howard Community College’s key indicator system (core ends) will be aligned to the Malcolm Baldrige educational excellence criteria categories 1-6 (note: Baldrige category 7 - *Results* - are reported with the pertinent section). The core ends will include the mandated Maryland Higher Education Commission (MHEC) state indicators. It is acknowledged that some of the chart specifics may shift as both the Baldrige criteria and MHEC indicators are subject to periodic revision. The administration will denote any such modifications as the reporting cycle progresses and will conduct appropriate research to provide data for these measures.

<b>Category</b>	<b>Measures</b>
<b>1. Leadership</b>	HCC score v. external quality award evaluation for this Baldrige category
<ul style="list-style-type: none"> <li>• <del>Organizational Senior</del> leadership</li> <li>• <u>Governance and</u> Social responsibility</li> </ul>	<p>HCC - rating of board, president, vice presidents</p> <p>HCC - Selected internal <u>QUEST</u> survey questions <del>such as know HCC mission, leadership encourages learning, freedom to express viewpoints, etc.</del></p> <p>MHEC <del>56</del>. Tuition and fees as a % of tuition and fees at Maryland public 4-year institutions</p> <p>MHEC <del>2631</del>. Percentage of expenditures on instruction</p> <p>MHEC <del>2732</del>. Percentage of expenditures on instruction and selected academic support</p>
<b>2. Strategic Planning</b>	HCC score v. external quality award evaluation for this Baldrige category
<ul style="list-style-type: none"> <li>• Strategy development</li> <li>• Strategy deployment</li> </ul>	<p>HCC - Selected internal survey questions such as satisfaction with strategic planning process</p> <p>MHEC 1. <del>Number of credit and noncredit students enrolled</del><u>Annual unduplicated headcount enrollment:</u></p> <p style="padding-left: 40px;"><u>a. Credit headcount</u></p> <p style="padding-left: 40px;"><u>b. Noncredit headcount</u></p> <p>MHEC 2. Market share of <del>service area of undergraduates</del><u>first-time, full-time freshman</u></p> <p>MHEC 3. <u>Market share of part-time undergraduates</u></p> <p>MHEC <del>34</del>. Market share of recent <del>public college bound</del> high school graduates <del>in service area</del></p> <p><u>MHEC 14. Minority student enrollment</u></p>

	<p style="text-align: center;"><b>POLICY TITLE: Core Ends</b></p> <p><u>compared to service area population</u>  <u>MHEC 5. Enrollments in online course:</u>  <u>    a. Credit</u>  <u>    b. Noncredit</u>  <u>MHEC 24. Enrollment in noncredit workforce development courses</u>  <u>    a. Unduplicated annual headcount</u>  <u>    b. Annual course enrollments</u>  <u>MHEC 25. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure</u>  <u>    a. Unduplicated annual headcount</u>  <u>    b. Annual course enrollments</u>  <u>MHEC 29. Enrollment in noncredit community service and lifelong learning courses</u>  <u>    a. Unduplicated annual headcount</u>  <u>    b. Annual course enrollments</u>  <u>MHEC 30. Enrollment in noncredit basic skills and literacy courses</u>  <u>    a. Unduplicated annual headcount</u>  <u>    b. Annual course enrollments</u>  <u>MHEC 27. Enrollment in contract training courses</u>  <u>    a. Unduplicated annual headcount</u>  <u>    b. Annual course enrollments</u></p>
<b>Category</b>	<b>Measures</b>
<b>3. Student and Stakeholder Focus</b>	HCC score v. external quality award evaluation for this Baldrige category
<ul style="list-style-type: none"> <li>• Student, stakeholder and market knowledge</li> <li>• Student and stakeholder relationships and satisfaction</li> </ul>	<p>IDEA (Kansas State University) survey report – student evaluation of instruction-course level  HCC - Comments card report  HCC - Selected internal survey questions such as satisfaction with instruction  MHEC <del>97</del>. Graduate satisfaction with educational goal achievement  MHEC <del>108</del>. Non-returning student satisfaction with educational goal achievement  MHEC <del>113</del>. <del>Student-Graduate</del> satisfaction with <del>quality of</del> transfer preparation  MHEC <del>12</del>. <del>Academic performance at institutions of transfer: GPA after first year</del>  MHEC <del>13</del>. <del>Minority student enrollment as % of service area population</del>  MHEC <del>16</del>. <del>Four-year transfer/graduation rate of</del></p>

	<p><del>full-time minority students</del></p> <p><del>MHEC 17. Six-year transfer/graduation rate of all minority students</del></p> <p>MHEC 210. <u>Student Graduate</u> satisfaction with job preparation</p> <p><u>MHEC 22. Employer satisfaction with career program graduates</u></p> <p><del>MHEC 21. Number of contract training courses offered</del></p> <p>MHEC 1928. Employer /<del>organization</del> satisfaction with <del>community college</del> contract training</p> <p>MHEC 262. Number of businesses and organizations <u>provided training and services in under contract training</u></p> <p>MHEC 273. Number of participants in contract training</p> <p>MHEC 204. Percent of career program graduates employed full-time in related area</p> <p><del>MHEC 28. Enrollment in workforce development courses</del></p> <p><del>MHEC 29. Senior adult enrollment in non-credit courses</del></p> <p><u>MHEC 19. Occupational program Associate degrees and credit certificates awarded by program area:</u>  <u>Business, Data Processing, Engineering Technology, Health Services, Natural Science, Public Service</u></p> <p><u>MHEC G. Every other year: (Jacob France Institute)</u>  <u>Wage growth of occupational degree graduates:</u>  <u>Median income one year prior to graduation</u>  <u>Median income three years after graduation</u>  <u>Percent increase</u></p>
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**POLICY TITLE: Core Ends**

<b>Category</b>	<b>Measures</b>
<b>4. Information and Analysis</b>	HCC score v. external quality award evaluation for this Baldrige category
<ul style="list-style-type: none"> <li>• <del>Measurement, and analysis, and improvement</del> of organizational performance</li> <li>• <del>Management of information, information technology, and knowledge management</del></li> </ul>	<p><del>MHEC 4. Percent of students transferring to Maryland public 4-year institutions</del></p> <p><del>MHEC 6. Second year retention rate</del></p> <p><del>MHEC 7. Four-year transfer/graduation rate of full-time students</del></p> <p><del>MHEC 8. Six-year transfer/graduation rate</del></p> <p><del>HCC: Overall retention rate fall-to-fall for first time to college students.</del></p> <p><del>MHEC 9. Developmental completers after four years</del></p> <p><del>MHEC 10. Successful-persistor rate after four years</del></p> <ul style="list-style-type: none"> <li><del>a. College-ready students</del></li> <li><del>b. Developmental completers</del></li> <li><del>c. Developmental non-completers</del></li> <li><del>d. All students in cohort</del></li> </ul> <p><del>MHEC 11. Graduation-transfer rate after four years</del></p> <ul style="list-style-type: none"> <li><del>a. College-ready students</del></li> <li><del>b. Developmental completers</del></li> <li><del>c. Developmental non-completers</del></li> <li><del>d. All students in cohort</del></li> </ul> <p><del>MHEC 12. Performance at transfer institutions:</del></p> <ul style="list-style-type: none"> <li><del>a. Percent with cumulative GPA after first year of 2.0 or above</del></li> <li><del>b. Mean GPA after first year</del></li> </ul> <p><del>MHEC 17. Successful-persistor rate after four years</del></p> <ul style="list-style-type: none"> <li><del>a. African American</del></li> <li><del>b. Asian, Pacific Islander</del></li> <li><del>c. Hispanic</del></li> </ul> <p><del>MHEC 18. Graduation-transfer rate after four years</del></p> <ul style="list-style-type: none"> <li><del>a. African American</del></li> <li><del>b. Asian, Pacific Islander</del></li> <li><del>c. Hispanic</del></li> </ul>
<b>5. Faculty and Staff Workforce Focus</b>	HCC score v. external quality award evaluation for this Baldrige category
<ul style="list-style-type: none"> <li>• <del>Work systems</del></li> <li>• <del>Faculty and staff learning and motivation</del></li> <li>• <del>Faculty and staff well being and satisfaction</del></li> </ul>	<p>HCC - Job satisfaction; <del>Annual workforce report</del></p> <p>HCC - Selected internal survey questions such as <del>people work with cooperate as a team,</del></p> <p><del>“Supervisors encourage me to advance my career; Safe workplace; Employee appraisal</del></p>

<ul style="list-style-type: none"> <li>• <u>Workforce engagement</u></li> <li>• <u>Workforce environment</u></li> </ul>	<p>process," etc.  MHEC 1<u>54</u>. Percent minorities of full-time faculty  MHEC 1<u>65</u>. Percent minorities of full-time administrative / professional staff</p>
<p><b>6. Educational and Support Process Management</b></p>	<p>HCC score v. external quality award evaluation for this Baldrige category</p>
<ul style="list-style-type: none"> <li>• <del>Learning-centered processes</del></li> <li>• <del>Support processes</del></li> <li>• <u>Work systems design</u></li> <li>• <u>Work process management and improvement</u></li> </ul>	<p>HCC - Update on learning outcomes assessment projects  <del>HCC – Selected internal survey questions such as conditions of building and grounds, personal work space, provide items needed to do your job, etc.</del>  <u>HCC- Licensure exam passing rate Paramedic, CVT, Geriatric Nursing Assistant (GNA)</u>  MHEC 2<u>35</u>. Licensure exam passing rate - NCLEX RN / NCLEX PN, EMT-B, <del>Paramedic, CVT, GNA</del></p>

Adopted: 5/26/04

## **B – Cohort Tracking**

**Background:** At the June 9, 2005, board of trustees' retreat, the administration was asked to identify an area of the board core ends (key performance indicator system) for further research. The rate of HCC student retention was selected as an area of interest. With a tag line of "*You Can Get There From Here!*" it is reasonable to want to know how HCC assists students in their goal attainment (as defined by the student upon entry), or if there are barriers to success, what might be done to help to remove them.

Because there is no inexpensive commercial option for tracking software that can interface with Datatel's Colleague system, a data warehouse was created; freezing semester files at the third week census date and then after final grades are posted. These files are next individually searched each subsequent semester to gather and analyze information about students who continue at HCC.

The **cohort tracking project** identifies a cohort of first-time HCC students in a given fall semester and follows that cohort for ten major semesters in an attempt to determine which types of students are most likely to be retained. This model was reviewed by all full-time faculty and other representatives of the college community, several features were adjusted, and at the request of the board, financial aid data was also infused into this system. The administration presented the first report at the June 2006 retreat and it was requested by the trustees that the administration continue this project. This item is an update on the five cohorts now being tracked.

The administration recommends that the college now proceed to:

- (a) Determine the non-developmental 5-10 roadblock courses (consistent with the results from the *Achieving the Dream project*) so teams can then work on action plans to improve them and contribute to great student achievement results.
- (b) Work with the division chairs and information technology to create better "closer to real time" data to support the identification of :
  - a. low performing classes/programs so that professional and curriculum development can be more accurately targeted.
  - b. program majors that are not progressing in a timely fashion so that intervention strategies can be developed and deployed.

Presented by: Zoe Irvin, executive director planning, research, and organizational development

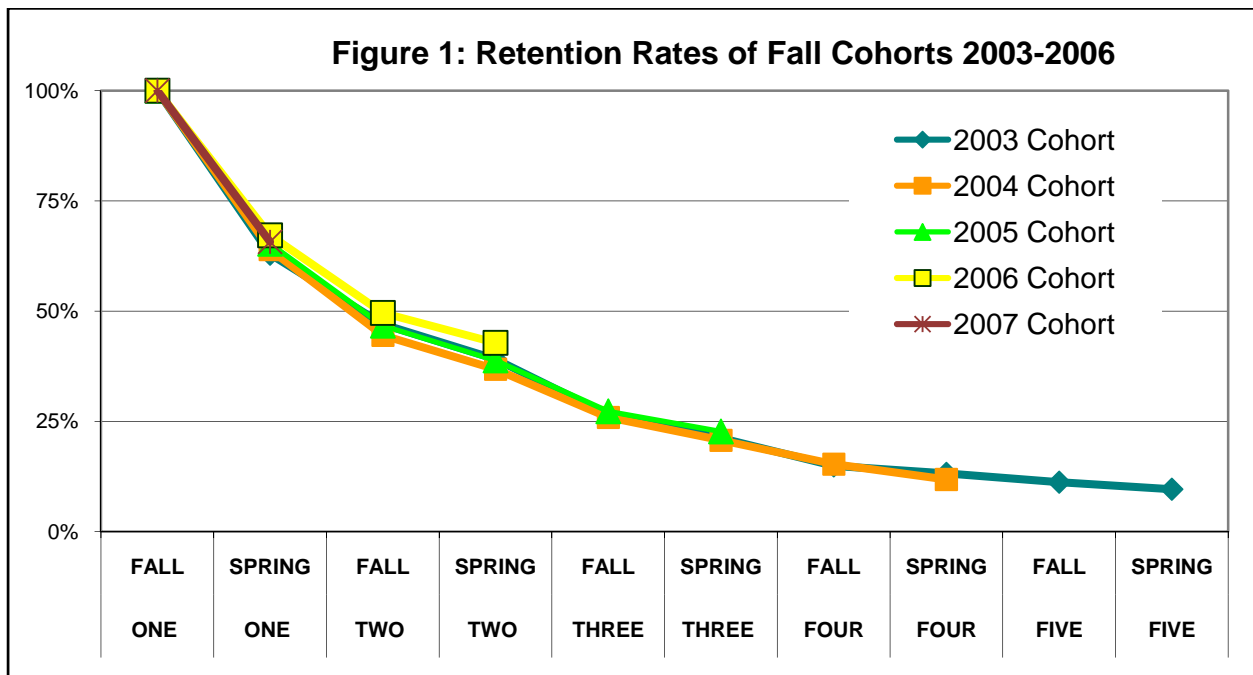
### **Discussion:**

- Does the board want the administration to continue this tracking project?
- Or, as the results are so consistent, should research time be redirected to new inquiries?

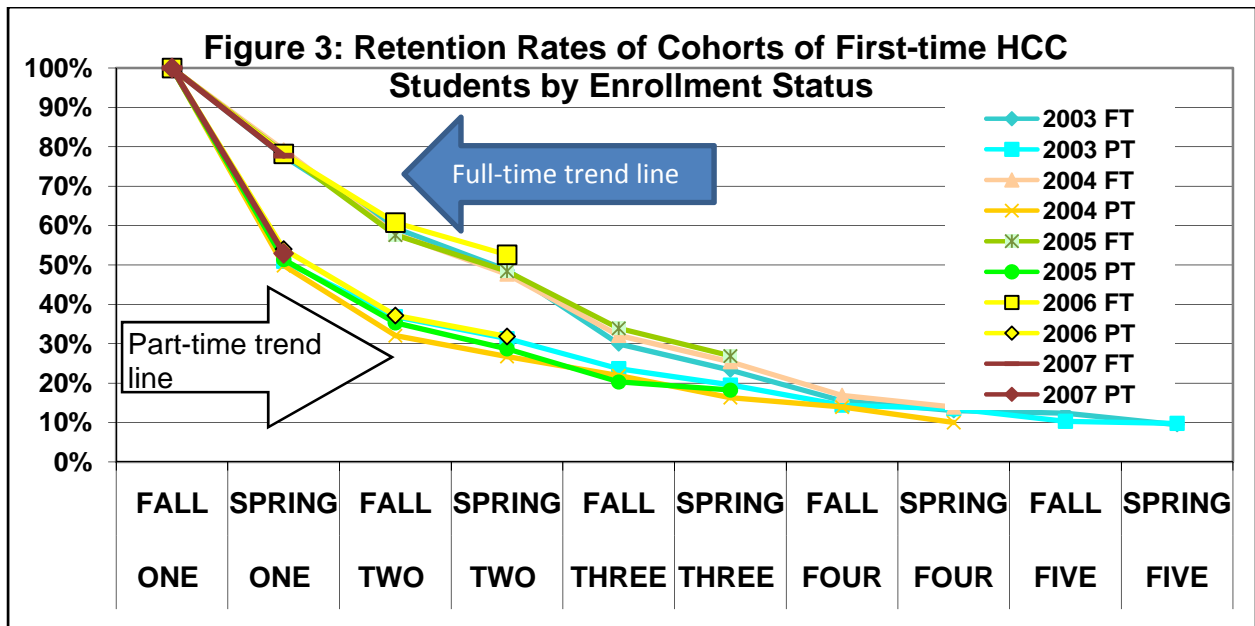
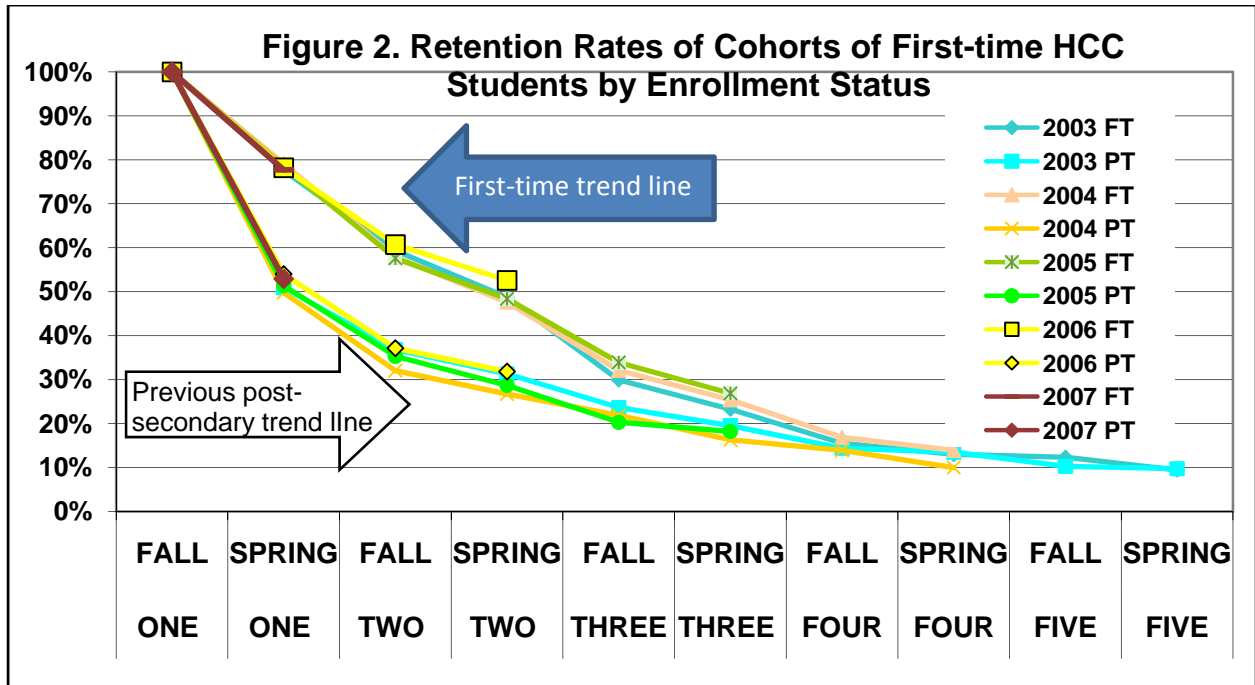
## HCC's Cohort Tracking Project

The cohort tracking project examines students who are new to HCC each fall semester and follows them for ten major (fall and spring) semesters. The first cohort to be examined in this study was the fall 2003 cohort. This spring semester (2008), marks their tenth major semester at HCC. Other cohorts are in various stages of progression, with the latest cohort, fall 2007, just finishing their second semester.

What has been striking in this tracking project is the consistency with which the cohorts return (see Figure 1). To date, there is no more than a 4 percent difference in the rates of return across all cohorts when compared by the number of semesters they have been at HCC. For example, in their second spring at HCC, return rates of the cohorts (fall 2003 through fall 2006) of first-time HCC students ranged from 39 to 43 percent (see Table 1 for more details).



As consistent as this overall pattern is, within the cohorts there is also impressive consistency when retention is examined by certain variables. Specifically, although all students in a cohort are new to HCC (some are new to any college and some had previous post-secondary experience), the first-time college students return at higher rates than the previous post-secondary students (see Figure 2). Likewise, there is a major difference in return rates between students from all cohorts who are full-time and part-time, with full-time students coming back at a higher rate (see Figure 3).



Again using the fall 2003 through fall 2006 cohorts at the second spring (Spring Two) semester as an example, the return rate for first-time college students ranged from 43.5 to 49.7 percent and for previous post-secondary students, the range was 24.8 to 29.2 percent (see Table 2). At that same point, retention rates for full-time students were between 47.6 and 52.6 percent, and for part-timers they ranged from 26.7 to 31.8 percent (see Table 3).

Students' academic goals play a pivotal role in retention. Across all cohorts, those whose goal is to just take courses come back at dramatically lower rates than those who have a goal of transferring or attaining an Associate degree. At the fourth semester, for example, return rates for those with a **goal of transferring** ranged between 40.2 and 42.5 percent across the four cohorts (see Figure 4) , while those **only taking courses** came back at rates between 14.4 and 20.4 percent (see Table 4 for more details).

<b>Figure 4. Retention of Fall Cohorts 2003 - 2007 by Academic %Goal</b>	Semester#1		<b>Semester4</b>	Semester5
	Fall 1		Spring 2	Fall 3
	N=	% of Total	% Returned	% Returned
<b>2003 ACADEMIC GOAL:</b>	<b>2069</b>	<b>100%</b>	<b>39.1%</b>	<b>26.5%</b>
Associate Degree	778	37.6%	43.2%	30.3%
Certificate	126	6.1%	31.0%	21.4%
<b>Transfer</b>	<b>817</b>	<b>39.5%</b>	<b>41.7%</b>	<b>26.7%</b>
Courses only	163	7.9%	16.6%	10.4%
Undecided/Unknown	185	8.9%	36.2%	27.0%
<b>2004 ACADEMIC GOAL:</b>	<b>2106</b>	<b>100%</b>	<b>36.8%</b>	<b>25.9%</b>
Associate Degree	691	32.8%	37.8%	27.9%
Certificate	128	6.1%	21.1%	15.6%
<b>Transfer</b>	<b>950</b>	<b>45.1%</b>	<b>41.3%</b>	<b>27.2%</b>
Courses only	167	7.9%	20.4%	15.0%
Undecided/Unknown	170	8.1%	35.9%	29.4%
<b>2005 ACADEMIC GOAL:</b>	<b>2171</b>	<b>100%</b>	<b>38.8%</b>	<b>27.3%</b>
Associate Degree	<b>883</b>	<b>40.7%</b>	43.1%	30.1%
Certificate	132	6.1%	28.8%	22.0%
<b>Transfer</b>	<b>846</b>	<b>39.0%</b>	<b>40.2%</b>	<b>26.6%</b>
Courses only	132	6.1%	14.4%	12.9%
Undecided/Unknown	163	7.5%	39.3%	33.7%
<b>2006 ACADEMIC GOAL:</b>	<b>2344</b>	<b>100%</b>	<b>42.8%</b>	
Associate Degree	936	39.9%	48.9%	
Certificate	114	4.9%	28.1%	
<b>Transfer</b>	<b>970</b>	<b>41.4%</b>	<b>42.5%</b>	
Courses only	142	6.1%	20.4%	
Undecided/Unknown	182	7.8%	39.6%	
<b>2007 ACADEMIC GOAL:</b>	<b>2338</b>	<b>100%</b>		
Associate Degree	903	38.6%		
Certificate	140	6.0%		
<b>Transfer</b>	<b>962</b>	<b>41.1%</b>		
Courses only	118	5.0%		
Undecided/Unknown	215	9.2%		

Table 5 displays the retention information linked to personal goal upon entry to HCC.

In an effort to develop a deeper understanding of the factors influencing retention, logit log linear analysis was performed on the retention data for the fall 2003 cohort. Clifford Adelman's categorization of four distinct patterns of stopping out or dropping out was used as a model for the study (visitors, early discontinuous, late discontinuous, and continuously enrolled).

Visitor – dropped in semester 2 and did not come back for more than a year (2 consecutive semesters).

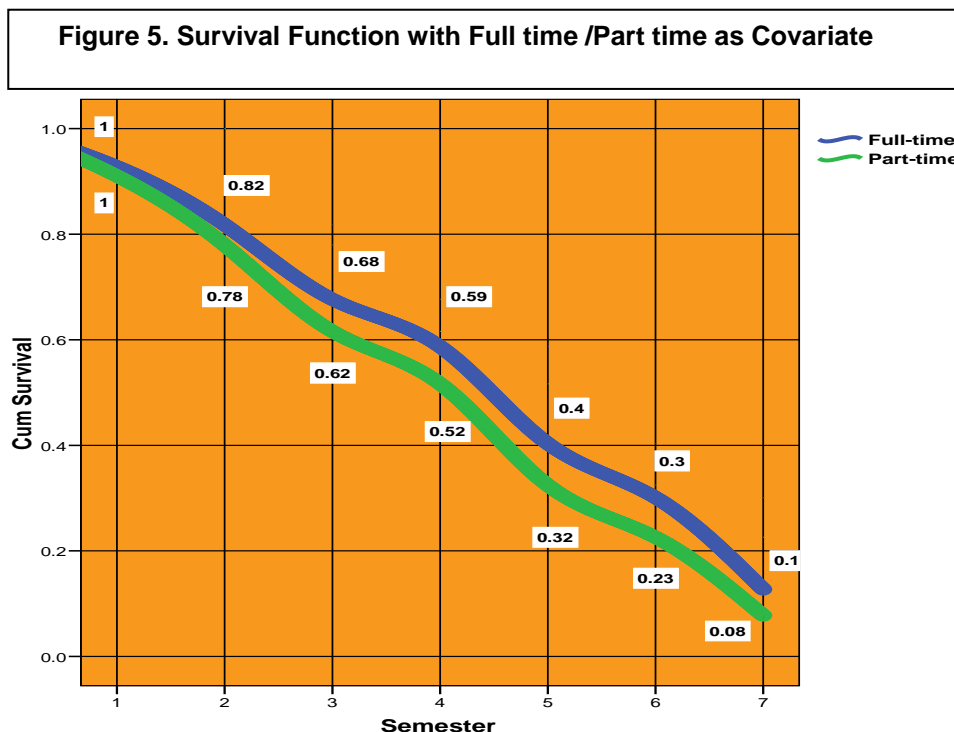
Early discontinuous – dropped out in semester 3 or 4 after continuous enrollment for 1 year and did not come back for more than a year.

Late discontinuous – dropped out in semester 5 or 6 after continuous enrollment for 2 years OR after maximum dropout of one semester in the last 2 years AND did not come back for more than a year.

Continuous Enrollment – did not drop out for 6 semesters OR more; OR did not drop out for more than 2 consecutive semesters in the last 3 years.

The factors that proved significant in this analysis were the same ones that showed a consistent pattern across cohorts: student goal, entry status (first-time college and previous post-secondary), and full-time/part-time status. Race was marginally significant, but gender, age, and financial aid status were not significant.

In the second phase of this study, longitudinal analysis using regression identified the predictors of first stop-out. In this analysis, the variables noted above (goal, entry status, and registration status) again proved significant. As an example, figure 5 shows the survival function (continuous enrollment) of full-time/part-time status.



In addition, the fourth semester emerged as the point after which students were most likely to experience their first stop/drop out. This trend makes sense for students who transferred after two years or for those who attained their Associate degree at that point.

To understand why students do or do not return, retention analyses must be combined with findings from surveys of non-returning students and graduates and other studies, such as examining term grade point average. In the most recent survey of non-returning students, 64 percent of respondents were “stopping out” and had plans to re-enroll in HCC. Of those who did not enroll elsewhere, 82 percent planned to enroll again at HCC. More than three-fourths said there was nothing HCC could have done to ensure that they re-enrolled the next semester. About two-thirds of the respondents indicated they had achieved their goals at the time they left HCC. Graduate follow-up surveys indicate high levels of satisfaction with HCC’s overall quality, transfer preparation, and job preparation. To complete the story the question is: **Are students achieving their goals?** This last chart displays what is known about the fall 2003 and fall 2004 cohorts. Are they still in college? Did they ever get a degree? Are they at least employed? For the students who do not return to HCC, the National Student Clearinghouse (NSC) is queried. Achievement is reported as of **March 2008**.

**Figure 6. Fall 2003-Fall 2004 Cohorts\***

Academic Goals	Frequency		Percent		% Graduated (from somewhere)		% Transferred (but not graduated)		% Who Returned to HCC (not transferred or graduated)	
	03	04	03	04	03	04	03	04	03	04
	1 Associate Degree	778	691	37.9%	33.0%	7.2%	13.0%	9.7%	33.1%	30.1%
2 Certificate	126	128	6.1%	6.1%	0.8%	9.4%	1.4%	24.2%	4.3%	38.3%
3 Transfer out	817	950	39.8%	45.4%	9.7%	14.6%	14.3%	49.7%	23.5%	32.2%
4 Courses only	163	167	7.9%	8.0%	0.7%	6.0%	1.9%	28.7%	3.7%	40.7%
5 Undecided	168	157	8.2%	7.5%	0.9%	7.0%	2.1%	27.4%	6.7%	38.9%
<b>Total</b>	<b>2,052</b>	<b>2,093</b>	<b>100.0%</b>	<b>100.0%</b>	<b>19.3%</b>	<b>12.5%</b>	<b>29.4%</b>	<b>39.3%</b>	<b>68.4%</b>	<b>36.5%</b>
Missing Data (No Academic Goal)	17	13			0.0%	7.7%	0.2%	15.4%	0.7%	69.2%
<b>Grand Total</b>	<b>2,069</b>	<b>2,106</b>			<b>19.3%</b>	<b>12.5%</b>	<b>29.6%</b>	<b>39.2%</b>	<b>69.1%</b>	<b>36.7%</b>

\* Includes First-Time and Previous Post-Secondary students. Data Sources: National Student Clearinghouse Files, HCC Degree Information System files, and HCC Miniprofile files.

The Florida Community College system participated in a Community College Research Center Project (CCRC Working paper - No. 6). It reports that after three years 49.8 percent of its first time students graduated or transferred to the state system. HCC's 2004 cohort performance is at 51.7 percent - (going to any college).

Examining the details in Tables 6 and 7, it is interesting to see the high number of students who do over time return to the college demonstrating that they are on the way to being lifelong learners!

The knowledge that students attend HCC for a variety of reasons and that most are satisfied and reach their goals, creates the context within which the retention data should be understood. That is, the attrition of an older, previous post-secondary, part-time student should be viewed as an expected and accepted reality, not something that needs to be "fixed." If that student wanted to take only one or two courses aligned with his or her personal interests and she/he was satisfied with the quality of the course, then HCC has performed well and the student has met her/his goal.

This student data is consistent with other national longitudinal studies that support the notion that students with specific goals and that exhibit academic persistence (taking a course every semester) are successful.

**Table 1. Comparison of Retention of Fall 2003 - 2007 Cohorts of First-Time HCC Students**

	Semester #1	Semester #2	Semester #3	Semester #4	Semester #5	Semester #6	Semester #7	Semester #8	Semester #9	Semester #10
	FALL ONE	SPRING ONE	FALL TWO	SPRING TWO	FALL THREE	SPRING THREE	FALL FOUR	SPRING FOUR	FALL FIVE	SPRING FIVE
<b>FALL 2003 COHORT</b>	2003	2004	2004	2005	2005	2006	2006	2007	2007	2008
Number	2069	1302	972	810	548	439	308	274	232	199
% of Original Cohort Enrolled	100%	63%	47%	39%	26%	21%	15%	13%	11%	10%
<b>FALL 2004 COHORT</b>	2004	2005	2005	2006	2006	2007	2007	2008		
Number	2106	1347	937	775	546	436	323	250		
% of Original Cohort Enrolled	100%	64%	44%	37%	26%	21%	15%	12%		
<b>FALL 2005 COHORT</b>	2005	2006	2006	2007	2007	2008				
Number	2171	1417	1015	842	592	492				
% of Original Cohort Enrolled	100%	65%	47%	39%	27%	23%				
<b>FALL 2006 COHORT</b>	2006	2007	2007	2008						
Number	2344	1576	1163	1003						
% of Original Cohort Enrolled	100%	67%	50%	43%						
<b>FALL 2007 COHORT</b>	2007	2008								
Number	2338	1537								
% of Original Cohort Enrolled	100%	66%								

**Table 2. Retention of Fall Cohorts 2003-2007 of First-Time HCC Students by Entry Status**

	Semester #1		Semester #2		Semester #3		Semester #4		Semester #5		Semester #6		Semester #7		Semester #8		Semester #9		Semester #10	
	FALL ONE		SPRING ONE		FALL TWO		SPRING TWO		FALL THREE		SPRING THREE		FALL FOUR		SPRING FOUR		FALL FIVE		SPRING FIVE	
	N	% of Total	N	% Return	N	% Return	N	% Return	N	% Return	N	% Return	N	% Return	N	% Return	N	% Return	N	% Return
<b>2003 COHORT ENTRY STATUS:</b>	2003		2004		2004		2005		2005		2006		2006		2007		2007		2008	
<b>First-Time College</b>	1328	64.2	910	68.5%	720	54.2%	614	46.2%	403	30.3%	319	24.0%	233	17.5%	209	15.7%	169	12.7%	15	11.4%
<b>Previous Postsecondary</b>	741	35.8	392	52.9%	252	34.0%	196	26.5%	145	19.6%	120	16.2%	75	10.1%	65	8.8%	63	8.5%	47	6.3%
<b>2004 COHORT ENTRY STATUS:</b>	2004		2005		2005		2006		2006		2007		2007		2008					
<b>First-Time College</b>	1340	63.6	935	69.8%	699	52.2%	585	43.7%	422	31.5%	339	25.3%	243	18.1%	189	14.1%				
<b>Previous Postsecondary</b>	766	36.4	412	53.8%	238	31.1%	190	24.8%	124	16.2%	97	12.7%	80	10.4%	61	8.0%				
<b>2005 COHORT ENTRY STATUS:</b>	2005		2006		2006		2007		2007		2008									
<b>First-Time College</b>	1456	67.1	1017	69.8%	753	51.7%	633	43.5%	464	31.9%	378	26.0%								
<b>Previous Postsecondary</b>	715	32.9	400	55.9%	262	36.6%	209	29.2%	128	17.9%	114	15.9%								
<b>2006 COHORT ENTRY STATUS:</b>	2006		2007		2007		2008													
<b>First-Time College</b>	1559	66.5	1137	72.9%	887	56.9%	775	49.7%												
<b>Previous Postsecondary</b>	785	33.5	439	55.9%	276	35.2%	228	29.0%												
<b>2007 COHORT ENTRY STATUS:</b>	2007		2008																	
<b>First-Time College</b>	1551	66.3	1121	71.9%																
<b>Previous Postsecondary</b>	787	33.7	416	53.0%																

Note: In the "% Return" column, green shading signifies rates of return that are 10% or more OVER the average and yellow shading signifies rates that are 10% or more UNDER the average rate.

**Table 3. Retention of Fall Cohorts 2003-2007 of First-Time HCC Students by Enrollment Status**

	Semester#1		Semester#2		Semester#3		Semester#4		Semester#5		Semester#6		Semester#7		Semester#8		Semester#9		Semester #10	
	FALL ONE		SPRING ONE		FALL TWO		SPRING TWO		FALL THREE		SPRING THREE		FALL FOUR		SPRING FOUR		FALL FIVE		SPRING FIVE	
		% of		%		%		%		%		%		%		%		%		%
	N	Total	N	Return	N	Return	N	Return	N	Return	N	Return	N	Return	N	Return	N	Return	N	Return
<b>2003 ENROLLMENT STATUS:</b>	2003		2004		2004		2005		2005		2006		2006		2007		2007		2008	
<b>Full-time</b>	932	45.0	723	77.6%	553	59.3%	454	48.7%	279	29.9%	217	23.3%	144	15.5%	121	13.0%	115	12.3%	88	9.4%
<b>Part-time</b>	1137	55.0	579	50.9%	419	36.9%	356	31.3%	269	23.7%	222	19.5%	164	14.4%	153	13.5%	117	10.3%	11	9.8%
<b>2004 ENROLLMENT STATUS:</b>	2004		2005		2005		2006		2006		2007		2007		2008					
<b>Full-time</b>	1014	48.1	803	79.2%	587	57.9%	483	47.6%	325	32.1%	258	25.4%	171	16.9%	141	13.9%				
<b>Part-time</b>	1092	51.9	544	49.8%	350	32.1%	292	26.7%	221	21.9%	178	16.3%	152	13.9%	109	10.0%				
<b>2005 ENROLLMENT STATUS:</b>	2005		2006		2006		2007		2007		2008									
<b>Full-time</b>	1112	51.2	873	78.5%	641	57.6%	538	48.4%	377	33.9%	299	26.9%								
<b>Part-time</b>	1059	48.8	544	51.4%	374	35.3%	304	28.7%	215	20.3%	193	18.2%								
<b>2006 ENROLLMENT STATUS:</b>	2006		2007		2007		2008													
<b>Full-time</b>	1238	52.8	975	78.8%	752	60.7%	651	52.6%												
<b>Part-time</b>	1106	47.2	601	54.3%	411	37.2%	352	31.8%												
<b>FALL 2007 COHORT STATUS:</b>	2007		2008																	
<b>Full-time</b>	1208	51.7	939	77.7%																
<b>Part-time</b>	1130	48.3	598	52.9%																

Note: In the "% Return" column, green shading signifies rates of return that are 10% or more OVER the average and yellow shading signifies rates that are 10% or more UNDER the average rate.

Table 4. Retention of Fall Cohorts 2003 - 2007 by Academic Goal	Semester#1		Semester2	Semester3	Semester4	Semester5	Semester6	Semester7	Semester8	Semester9	Semester10
	Fall 1		Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
	N=	% of Total	% Returned	% Returned	% Returned	% Returned	% Returned	% Returned	% Returned	% Returned	% Returned
<b>2003 ACADEMIC GOAL:</b>	<b>2069</b>	<b>100%</b>	<b>62.9%</b>	<b>47.0%</b>	<b>39.1%</b>	<b>26.5%</b>	<b>21.2%</b>	<b>14.9%</b>	<b>13.2%</b>	<b>11.2%</b>	<b>9.6%</b>
Associate Degree	778	37.6	67.1%	51.3%	43.2%	30.3%	25.1%	18.1%	15.7%	12.3%	10.2%
Certificate	126	6.1	59.5%	37.3%	31.0%	21.4%	20.6%	11.9%	9.5%	7.9%	8.7%
Transfer	<b>817</b>	<b>39.5</b>	66.6%	51.2%	41.7%	26.7%	20.0%	14.0%	13.0%	11.9%	9.8%
Courses only	163	7.9	41.1%	20.2%	16.6%	10.4%	8.0%	6.1%	5.5%	5.5%	5.5%
Undecided/Unknown	185	8.9	50.8%	40.5%	36.2%	27.0%	22.7%	15.1%	13.5%	10.8%	10.8%
<b>2004 ACADEMIC GOAL:</b>	<b>2106</b>	<b>100%</b>	<b>64.0%</b>	<b>44.5%</b>	<b>36.8%</b>	<b>25.9%</b>	<b>20.7%</b>	<b>15.3%</b>	<b>11.8%</b>		
Associate Degree	691	32.8	68.3%	45.3%	37.8%	27.9%	23.4%	17.1%	13.0%		
Certificate	128	6.1	47.7%	30.5%	21.1%	15.6%	11.7%	9.4%	7.0%		
Transfer	<b>950</b>	<b>45.1</b>	68.0%	49.6%	41.3%	27.2%	21.6%	14.7%	11.9%		
Courses only	167	7.9	41.3%	23.4%	20.4%	15.0%	12.6%	14.4%	10.8%		
Undecided/Unknown	170	8.1	58.2%	44.1%	35.9%	29.4%	19.4%	17.1%	11.8%		
<b>2005 ACADEMIC GOAL:</b>	<b>2171</b>	<b>100%</b>	<b>65.3%</b>	<b>46.7%</b>	<b>38.8%</b>	<b>27.3%</b>	<b>22.7%</b>				
Associate Degree	<b>883</b>	<b>40.7</b>	71.5%	52.5%	43.1%	30.1%	25.0%				
Certificate	132	6.1	54.5%	34.8%	28.8%	22.0%	18.2%				
Transfer	<b>846</b>	<b>39.0</b>	66.2%	47.9%	40.2%	26.6%	22.3%				
Courses only	132	6.1	34.1%	16.7%	14.4%	12.9%	8.3%				
Undecided/Unknown	163	7.5	66.9%	47.9%	39.3%	33.7%	28.8%				
<b>2006 ACADEMIC GOAL:</b>	<b>2344</b>	<b>100%</b>	<b>67.2%</b>	<b>49.6%</b>	<b>42.8%</b>						
Associate Degree	936	39.9	73.3%	57.7%	48.9%						
Certificate	114	4.9	57.0%	30.7%	28.1%						
Transfer	<b>970</b>	<b>41.4</b>	67.0%	49.2%	42.5%						
Courses only	142	6.1	43.0%	22.5%	20.4%						
Undecided/Unknown	182	7.8	56.6%	36.8%	39.6%						
<b>2007 ACADEMIC GOAL:</b>	<b>2338</b>	<b>100%</b>	<b>65.7%</b>								
Associate Degree	903	38.6	70.5%								
Certificate	140	6.0	52.9%								
Transfer	<b>962</b>	<b>41.1</b>	67.0%								
Courses only	118	5.0	33.1%								
Undecided/Unknown	215	9.2	66.0%								

Note: In the "% Return" column, green shading signifies rates of return that are 10% or more OVER the average and yellow shading signifies rates that are 10% or more UNDER the average rate

Table 5. Retention of Fall Cohorts	Semester 1		Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Semester 9	Semester 10
	<b>2003 PERSONAL GOAL:</b>	<b>2069</b>	<b>100%</b>	<b>62.9%</b>	<b>47.0%</b>	<b>39.1%</b>	<b>26.5%</b>	<b>21.2%</b>	<b>14.9%</b>	<b>13.2%</b>	<b>11.2%</b>
Explore careers	285	13.8	58.2%	38.9%	30.2%	26.0%	20.7%	15.8%	10.5%	8.4%	8.4%
Preparation/New Career	300	14.5	63.0%	48.3%	41.0%	29.3%	27.7%	18.3%	17.3%	12.0%	10.0%
Prep for transfer to a 4-year institution	<b>1081</b>	<b>52.2</b>	70.5%	54.3%	45.7%	28.2%	21.3%	14.9%	14.2%	12.4%	10.5%
Update skills for current job	126	6.1	42.1%	30.2%	19.8%	17.5%	13.5%	7.9%	5.6%	4.0%	4.0%
Interest & self-enrichment	100	4.8	43.0%	27.0%	23.0%	16.0%	16.0%	12.0%	11.0%	12.0%	10.0%
Other/missing	177	8.6	28.8%	36.2%	33.3%	24.3%	19.2%	14.1%	11.9%	11.9%	9.6%
<b>2004 PERSONAL GOAL:</b>	<b>2106</b>	<b>100%</b>	<b>64.0%</b>	<b>44.5%</b>	<b>36.8%</b>	<b>25.9%</b>	<b>20.7%</b>	<b>15.3%</b>	<b>11.8%</b>		
Explore careers	296	14.1	57.4%	34.1%	30.1%	20.9%	17.2%	14.2%	10.5%		
Preparation/New Career	284	13.5	60.2%	36.3%	34.5%	23.2%	18.0%	14.1%	9.9%		
Prep for transfer to a 4-year institution	<b>1114</b>	<b>52.9</b>	73.6%	54.8%	45.1%	31.3%	25.0%	17.4%	13.9%		
Update skills for current job	115	5.5	36.5%	20.0%	11.3%	10.4%	9.6%	10.4%	7.0%		
Interest & self-enrichment	110	5.2	47.3%	33.6%	26.4%	25.5%	22.7%	17.3%	15.5%		
Other/missing	187	8.9	49.2%	33.2%	23.5%	15.5%	10.2%	8.6%	5.9%		
<b>2005 PERSONAL GOAL:</b>	<b>2171</b>	<b>100%</b>	<b>65.3%</b>	<b>46.7%</b>	<b>38.8%</b>	<b>27.3%</b>	<b>22.7%</b>				
Explore careers	338	15.6	63.3%	45.9%	36.7%	24.0%	25.1%				
Preparation/New Career	309	14.2	61.8%	43.4%	36.6%	25.6%	22.0%				
Prep for transfer to a 4-year institution	<b>1113</b>	<b>51.3</b>	73.2%	54.1%	45.1%	32.3%	25.5%				
Update skills for current job	129	5.9	45.0%	17.8%	14.7%	12.4%	9.3%				
Interest & self-enrichment	114	5.3	40.4%	30.7%	25.4%	19.3%	12.3%				
Other/missing	168	7.7	55.4%	39.3%	32.7%	20.8%	17.3%				
<b>2006 PERSONAL GOAL:</b>	<b>2344</b>	<b>100%</b>	<b>67.2%</b>	<b>49.6%</b>	<b>42.8%</b>						
Explore careers	383	16.3	65.5%	49.3%	44.9%						
Preparation/New Career	330	14.1	65.5%	47.3%	40.6%						
Prep for transfer to a 4-year institution	<b>1283</b>	<b>54.7</b>	72.4%	55.2%	47.2%						
Update skills for current job	94	4.0	35.1%	19.1%	13.8%						
Interest & self-enrichment	90	3.8	46.7%	40.0%	31.1%						
Other/missing	164	7.0	57.3%	34.1%	30.5%						
<b>2007 PERSONAL GOAL:</b>	<b>2338</b>	<b>100%</b>	<b>65.7%</b>								
Explore careers	398	17.0	59.8%								
Preparation/New Career	329	14.1	63.8%								
Prep for transfer to a 4-year institution	<b>1150</b>	<b>49.2</b>	71.4%								
Update skills for current job	114	4.9	40.4%								
Interest & self-enrichment	98	4.2	46.9%								
Other/missing	249	10.7	70.7%								

Note: In the "% Returned" column, green shading signifies rates of return that are 10% or more OVER the average and yellow shading signifies rates that are 10% or more UNDER the average rate.

**Did They Meet Their Goals?  
Fall 2003 Cohort\***

**Table 6**

<b>Academic Goals</b>	<b>Frequency</b>	<b>Percent</b>	<b>% Graduated (from somewhere)</b>	<b>% Transferred (but not graduated)</b>	<b>% Who Returned to HCC (not transferred or graduated)</b>
1 Associate Degree	778	37.9%	7.2%	9.7%	30.1%
2 Certificate	126	6.1%	0.8%	1.4%	4.3%
3 Transfer out	817	39.8%	9.7%	14.3%	23.5%
4 Courses only	163	7.9%	0.7%	1.9%	3.7%
5 Undecided	168	8.2%	0.9%	2.1%	6.7%
<b>Total</b>	<b>2052</b>	<b>100.0%</b>	<b>19.3%</b>	<b>29.4%</b>	<b>68.4%</b>
Missing Data (No Academic Goal)	17		0.0%	0.2%	0.7%
<b>Grand Total</b>	<b>2069</b>		<b>19.3%</b>	<b>29.6%</b>	<b>69.1%</b>

\* Includes First-Time and Previous Post-Secondary students.

Data Sources: National Student Clearinghouse Files, HCC Degree Information System files, and HCC Miniprofile files.

**What Happened to Our HCC Students?**

<b>Academic Goals</b>	<b>Frequency</b>	<b>Graduated from:</b>						<b>Total Graduates</b>	<b>% Graduated</b>
		<b>HCC*</b>	<b>MD 2yr Pub</b>	<b>MD 4yr Pub</b>	<b>MD Private</b>	<b>Out of State Pub</b>	<b>Out of State Private</b>		
1 Associate Degree	778	105	6	23	1	7	6	148	7.2%
2 Certificate	126	12	1	3	1	0	0	17	0.8%
3 Transfer out	817	101	2	68	10	9	11	201	9.7%
4 Courses only	163	2	2	2	5	2	2	15	0.7%
5 Undecided	168	10	0	5	1	0	2	18	0.9%
<b>Total</b>	<b>2052</b>	<b>230</b>	<b>11</b>	<b>101</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>399</b>	<b>19.3%</b>
Missing Data (No Academic Goal)	17	0	0	1	0	0	0	1	0.0%
<b>Grand Total</b>	<b>2069</b>	<b>230</b>	<b>11</b>	<b>102</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>400</b>	<b>19.3%</b>

\*Some HCC grads are reported twice since they were shown to have graduated from another school after HCC.

\* Additionally, 19 students were found to have graduated from HCC through the Student Clearinghouse Data. They were not picked up by our files as the 2008 Degree Information System file has not been distributed yet.

...If a student graduated from HCC, did they go on and graduate elsewhere?

**Number of HCC Graduates who Also Graduated from Another Institution**

Academic Goals	HCC Graduates	MD 2yr Pub	MD 4yr Pub	MD Private	Out of State Pub	Out of State Private	Total Graduates	% of HCC Graduates who Graduated Elsewhere
1 Associate Degree	105	0	11	0	1	0	12	5.2%
2 Certificate	12	0	0	0	0	0	0	0.0%
3 Transfer out	101	0	12	2	1	0	15	6.5%
4 Courses only	2	0	0	0	0	0	0	0.0%
5 Undecided	10	0	3	0	0	0	3	1.3%
<b>Total</b>	<b>230</b>	<b>0</b>	<b>26</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>30</b>	<b>13.0%</b>
Missing Data (No Academic Goal)	0	0	0	0	0	0	0	0.0%
<b>Grand Total</b>	<b>230</b>	<b>0</b>	<b>26</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>30</b>	<b>13.0%</b>

...If a student did NOT graduate from HCC or another institution, where did they go?

**Transferred Out (but has not yet graduated)**

Academic Goals	Frequency	MD 2yr Pub	MD 4yr Pub	MD Private	Out of State Pub	Out of State Private	Total Transfers	% Trans, Not Graduated
1 Associate Degree	778	85	49	8	35	23	200	9.7%
2 Certificate	126	11	9	3	2	5	30	1.4%
3 Transfer out	817	82	132	12	51	18	295	14.3%
4 Courses only	163	16	8	5	6	5	40	1.9%
5 Undecided	168	15	16	2	6	4	43	2.1%
<b>Total</b>	<b>2052</b>	<b>209</b>	<b>214</b>	<b>30</b>	<b>100</b>	<b>55</b>	<b>608</b>	<b>29.4%</b>
Missing Data (No Academic Goal)	17	2	3	0	0	0	5	0.2%
<b>Grand Total</b>	<b>2069</b>	<b>211</b>	<b>217</b>	<b>30</b>	<b>100</b>	<b>55</b>	<b>613</b>	<b>29.6%</b>

...If a student has not graduated from any institution or transferred, have they attended classes at HCC at a later date?

Returned to HCC At A Later Time

Academic Goals	Frequency	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Total Number Who Returned (Mutually Exclusive)	% Who Returned (Mutually Exclusive)
1 Associate Degree	442	282	211	164	124	91	100	85	326	30.1%
2 Certificate	78	42	23	18	13	11	11	10	47	4.3%
3 Transfer out	333	213	165	115	85	65	68	70	254	23.5%
4 Courses only	108	36	19	17	10	9	8	7	40	3.7%
5 Undecided	110	54	44	38	33	24	20	20	73	6.7%
<b>Total</b>	<b>1071</b>	<b>627</b>	<b>462</b>	<b>352</b>	<b>265</b>	<b>200</b>	<b>207</b>	<b>192</b>	<b>740</b>	<b>68.4%</b>
Missing Data (No Academic Goal)	11	5	5	5	3	1	2	2	8	0.7%
<b>Grand Total</b>	<b>1082</b>	<b>632</b>	<b>467</b>	<b>357</b>	<b>268</b>	<b>201</b>	<b>209</b>	<b>194</b>	<b>748</b>	<b>69.1%</b>

...How many students came back to HCC at a later time? Even if they graduated or transferred.

Returned to HCC At A Later Time

Academic Goals	Frequency	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Total Number Who Returned (Mutually Exclusive)	% Who Returned (Mutually Exclusive)
1 Associate Degree	778	530	399	336	236	181	145	123	590	28.5%
2 Certificate	126	74	47	39	27	23	15	12	83	4.0%
3 Transfer out	817	558	418	341	218	158	121	112	624	30.2%
4 Courses only	163	66	33	27	17	13	10	9	73	3.5%
5 Undecided	168	86	68	61	46	36	27	24	109	5.3%
<b>Total</b>	<b>2052</b>	<b>1314</b>	<b>965</b>	<b>804</b>	<b>544</b>	<b>411</b>	<b>318</b>	<b>280</b>	<b>1479</b>	<b>71.5%</b>
Missing Data (No Academic Goal)	17	9	7	6	4	2	3	3	12	0.6%
<b>Grand Total</b>	<b>2069</b>	<b>1323</b>	<b>972</b>	<b>810</b>	<b>548</b>	<b>413</b>	<b>321</b>	<b>283</b>	<b>1491</b>	<b>72.1%</b>

**Did They Meet Their Goals?**  
**Fall 2004 Cohort\***

Table 7

Academic Goals	Frequency	Percent	% Graduated (from somewhere)	% Transferred (but not graduated)	% Returned to HCC (not transferred or graduated)
1 Associate Degree	691	33.0%	4.3%	10.9%	25.1%
2 Certificate	128	6.1%	0.6%	1.5%	4.4%
3 Transfer out	950	45.4%	6.6%	22.4%	27.5%
4 Courses only	167	8.0%	0.5%	2.3%	6.1%
5 Undecided	157	7.5%	0.5%	2.0%	5.5%
<b>Total</b>	<b>2,093</b>	<b>100.0%</b>	<b>12.4%</b>	<b>39.1%</b>	<b>68.6%</b>
<b>Missing Data (No Academic Goal)</b>	<b>13</b>		<b>0.0%</b>	<b>0.1%</b>	<b>0.8%</b>
<b>Grand Total</b>	<b>2,106</b>		<b>12.5%</b>	<b>39.2%</b>	<b>69.4%</b>

Data Sources: National Student Clearinghouse Files (as of Jan. 2008), HCC Degree Information System files, and HCC Miniprofile files. \* Includes First-Time and previous post-secondary students.

**What Happened to Our HCC Students?**

Academic Goals	Frequency	Graduated							
		HCC Graduates**	MD 2yr Pub	MD 4yr Pub	MD Private	Out of State Pub	Out of State Private	Total Graduates	% Graduated
1 Associate Degree	691	65	8	12	0	1	4	90	4.3%
2 Certificate	128	10	1	0	1	0	0	12	0.6%
3 Transfer out	950	81	8	27	7	9	7	139	6.6%
4 Courses only	167	0	1	6	1	0	2	10	0.5%
5 Undecided	157	10	0	1	0	0	0	11	0.5%
<b>Total</b>	<b>2,093</b>	<b>166</b>	<b>18</b>	<b>46</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>262</b>	<b>12.4%</b>
<b>Missing Data (No Academic Goal)</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0.0%</b>
<b>Grand Total</b>	<b>2,106</b>	<b>167</b>	<b>18</b>	<b>46</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>263</b>	<b>12.5%</b>

\*\* Fourteen of the students reported here were picked up from the NSC data file. They will appear in the 2008 Degree Information Systems database when that is released. Additionally, three HCC grads are reported twice since they were shown to have graduated from another school after HCC.

...If a student graduated from HCC, did they go on and graduate elsewhere?

Number of HCC Graduates who Also Graduated from Another Institution								
Academic Goals	HCC Graduates	MD 2yr Pub	MD 4yr Pub	MD Private	Out of State Pub	Out of State Private	Total Graduates	% of HCC Graduates who Graduated Elsewhere
1 Associate Degree	65	0	2	0	0	0	2	1.2%
2 Certificate	10	0	0	0	0	0	0	0.0%
3 Transfer out	81	0	1	0	0	0	1	0.6%
4 Courses only	0	0	0	0	0	0	0	0.0%
5 Undecided	10	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>166</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1.8%</b>
<b>Missing Data (No Academic Goal)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>
<b>Grand Total</b>	<b>167</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1.8%</b>

...If a student did NOT graduate from HCC or another institution, where did they go?

Transferred Out (but has not yet graduated)								
Academic Goals	Frequency	MD 2yr Pub	MD 4yr Pub	MD Private	Out of State Pub	Out of State Private	Total Transfers	% Trans, Not Graduated
1 Associate Degree	691	90	73	1	39	26	229	10.9%
2 Certificate	128	12	8	3	5	3	31	1.5%
3 Transfer out	950	89	246	19	75	43	472	22.4%
4 Courses only	167	11	23	2	3	9	48	2.3%
5 Undecided	157	13	16	1	8	5	43	2.0%
<b>Total</b>	<b>2,093</b>	<b>215</b>	<b>366</b>	<b>26</b>	<b>130</b>	<b>86</b>	<b>823</b>	<b>39.1%</b>
<b>Missing Data (No Academic Goal)</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0.1%</b>
<b>Grand Total</b>	<b>2,106</b>	<b>215</b>	<b>366</b>	<b>26</b>	<b>132</b>	<b>86</b>	<b>825</b>	<b>39.2%</b>

...If a student has not graduated from any institution or transferred, have they attended classes at HCC at a later date?

		Returned to HCC At A Later Time								
Academic Goals	Frequency	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Total Number Who Returned (Mutually Exclusive)	% Who Returned (Mutually Exclusive)
1 Associate Degree	397	248	157	132	112	97	91	73	280	25.1%
2 Certificate	87	38	24	13	15	13	13	10	49	4.4%
3 Transfer out	397	254	194	157	128	111	102	90	306	27.5%
4 Courses only	119	58	32	28	21	21	20	16	68	6.1%
5 Undecided	104	50	39	28	28	21	21	14	61	5.5%
<b>Total</b>	<b>1,104</b>	<b>648</b>	<b>446</b>	<b>358</b>	<b>304</b>	<b>263</b>	<b>247</b>	<b>203</b>	<b>764</b>	<b>68.6%</b>
Missing Data (No Academic Goal)	10	9	7	7	6	4	5	4	9	0.8%
<b>Grand Total</b>	<b>1,114</b>	<b>657</b>	<b>453</b>	<b>365</b>	<b>310</b>	<b>267</b>	<b>252</b>	<b>207</b>	<b>773</b>	<b>69.4%</b>

...How many students came back to HCC at a later time? Even if they graduated or transferred.

		Returned to HCC At A Later Time								
Academic Goals	Frequency	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Total Number Who Returned (Mutually Exclusive)	% Returned (Mutually Exclusive)
1 Associate Degree	691	473	316	265	196	164	120	91	528	25.1%
2 Certificate	128	62	39	27	20	15	13	10	77	3.7%
3 Transfer out	950	648	477	396	261	208	143	115	729	34.6%
4 Courses only	167	70	39	34	25	21	24	18	86	4.1%
5 Undecided	157	88	67	53	43	28	24	16	100	4.7%
<b>Total</b>	<b>2,093</b>	<b>1341</b>	<b>938</b>	<b>775</b>	<b>545</b>	<b>436</b>	<b>324</b>	<b>250</b>	<b>1520</b>	<b>72.2%</b>
Missing Data (No Academic Goal)	13	11	8	8	7	5	5	4	11	0.5%
<b>Grand Total</b>	<b>2,106</b>	<b>1,352</b>	<b>946</b>	<b>783</b>	<b>552</b>	<b>441</b>	<b>329</b>	<b>254</b>	<b>1,531</b>	<b>72.7%</b>

## C – Case Study

**Background:** In order to enhance preparedness for and response to unexpected situations that may occur on campus, the following case study regarding student depression is offered to the board as background. After the scenario is presented, below are several questions the board should consider.

Presented by:

Cindy Peterka, vice president of student services

Kathy McSweeney, assistant director of disability services

Suzie Friedman, assistant director of mental health

### Discussion:

1. Since Seung-Hui Cho's shooting rampage at Virginia Tech, colleges are trying to navigate the landscape of privacy rights of mentally-disabled students on our campuses. What steps would the board expect HCC administration to take in the case of Jordan Nott?

## *Students*

<http://chronicle.com/weekly/v52/i29/29a04401.htm>

From the issue dated March 24, 2006

### **Dismissed for Depression**

#### **More colleges are suspending students who appear to be suicidal**

By ERIC HOOVER

On October 27, 2004, Jordan Nott lay awake in his dorm room at George Washington University. He was thinking about his close friend Hasan Hussain, a fellow student who had committed suicide the previous April.

The two friends had laughed at the same jokes, enjoyed the same movies, and shared a fondness for Frisbee games. But Mr. Nott says he had not known Mr. Hussain was troubled before he leaped from his fourth-floor dorm room and died.

Six months later, Mr. Nott felt himself slipping into depression. He was receiving counseling at the university and was taking Zoloft, an antidepressant. Then one night, he says, he became distraught. His thoughts began to frighten him. "I didn't want to end up the way Hasan did," Mr. Nott says.

So he woke his roommate and a friend and asked them to accompany him to the university's hospital.

What happened after that changed Mr. Nott's life, left him looking for a new college, and prompted him to sue George Washington last fall. The first-of-its-kind case challenges the legality of George Washington's mandatory-leave policy, which allows administrators to suspend students whom they determine require intensive treatment for mental or physical problems.

A growing number of colleges are using similar strategies to deal with suicidal students. Critics, including legal experts and psychiatric counselors, describe the policies as dangerous and inhumane. Some college administrators, however, say that when properly applied, mandatory-leave policies ensure troubled students get the help they need.

How colleges should deal with troubled students has long been one of academe's most difficult questions, and student-affairs officials say Mr. Nott's lawsuit has further complicated the issue.

"People are circling the wagons," said Gwendolyn Jordan Dungy, executive director of the National Association of Student Personnel Administrators. "They're trying to figure out what we can do to support our students while protecting our universities."

## **'Endangering Behavior'**

About 12 hours after Mr. Nott was admitted to George Washington's hospital, he received a letter from an administrator informing him that, under the university's policy on "psychological distress," he could not return to his dorm.

The following day, Mr. Nott received a letter from the university stating that he had violated the student conduct code by engaging in "endangering behavior." The letter said that George Washington had temporarily suspended Mr. Nott, and that he would face disciplinary charges unless he withdrew from the university and received medical treatment. The letter also told Mr. Nott that he was barred from the campus.

"I was totally speechless," Mr. Nott says. "I thought it took a lot of courage to say I need help, I need to talk to someone, I want to be healthy, I want to be happy. But this was something that made me feel even worse."

The student contends in his complaint that he was not "actively suicidal" the night he went to the hospital — or at any time — and that he never made a suicide "threat, gesture, or attempt."

Mr. Nott, now a student at the University of Maryland at College Park, claims that by sharing confidential information about his psychiatric treatment and by punishing him for seeking help, university officials violated federal laws protecting Americans with disabilities, including mental-health problems.

In documents filed this month in the Superior Court of the District of Columbia, the university defended its actions, rebuffed the argument that Mr. Nott had a disability, and sought the dismissal of charges against the administrators and counselors named in Mr. Nott's lawsuit.

Tracy Schario, a spokeswoman for George Washington, said in a written statement that of the 50 or so students with suicidal thoughts or behaviors who seek counseling on the campus each year, "a few students rise to the level of risk that requires time away from campus and/or classes for more intensive treatment and family support."

"When a student in our community presents a serious threat of suicide," Ms. Schario said, "our ultimate goal is to find support and treatment to get through the crisis point. While some may see the ultimate goal as to stay in school, the university's foremost concern is for the student's life."

Yet Karen Bower, a lawyer for Mr. Nott, says policies like George Washington's "send a message that students have failed" if they seek treatment for depression. "It isolates them and segregates them at a time when they're most vulnerable," Ms. Bower said. "It sends a message that they could get in trouble if they seek help."

## **Liability Fears**

Gary Pavela, director of judicial programs at the University of Maryland at College Park, says more college officials have been considering mandatory-leave policies amid growing concerns about liability in student-suicide cases. Although colleges and their employees generally have not been held liable for student suicides, two recent decisions indicate that the legal responsibilities of colleges in such cases could expand, at least in some circumstances.

Last summer a Massachusetts Superior Court judge ruled that the parents of Elizabeth H. Shin, a student at the Massachusetts Institute of Technology who committed suicide on that university's campus in 2000, can proceed with their claims against MIT administrators and staff members for failing to prevent her death (*The Chronicle*, August 12, 2005). The judge ruled that the plaintiffs had presented sufficient evidence to seek damages from two administrators and four medical employees for negligence in Ms. Shin's death, concluding that the officials had a "special relationship" with Ms. Shin, allowing them to "reasonably foresee" that she would harm herself unless they intervened.

The judge based her conclusion on *Schieszler v. Ferrum College*, a 2002 student-suicide case. In that decision, a federal court in Virginia found that Ferrum officials had had a legal duty to ensure the safety of the deceased student, Michael Frentzel, because they knew of the "imminent probability" that he would try to harm himself.

"The fear of liability is palpable," said Mr. Pavela, who is also the author of the forthcoming book *Questions and Answers on College Student Suicide: A Law and Policy Perspective* (College Administration Publications). "After the Shin ruling, you could see a major uptick in references to, and the development of, mandatory-leave policies. But these liability fears have driven a dangerous reaction and, I think, an ethically questionable, educationally questionable reaction."

Mr. Pavela warns that by routinely dismissing troubled students, a college may put those students at an even greater risk of harming themselves. Furthermore, he notes that such dismissals may increase the risk of lawsuits, like Mr. Nott's, under federal disability laws.

Among colleges that approach threats of suicide as a disciplinary matter, Mr. Pavela said, the challenge is to use discipline "as a lever to get them the help they need — but not using discipline as a hammer."

### **'A Last Resort'**

Officials at Western Carolina University designed their year-old mandatory-leave policy after struggling to help students with eating disorders who had refused to seek appropriate treatment. So far administrators have not had to remove a student, but Bill Haggard, the university's associate vice chancellor for student affairs, says the policy gives administrators "leverage to encourage students to get help."

"Separating a student from the institution would be a last resort," Mr. Haggard said. "Our first mission would be to do all we could to help the student."

Some colleges are finding that removing a student under mandatory-leave policies can lead to conflicts. Recently the U.S. Education Department's Office for Civil Rights has issued several rulings on complaints filed by students who were dismissed from their colleges because of psychological problems.

In a 2005 letter to Lee F. Snyder, president of Bluffton University, in Ohio, for instance, the civil-rights office wrote that the institution had erred by immediately suspending a student who had attempted suicide in 2004, not offering her an opportunity to appeal the decision, and refusing to reconsider the suspension after learning that she had bipolar disorder.

The letter states that federal disability laws do not prevent colleges "from addressing the dangers posed by an individual who represents a 'direct threat' to the health and safety of self and others," even if that person has a disability.

However, the letter says, "to rise to the level of a direct threat, there must be a high probability of substantial harm and not just a slightly increased, speculative, or remote risk. ... Due process requires a college to adhere to procedures to ensure that students with disabilities are not subject to adverse action on the basis of unfounded fear, prejudice, or stereotypes."

Bluffton has subsequently agreed to resolve the complaint as directed by the civil-rights office. Among other things, the university has agreed to develop a written policy on "emergency removal and return conditions" for students, as well as grievance procedures for resolving allegations of disability discrimination.

Mr. Pavela said that in examining their policies for dealing with depressed or suicidal students, colleges should not overreact to recent lawsuits. "Some college administrators are really taking stock of their fears and are not aware that there are contrary holdings" to recent decisions in the cases at MIT and Ferrum, he said.

In December, for instance, a Pennsylvania court ruled that two deans at Allegheny College had no "duty of care" to prevent the suicide of Charles Mahoney because they had lacked specific knowledge of whether the student was at immediate risk of suicide.

Mr. Nott, the former George Washington student, hopes his lawsuit leads colleges to create more "compassionate" policies. "I don't want people to be afraid of going to get help," Mr. Nott says.

But he has some advice for students with depression. "I would tell them, absolutely go get the help you need, but be careful about getting help. I'd suggest going off campus."

<http://chronicle.com>

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*Today's News*

Wednesday, November 1, 2006

**George Washington U. Settles Lawsuit With Ex-Student It Suspended After He Sought Help for Depression**

[By ERIC HOOVER](#)

Washington

George Washington University has reached a legal settlement with a former student it suspended in 2004, after he sought medical treatment for depression.

The student, Jordan Nott, sued the university last fall, arguing that administrators had violated his rights under the federal Americans With Disabilities Act, among other laws, by barring him from the campus after he had checked himself into the campus hospital ([The Chronicle](#), March 24). Mr. Nott later withdrew from the university.

The lawsuit challenged the legality of involuntary-withdrawal policies, which some colleges have used to suspend students who may require intensive treatment for mental or physical problems. Critics contend that such policies were designed to protect colleges from costly liability lawsuits resulting from student suicides -- not to help troubled students get the help they need.

In August the City University of New York's Hunter College agreed to pay \$165,000 to a former student who was barred from her dormitory after she apparently attempted suicide.

Although the terms of the settlement between Mr. Nott and George Washington were confidential, Tracy Schario, a spokeswoman for the university, said officials there had agreed to review their policies on dealing with depressed and potentially suicidal students. Ms. Schario said George Washington was considering an "administrative procedure" that would allow officials to make determinations about whether a troubled student should remain on the campus without resorting to the campus disciplinary process.

"The only tool we have now is a judicial process," Ms. Schario said. "We're looking for other ways to deal with the situation, should something arise. At the end of the day, the goal is to protect a life, and you have to use a procedure to do that."

Mr. Nott graduated from the University of Maryland at College Park this past spring.

"I hope that this difficult experience will result in positive changes in how student mental-health issues are handled at campuses across the country," Mr. Nott said in a written statement. "And I certainly hope that other universities will not discipline their students for seeking mental-health treatment."

Karen A. Bower, a lawyer who represented Mr. Nott and the plaintiff in the Hunter College case, said that her organization, the Bazelon Center for Mental Health Law, in Washington, D.C., was developing guidelines that would help colleges meet the needs of troubled students without violating the Americans With Disabilities Act. She said the center planned to release those guidelines soon.

## D1 – Academic Programming

**Background:** Since FY09, academic program options at Howard Community College have increased from around 80 to 172. New program development has slowed in recent years as the college looks at its needs more strategically. In the next several years, HCC plans to develop new programs in the followings areas, some of which relate directly to Commission on the Future recommendations.

In response to the college's initiative to emphasize sustainability throughout the campus, HCC plans to develop a new Environmental Science–Sustainability program option to articulate with a similar new option at College Park. The college will also research new green technology-related jobs, like energy auditors, solar array designers/installers, etc. to determine non-credit and/or credit program options.

HCC will development a new program in Entertainment Technology with options in areas like sound design and lighting design.

In response to certification changes in the interior design industry, HCC will develop a new Interior Design degree articulated with a new Bachelor of Technology degree at Towson University.

HCC will develop a Dental Hygiene program to be initiated with the opening of the new health sciences building.

The world languages department will consider Hindi, Erdu, and Swahili as possible new critical languages offerings.

Research going on this summer on the use of Second Life®, a 3-D online virtual world, as a teaching tool may lead to other future program opportunities.

The administration will monitor the Base Realignment and Closure (BRAC) developments to access related program opportunities. The college continues to work with Howard County Fire and Rescue on the development of a “Fire Science” program with a target date of fall 2009.

Presented by: Ronald Roberson, vice president of academic affairs

### **Discussion:**

Are there major areas of opportunity that we are overlooking?

## **D2 – Facilities Master Plan and Belmont Barn Update**

**Background:** Ayers Saint Gross Architects will be attending the beginning of the presentation to discuss the progress that has been made on the barn design at Belmont.

A brief overview of the Columbia campus master plan, highlighting the projects that are planned for future years will follow. A copy of the twenty-year Columbia campus master plan pictorial is attached.

Presented by:

Ed Kohls, principal, Ayers Saint Gross Architects

Lynn Coleman, vice president of administration and finance



## D3 – Base Realignment and Closure Activities

**Background:** The college continues to actively participate in county, regional and state Base Realignment and Closure (BRAC) meetings and has hosted three regional meetings at the college. This includes the first meeting of the Fort Meade Alliance in Howard County, which had its highest attendance to date. HCC also hosted the governor taskforce and regional military council. These meetings have provided an opportunity to bring officials and BRAC agencies representatives to the campus for multiple visits.

Jean Svacina, associate chair of English and world languages, made a well-received presentation on the college's language programs and activities to a large luncheon gathering hosted by the Fort Meade Alliance in Anne Arundel County. HCC has been called upon to participate in and sponsor the Fort Meade Alliance's Education Summit and its science, technology, engineering, and math (STEM) Forum events. The college also hosted the first regional Fort Meade Alliance's Tech Day for 240 high school students that provided advanced technology demonstrations by the BRAC agencies and its prime contractors.

Additionally, HCC provided a briefing about the college and its media programs, technology, and training offering for officials of the Defense Media Agency, which is moving to Fort Meade. Patty Keeton, executive director, workforce development, has chaired the Howard County BRAC workforce development taskforce and worked on the county's BRAC assessment report for the county executive. Tom Glaser, vice president of information technology, serves on the county's executive committee and continues to work with local and regional BRAC initiatives and agencies. HCC participated in a college day hosted by the Defense Information Systems Agency (DISA) in Virginia that provided an opportunity to see the types of educational programs and certifications of interest to DISA staff members.

Kate Hetherington, president, attended the ground breaking for DISA, which was attended by its new director who is Vice Admiral Elizabeth Hight. Admiral Hight indicated a willingness to visit the campus in the near future. The deputy director of the National Security Agency has also expressed a willingness to visit the campus. A new installation commander for Fort Meade will be appointed soon and it will be important to develop a working relationship with the commander.

Presented by: Thomas Glaser, vice president of information technology

### Discussion:

- Can the college strategically place itself and its potential partners to take advantage of future opportunities associated with BRAC?

## **Resolution for Board of Trustees to Meet in Closed Session on June 9, 2008**

**WHEREAS**, The board of trustees of Howard Community College is authorized by Section 10-508 of the State Government Article of the Annotated Code of Maryland to conduct certain portions of its meetings in closed session.

**NOW, THEREFORE, BE IT RESOLVED**, that the board of trustees of Howard Community College hereby conduct its meeting in closed session beginning on June 9, 2008, at the conclusion of the retreat at the Belmont Conference Center-Manor House “to consult with counsel to obtain legal advice;” and “to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction;” as permitted under Section 10-508 (a7) and (a1i) respectively and that such meeting shall continue in closed session until the completion of business.