



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

June 8, 2009
Belmont Conference Center – Manor House
9:00 a.m.

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.



HOWARD
COMMUNITY COLLEGE

You Can Get There From Here

**Board of Trustees' Retreat Agenda
June 8, 2009
Belmont Conference Center
9:00 am – 1:30 pm**

<u>Breakfast</u>	9:00-9:30
A. Enhancing HCC's Financial Future: Opportunities, Constraints, and Capacity Building	9:30-10:30
B. Middle States Overview (including <i>Characteristics of Excellence</i>)	10:30-11:00
<u>Break</u>	11:00 -11:15
C. Responses to Baldrige Opportunities for Improvement	11:15-12:00
<u>Lunch</u>	12:00-12:30
<u>Closed Session</u>	12:30-1:30

A – Enhancing HCC’s Financial Future: Opportunities, Constraints, and Capacity Building

Background: The board of trustees requested the administration consider factors impacting the financial future of the college, focusing on opportunities, constraints, and capacity building. The following write-up takes into account factors such as projected enrollment growth (including the impact of the economy as well as changes to the federal Pell grant program), classroom capacity, BRAC, partnership opportunities, and the facilities master plan. They are followed by a series of financial projections for FY10 through FY14.

Opportunities:

Over the next five years, the college has an opportunity to continue its enrollment growth. With the recent approval for the health sciences building, the college can plan to increase certain health sciences programs as well as develop new ones. Currently, there are 100 students on the waiting list for nursing. Additionally, the enrollment management committee plans to achieve projected growth in the following two ways: (1) increase the market share of recent Howard County Public School System (HCPSS) high school graduates to 26 percent (this past year the college achieved a market share of 25 percent of the HCPSS recent high school graduates) by continuing to promote the honors brand while also providing outreach to at-risk high school students and students in the middle; and (2) increase the headcount of students between the ages of 25 and 44 by 28 percent (from 2,086 in fall 2008 to 2,670 in fall 2013).. Adult enrollment growth will be achieved through refining adult learner initiatives such as outreach to veterans and unemployed adults, increasing hybrid course offerings, providing flexible scheduling and short schedule options, increasing weekend college course offerings, development of an adult learner landing page on the college’s web site, offering sections of First-Year Experience for adult learners, promoting the Excelsior College transfer program, and rebranding the Laurel College Center. Furthermore, the current economic situation is causing more high school students to come to community colleges and more adults to look for workforce training. This trend is likely to alter the Maryland Higher Education Commission’s (MHEC) projection of a leveling off of HCC’s enrollment.

The economic recession has also caused many institutions to be more open to partnership initiatives. The Mid-Maryland Allied Healthcare Education Consortium (MMAHEC) is poised to expand on its current program-sharing model into other areas, like shared facilities. The Laurel College Center is receiving more inquiries from four-year institutions looking for strategic placement of their programs. Howard’s reputation is also resulting in more four-year institutions seeking out HCC for articulation agreements and they are more flexible and open to providing unique benefits to HCC students. The newly approved Associate of Science degree in Engineering, modeled after the Associate of Arts in Teaching, promises to facilitate

the transfer of HCC students to the four-year engineering programs. HCC's success in procuring National Science Foundation (NSF) grants has provided insight into the granting process and contacts within the NSF, which will increase HCC's chances with new grant initiatives. HCC's new continuing education contract with a national defense agency has already netted three training contracts and could result in many more. Significant grant money targeted to nursing and other allied health professions will allow the college to hire faculty and buy equipment outside of the college's budget.

Changes to the Pell Grant program also provide possible opportunities. First, the new program will allow a student to receive up to two Federal Pell Grant Awards during a single award year if the student is enrolled at least half-time for more than one academic year. This program enhancement is an excellent opportunity for students wanting to accelerate their course load by enrolling in the shorter terms of winter and/or summer. It has the potential to increase enrollment in these shorter terms. Another change to the new Pell Grant program that provides an opportunity is that high school students who have completed six credits of college course work are now eligible for Pell grants. This change has the potential to support concurrent enrollment of low-income, disadvantaged students.

Another opportunity on the horizon is the influx of business and people brought about by the Base Realignment and Closure (BRAC) that will impact Fort Meade, located on the border of Anne Arundel County and Howard County. HCC is the closest higher education resource to the fort, especially the college's Ecker Business Training Center and Laurel College Center. Fort Meade growth with BRAC and National Security Agency (NSA) is projected at 11,695 agencies' employees and 10,000 contracted employees to support the agencies at the fort. Further growth is projected as plans are developed for other supporting information assurance and intelligence agencies to move to the fort. NSA has the greatest growth potential in the near future and will see its workforce of 40,000 increased by another 4,000 employees. Kent Menser, Howard County BRAC office, executive director, has indicated that Fort Meade will continue to grow as a national and international center for protecting technology infrastructures, intelligence, and information assurance. Workforce needs will include training and credit programs to meet on-going annual employment requirements and professional certifications for these agencies in professional development, information technology (IT) systems, network technology, security, information assurance, analysis, languages, and business acquisition.

HCC's upcoming facilities master plan (FMP) process will provide an opportunity for HCC to incorporate all the aforementioned factors. The college must update its long-term FMP every five years and submit it to MHEC. HCC's last FMP was completed in FY05, so the update will be required to go to MHEC in the spring of 2010. The last FMP followed the MHEC guidelines and produced a 10-year plan for buildings with a 20-year land-use plan. In addition, a facilities condition assessment was done, which allowed deferred maintenance projects to be incorporated into the capital planning process. This FMP process will update the 2005 plan, but will also include the following additional components:

- Space Needs Analysis – this analysis will examine existing departments and space usage and make recommendations for the current use of classrooms and labs as well as times for course offerings.
- Environmental Scanning – the plan will make recommendations on future trends in careers and educational offerings utilizing internal college reports (e.g., the Commission on the Future report, the Academic Plan) and also gathering external data from national resources and local community leaders.
- Technology and Infrastructure Review – this review will link technology and capital planning and assess the campus’s infrastructure, including cable systems, fiber conduit, and fiber connectivity within buildings.
- Landscape Plan – this plan will provide a long-range campus plan for plantings using native species.
- Traffic Study – this study will recommend pedestrian and vehicular plans within the campus boundaries as well as link the campus to the downtown Columbia plan.

In addition, this FMP will incorporate HCC’s already completed security assessment, sustainability plan, and the in-progress signage plan.

The completed plan will be a more comprehensive look at the HCC campus than it has done in the past. Not only will it have a layout of the future campus, but it will also incorporate suggestions for future programs and how to best handle growth. It will offer suggestions for the current class schedule and times and allow HCC to better utilize its current space. In addition, it will also give HCC a complete room-by-room analysis of all campus classrooms and labs so that functionalities in each classroom can be easily compared to move classes around when needed.

Since the plan will incorporate areas such as security, sustainability, and technology, the college will be able to better design and plan future projects in a comprehensive document instead of planning and budgeting for them separately.

The updated master plan will also allow the administration to examine how campus vehicle and pedestrian traffic patterns will change with the addition of the health sciences building. Since the architects will look at the Downtown plan and offer suggestions to incorporate the college into that plan, there may be additional opportunities for partnerships or programs that were not previously considered.

Constraints:

Some of the most challenging constraints that HCC will face in the future include space and staffing, which both impact the college’s ability to enroll and serve students. It is interesting to note that current projections for the HCPSS indicate that in five years, the system’s graduating class will decline in numbers (see table 1). Also presently, MHEC has projected a 25 percent headcount enrollment growth rate for HCC from fall 2007 to fall 2017 (see table 2 for details and table 3 to see MHEC’s projection accuracy rate over the last five years). The reliability of both of these projections is questionable because it does not take into account the impact of BRAC on the public schools in the area; however, other state agencies view those projections so they need to be considered.

If the college meets its projected full-time equivalent (FTE) enrollment increase of three percent next year, there will be no additional space for growth on campus, except on the weekends. The Horowitz Center schedule is currently full and the arts and humanities faculty are looking for ways to reorganize so that they can expand their offerings. Math and English classes max out each semester along with biology and anatomy and physiology classes. When students show up late looking to enroll in these courses, the college does not have room to accommodate them. Continuing education is also space bound and can only expand to the extent that cancellations occur on the credit side. Even though design funds have been secured for the health sciences building, it will not be available for classes for another four years. In addition to classroom space, the college will need space to accommodate increases in staff for finance, plant, and enrollment services to serve the growing student population. With the new health sciences building, additional café space will also be needed.

Another factor for consideration is the future of Howard County's Gateway building, which the county has proposed to sell in the past. The loss of the Gateway building would have a major impact on the college's Ecker Business Training Center, which uses this location at minimal cost (for county phone lines located in classrooms). The Gateway building is centrally located off routes 95 and 175 in Howard County and is located close to Fort Meade.

The master plan will address space deficits and provide the road map for the future, but it will need to be funded. Since the county and the state are limited in the funds that they provide each year, securing this funding is the challenge.

The FMP will be developed using state space guidelines, which assist in determining higher education space needs that are eligible for capital funding. The space allocation guidelines are used to compute each college's maximum allowances for each type of space listed in the national Higher Education General Information Survey (HEGIS) space classification system. These guidelines are used by the state in evaluating individual construction projects as well as for long-range capital planning. However, state space guidelines only allow departments to plan for their current space needs. One result of this constraint is that even though some departments in The Rouse Company Foundation Student Services Hall (RCF) have only added hourly employees, they have already outgrown their spaces.

Capital projects included in the FMP are planned using a ten-year enrollment projection, which produces a full-time day (only) equivalent student count. This count is used in conjunction with the on-campus weekly student contact hours (WSCH) and space factors as the basis for determining space needs. Based on the state's capital space allocation guidelines, the college was eligible for Duncan Hall, the Horowitz Center, and the RCF and as a result, was able to secure funding for these buildings. However, **even after deducting these three buildings, the college continues to show a projected ten-year deficit of 235,240 net assignable square feet (NASF).**

Each year, the Maryland Department of Legislative Services (DLS) conducts an analysis of the Governor’s executive budget. The analysis includes an evaluation of each community college’s academic square foot inventory – classrooms, labs, study space, and offices – and whether the space needs for those areas were met, yielding a percentage of need covered. The following data was reported by DLS in its exhibit 10. This chart includes the institutions ranked first through fifth, with first representing the lowest percentage of need met for academic space:

Academic Net Square Foot Inventory – Percent of Need Covered

Capital Budget Analysis					
		Current <u>Inventory</u>			Ten-Year Projected <u>Inventory</u>
1.	Howard	59.2%	Frederick		51.1%
2.	Carroll	64.6%	Carroll		52.3%
3.	Wor-Wic	68.4%	Cecil		69.3%
4.	Montgomery	74.4%	CCBC		69.7%
5.	CCBC	75.4%	Howard		70.9%

Based on this analysis, **Howard maintains the lowest percentage of current need met for all 16 community colleges in the state.**ⁱ And while the college ranks fifth in the analysis under ten-year projected inventory, that percentage is based on HCC receiving all funding requests from the state for its capital projects proposed over the next ten years.

Under the new capital budget prioritization model, campus space is categorized into three areas as instructional space, student space, and institutional space. Instead of evaluating just academic space as DLS has done in the past, this model incorporates all campus facilities, which are weighted as 20 percent for current space deficits and 20 percent for future ten-year space deficits. This table shows a slightly different picture of the facilities inventories and space needs with Howard ranking third among the community colleges for both current and ten-year projectedⁱⁱ:

Facilities Inventory Deficits – MACC Prioritization Data
Capital Budget Analysis

		Current <u>Inventory</u>			Ten-Year Projected <u>Inventory</u>
1.	Montgomery	467,946	Montgomery		503,674
2.	CCBC	288,500	CCBC		274,190
3.	Howard	182,215	Howard		235,240
4.	CSM	173,841	Anne Arundel		215,364
5.	Anne Arundel	126,471	CSM		164,578

ⁱAnalysis of the FY08 Maryland Executive Budget, MD Department of Legislative Services, April 2007

ⁱⁱMACC Prioritization Data FY10, Capital Prioritization Model FY10, MACC, August 2008

A review of the prioritization model's weights for total campus space versus academic space may need to be a future discussion item when re-evaluating the model for equity and effectiveness. It becomes difficult for the medium and small-sized colleges to compete with the large community colleges especially if they maintain multiple campuses. This year, the model was changed to split-fund construction projects over two years; therefore, HCC was able to obtain design funds.

The college's large space deficit emphasizes the seriousness of the campus space deficiencies. HCC's capital needs are urgent and critical. In order to continue to carry out the mission and vision of the college, the proper infrastructure must exist. These factors mean that current facilities must grow to support the college's customers.

A related challenge is the full-time/part-time teaching ratio, which is currently at 43 percent / 57 percent but is bound to drop lower over the next academic year. Although adjunct faculty members are a boon in some disciplines, an overdependence on them creates several problems. As a group, their student evaluations are lower than those of full-time faculty and about a third of them turn over each year, creating significant challenges in orientation and training. As HCC has grown, it has been increasingly challenged to find enough competent adjuncts in some disciplines.

Additionally, current staffing throughout the campus, but particularly in the enrollment services and finance areas, will not be able to keep up with the growth. The federal government has indicated that it will require schools to support direct lending to students. This shift in loan programming alone will require two new staff positions, one in financial aid and one in finance. In addition, a new nursing grant that will expand the LPN pathways program by offering the nursing transition course three times per year, adding a fall and spring start in addition to the existing summer course, will place additional demands on enrollment services staff. The grant is an outstanding opportunity for students but contributes to the need for additional staff.

Currently, HCC's plant operations department has one of the lowest costs per square foot in the state primarily because of lower FTE staffing. Although staff was added to accommodate the additions of the RCF and the HVPA buildings, the area is still in need of additional employees. In particular employees are needed in housekeeping, and skilled trades such as engineering, plumbing, electricity, HVAC, and carpentry. Deferred maintenance projects cannot continue to be postponed until staff is able to complete them. In the attached projections (Table 6), new plant employees are shown for the addition of the buildings, but staff in this area will need to be added prior to that time to adequately address building maintenance

Capacity Building

In order to take advantage of opportunities and overcome existing and future constraints, the college needs to develop creative responses, build new partnerships, and expand existing ones. For example, the staff move and consolidate classes to maximize the schedule. The biology/anatomy and physiology

lab at Laurel has been a helpful overflow and the college is currently working on plans for a microbiology lab there for the upcoming year. The weekend is still a time where there is capacity to grow and an expansion of the weekend offerings is currently being planned.

A Laurel College Center expansion could also help accommodate the additional growth on campus. Furthermore, the center's location could make it an advantageous site for partnerships with Fort Meade, additional contract training offerings, and certifications and degree programs that are of interest to the BRAC and NSA communities. Many of these agencies have existing relationships with professional institutions, four-year colleges, and graduate schools outside of HCC's area and these relationships may spur their interest in partnering with the Laurel College Center.

Expanding on partnerships like the Mid-Maryland Allied Healthcare Education Consortium (MMAHEC) will also allow for programs to be run in specific fields for HCC's students. For example, a new, shared MMAHEC facility in Mount Airy will allow the college to expand its credit and non-credit allied health offerings and also provide an additional biology/anatomy and physiology lab.

HCC has mostly exhausted the current pool of faculty who can teach completely online courses, but the college is looking to expand its offering of hybrid courses. There are a very large number of faculty members currently using supplemental online websites with the onsite courses. These faculty members could very easily be transitioned to teaching hybrid courses.

New buildings take a while to build and cannot accommodate the college's growth needs overnight. Leasing space in the surrounding office buildings should be considered. With the opening of the new Ten Oaks medical building next to the campus, many doctors in the surrounding buildings will be relocating to the new location. Space will be available to lease. However, there are still the logistics of students getting to these leased off campus spaces from main campus when they have multiple classes. Consideration of moving a particular department or a program to one of the spaces would help alleviate the problems of getting back and forth to main campus quickly.

Financial Projections for the period FY10 through FY14

The financial projections for the period FY10 through FY14 can be found in tables 4 and 6 following this write-up. Both the revenue and expense projection pages have an additional page showing the assumption by category (tables 5 and 7).

Several assumptions that are used throughout the projections are as follows:

- Inflation is expected to run around 3 percent. Although this rate appears to be high for this year, it has been an average for past years.
- Enrollment growth is based on MHEC projections.

- Tuition projections are showing a modest growth starting in FY11, but this assumes that funding from the state and county will start to grow again. Reductions in either of these areas (state and/or county) could mean a higher increase in tuition.
- Belmont projections are not shown. Once a decision has been made about the barn renovations, projections can be made.
- Both continuing education and the special funds receive state revenue. Continuing education has state FTE revenue and the Laurel College Center, which is in the special funds category, also receives state FTE revenue. However, in order to show the total state picture on one line, the state portion has been reduced from continuing education and the special funds and added into the state income line. The total revenue for these two areas including the state share is shown at the bottom of the revenue page.
- Leased space is something that the college will need to consider if HCC's growth continues to exceed 3 percent. Currently, spaces are available in the immediate vicinity around the college and are running about \$22-\$24 a square foot. However, this cost has not been shown in the projections. The college will need to watch its growth each semester very carefully to determine if spaces should be leased for the upcoming year.
- The assumption is made that FY11 will see a slight increase from the state and county with a jump in FY12.
- The Cade funding formula for the state is still scheduled to go to 30 percent but resumption of the increase from 25.5 has not yet been determined. The projections assume the 25.5 percent will not change until FY13.
- Although additions are shown for faculty, even looking out until 2014, HCC never truly catches up to the 50/50 ratio. Currently, the college needs over twenty faculty to catch up to its past growth and as long as HCC continues to grow, this number will also grow. Hence, increasing costs are shown in the part-time faculty line to keep pace with the growth.

Significant changes by year are as follows:

- FY11 (or possibly FY10) could see a requirement that the college converts to direct lending, based on proposed changes by the Obama administration. This change will mean additional staff for the financial aid and finance offices as well as consultation and software costs. Currently, HCC students borrow from outside lenders.
- In FY11, the debt on the Children's Learning Center will be paid off. This debt is currently funded by the auxiliary budget. Hence, these funds can be used to help subsidize other college operations.
- FY12 could see the expansion of the Mid-Maryland Allied Healthcare Education Consortium, which is a partnership with Carroll and Frederick

Community Colleges, as a new facility in Mount Airy is planned. This new facility would be part of an expansion of a local hospital in the Frederick area. Build-out costs would be capital costs and the center is expected to lose money in the first two years, with a net profit starting in the third year when the state aid is generated.

- The health sciences building is scheduled to open in the fall of 2013 or FY14. Currently, the college has 12 programs that are scheduled to go into the building and two new programs (dental assistant/hygienist and occupational therapy) will be added when the building opens. There is not enough space in the college's existing facilities to house the two new programs. The assumption is made that the faculty for each of the new programs will be brought on board midyear in FY13 in preparation for a building opening in the fall of 2013 (FY14). Full costs for the programs and the entire building maintenance are budgeted for FY14. Similar to the RCF and the HVPA buildings, the administration has assumed the county will help to fund the operating cost for the building.
- A number of information technology purchases will need to be made to support HCC's IT infrastructure. These costs will primarily be budgeted in the capital budget.
- Overall, the key to the projections is HCC's growth. If the college's growth continues in record numbers, it could max out space to accept new students and then there would be no increases in tuition revenue. However, looking for opportunities such as the Mount Airy partnership and leased space, could allow HCC the ability to expand.

Questions

1. Are there other opportunities over the next five years that can be identified?
2. Are there other constraints that need to be discussed?
3. Are there other opportunities for capacity building that should be explored?

**TABLE 1
HCPSS Enrollment Report (September 30, 2008)**

Grade:	PRE K	K	1	2	3	4	5
N	1015	3298	3453	3399	2490	3441	3730
	6	7	8	9	10	11	12 Seniors For HCC's Fall 2009 Class
N	3772	3855	4121	4263	4175	3965	3828

**TABLE 2
MHEC Enrollment Projections**

Official Projections of Headcount Enrollment at Maryland Community Colleges – Last Amended: June, 2008													
		FALL 07	FALL 08	FALL 09	FALL 10	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16	FALL 17	% Change
		FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	07-17
Howard CC		Actual	Projected	P	P	P	P	P	P	P	P	P	
	Full-time	2,931	3,030	3,111	3,190	3,275	3,348	3,431	3,525	3,602	3,676	3,707	26%
	Part-time	4,592	4,701	4,792	4,896	5,001	5,110	5,221	5,344	5,487	5,587	5,714	24%
Total Headcount		7,523	7,731	7,903	8,086	8,276	8,458	8,652	8,869	9,089	9,263	9,421	25%

**TABLE 3
MHEC Projection Accuracy**

Accuracy of MHEC Projection Model						
		FY FTE				
Projection Date	MHEC Projection	HCC Actual (same year)	FTE Count Difference	MHEC Change	Real Change	% Difference
FY02		3,246				
FY03	3,401	3,518	117	4.8%	8.4%	3.4%
FY04	3,709	3,667	(42)	5.4%	4.2%	-1.1%
FY05	3,880	3,894	14	5.8%	6.2%	0.4%
FY06	4,095	3,999	(96)	5.2%	2.7%	-2.3%
FY07	4,259	4,260	1	6.5%	6.5%	0.0%
FY08	4,430	4,483	53	4.0%	5.2%	1.2%

REVENUE PROJECTIONS FOR THE PERIOD FY09 - FY14

DESCRIPTION	Actual FY08	Total Approved FY09 Budget	Total Approved FY10 Budget	Total Approved FY10 Increase	Projections FY11 Increase Only	Projections FY12 Increase Only	Projections FY13 Increase Only	Projections FY14 Increase Only
Tuition	17,109,580	\$ 17,287,134	18,465,096	1,177,962	1,278,366	1,606,995	1,638,614	1,947,692
Instructional Fees	2,288,564	2,441,085	2,500,910	59,825	75,027	77,278	79,596	81,984
County	23,635,010	25,195,470	25,195,470	-	755,864	1,297,567	1,362,445	3,926,681
State	11,599,669	12,869,489	13,063,472	193,983	522,539	679,301	1,283,878	1,399,427
Other Income	(822,104)	780,000	525,000	(255,000)	15,750	16,222	16,709	17,210
Con Ed Contribution	463,475	486,649	510,981	24,332	25,549	26,826	28,168	29,576
Unrestricted Surplus		100,000	628,687	528,687	50,000	50,000	50,000	50,000
Sub-total Operating Budget (FUND 10)	54,274,194	59,159,827	60,889,616	1,729,789	2,723,096	3,754,189	4,459,411	7,452,571
Mt Airy Mid Maryland Health Consortium						195,737	228,360	400,783
Continuing Education and Workforce Development (without the state)	5,057,413	5,242,714	5,392,936	150,222	542,452	145,843	141,874	219,094
Special Funds (Includes Laurel) (without the state)	4,798,543	12,020,156	12,422,259	402,103	370,148	378,530	378,616	388,489
Auxiliary (without Belmont)	5,236,973	5,601,762	6,384,989	783,227	191,550	263,062	205,188	211,344
GRAND TOTAL UNRESTRICTED REVENUE (Increase FY09-FY14)	\$ 69,367,123	\$ 82,024,459	\$ 85,089,800	3,065,341	3,827,245	4,737,361	5,413,449	8,672,280
Prior Year Total				82,024,459	85,089,800	88,917,045	93,654,405	99,067,855
TOTAL UNRESTRICTED REVENUE				85,089,800	88,917,045	93,654,405	99,067,855	107,740,135
PERCENTAGE INCREASE FOR REVENUE				3.7%	4.5%	5.3%	5.8%	8.8%
Continuing Education with State	6,821,000	7,175,262	7,326,541		619,796	246,390	331,909	426,232
Special with State	5,109,385	12,246,951	12,674,273		380,228	391,635	403,384	415,486

REVENUE ASSUMPTIONS FOR THE PERIOD FY10-FY14

DESCRIPTION	Approved Budget FY10	Projections FY11	Projections FY12	Projections FY13	Projections FY14
Enrollment Increase (based on MHEC assumptions)	3.0%	2.2%	2.3%	2.3%	2.2%
Tuition Rate Increase per credit hour	\$ -	\$ 3.00	\$ 2.00	\$ 3.00	\$ 3.00
In-county per credit hour rate	\$ 114.00	\$ 117.00	\$ 119.00	\$ 122.00	\$ 125.00
Percentage increase in tuition		2.6%	1.7%	2.5%	2.5%
Instructional Fees - increase	2.4%	3.0%	3.0%	3.0%	3.0%
County - increase	0.0%	3.0%	5.0%	5.0%	13.7%
State - increase	1.5%	4.0%	5.0%	9.0%	9.0%
Other Income - increase*	-33%	3%	3%	3%	3%
Continuing Education and Workforce Development - increase	2%	8%	3%	4%	5%
Special Funds (includes Laurel College Center) - increase	3%	3%	3%	3%	3%
Auxiliary - increase (without Belmont)	14%	3%	4%	3%	3%
Overall Revenue Increase	3.7%	4.5%	5.3%	5.8%	8.8%

*The FY10 decrease is due to lower than expected interest rates.

EXPENSE PROJECTIONS FOR THE PERIOD FY09 - FY14

DESCRIPTION	Actual FY08	Total Approved FY09 Budget	Total Approved FY10 Budget	Total Approved FY10 Budget Increase	Projections FY11 Increase Only	Projections FY12 Increase Only	Projections FY13 Increase Only	Projections FY14 Increase Only
Personnel								
Current employees including merit increases and FICA	24,986,351	30,818,740	31,262,668	443,928	\$ 1,137,923	\$ 1,529,007	\$ 1,778,139	\$ 1,882,729
Benefits	3,502,082	4,060,084	4,420,584	360,500	457,387	541,642	598,551	706,385
Part-time Faculty and Hourly	5,920,979	6,496,235	6,754,219	257,984	279,337	318,121	361,138	379,705
New Positions - Faculty (does not include Health Sciences)				-	380,077	553,392	575,528	855,070
New Positions - Other (does not include Health Sciences)				-	116,699	180,300	185,709	191,280
Total Personnel Costs	36,727,836	41,375,059	42,437,471	1,062,412	\$ 2,371,424	\$ 3,122,462	\$ 3,499,066	\$ 4,015,169
Contracted Services (does not include Health Sciences bldg)	7,850,505	4,879,877	5,019,734	139,857	243,052	131,570	161,831	166,686
Supplies and Materials (does not include Health Sciences bldg)	1,201,665	1,601,621	1,724,910	123,289	51,747	53,300	54,899	56,546
Communications and Prof Development	1,209,649	1,471,920	1,490,405	18,485	37,260	38,192	46,976	48,385
Utilities and Fixed Costs (does not include Health Sciences bldg)	2,623,650	4,148,929	4,395,983	247,054	214,182	225,134	236,664	248,802
Scholarships and Waivers	1,117,893	1,152,780	1,255,708	102,928	72,607	77,510	83,989	91,090
Furniture and Equip (does not include Health Sciences bldg)	1,586,844	2,370,298	2,379,786	9,488	45,398	47,668	50,052	52,554
Other (Transfers)	(2,286,778)			-				
Mt Airy - Mid Maryland Allied Healthcare Consortium				-		245,933	254,307	263,428
New Health Sciences Building - opening Fall 2013				-				2,210,000
New Programs in Allied Health				-			108,750	491,250
Sub-total Operating Budget (FUND 10)	50,031,264	57,000,484	58,703,997	1,703,513	3,035,671	3,941,769	4,496,533	7,643,910
Continuing Education/Workforce Development	6,121,487	7,175,262	7,326,541	151,279	219,796	226,390	310,909	404,182
Special Funds (includes Laurel)	3,987,660	12,246,951	12,674,273	427,322	380,228	391,635	403,384	415,486
Auxiliary (excludes Belmont)	4,688,376	5,601,762	6,384,989	783,227	191,550	177,567	202,623	208,702
GRAND TOTAL UNRESTRICTED EXPENSES (Increase FY09-FY14)	64,828,787	82,024,459	85,089,800	3,065,341	3,827,245	4,737,361	5,413,449	8,672,280
Prior Year Total	64,828,787	82,024,459		82,024,459	85,089,800	88,917,045	93,654,406	99,067,855
Total Expenses for the Year				85,089,800	88,917,045	93,654,406	99,067,855	107,740,135
PERCENTAGE INCREASE FOR EXPENSES				3.7%	4.5%	5.3%	5.8%	8.8%

EXPENSE ASSUMPTIONS FOR THE PERIOD FY10 - FY14

DESCRIPTION	Budget FY10	Projections FY11	Projections FY12	Projections FY13	Projections FY14
Personnel					
Merit increases (includes FICA) -% Increase	0.0%	3.0%	4.0%	4.5%	4.5%
Benefits - % Increase	8.5%	8.5%	8.5%	8.5%	8.5%
Part-time Faculty and Hourly increases	4.0%	4.7%	5.1%	5.1%	5.5%
No of New Positions - Faculty	1.0	5.0	7.0	7.0	10.0
No of New Positions - Other (does not include new building)	2.0	2.0	3.0	3.0	3.0
Contracted Services - increase	2.9%	2.5%	2.5%	3.0%	3.0%
Supplies and Materials - increase	7.7%	3.0%	3.0%	3.0%	3.0%
Communications and Prof Development - increase	1.3%	2.5%	2.5%	3.0%	3.0%
Utilities and Fixed Costs (does not include new buildings) - increase	Utilities 5% + Other 7.5%	Utilities 5.5% + Other 3%	Utilities 5.5% + Other 3%	Utilities 5.5% + Other 3%	Utilities 5.5% + Other 3%
Scholarships and Waivers - increase	9.0%	2.0%	2.0%	2.0%	2.0%
Furniture and Equip (does not include new building) - increase	-1.9%	5.0%	5.0%	5.0%	5.0%
Mid Maryland Allied Healthcare Consortium			\$ 245,933	\$ 254,307	\$ 263,426
New Allied Health Building - Opens Fall 2013 - total anticipated cost					\$ 2,210,000
New Programs in Allied Health Building				\$ 108,750	\$ 491,250
Continuing Education/Workforce Development - increase	0.0%	3.0%	3.0%	4.0%	5.0%
Special Funds (includes Laurel CC) - increase	3.5%	3.0%	3.0%	3.0%	3.0%
Auxiliary (without Belmont) - increase	14.0%	3.0%	2.7%	3.0%	3.0%
Overall Expense Increase	3.7%	4.5%	5.3%	5.8%	8.8%

B – Middle States Commission on Higher Education Overview

Background: In order to offer degrees and have access to federal financial aid for its students, Howard Community College must be accredited by the Middle States Commission on Higher Education (MSCHE).

The college must file an institutional profile report every year with the MSCHE. The full self-study and site visit process occurs every ten years. An update report (Periodic Review) addressing any site visit recommendation is due at the 5-year mark. The history of this interaction is available online in the MSCHE Statement of Accreditation Status (included at the end of this report).

In spring 2008, the college designated a core planning team led by: Dr. Bernie Sandruck and Dr. Mike Heffren (self-study co-chairs). They met and solicited volunteers for the steering team and the five work teams.

MSCHE requires HCC to comply with its fourteen *Characteristics of Excellence*. The standards are displayed in the following chart. This chart also displays how the work teams are structured to prepare the self-study report. During FY09, all the teams have met several times and conducted interviews of nearly one hundred people on campus, including the board chair. This information is all kept on the college's shared drive available to all employees.

<i>Work Team A</i>
<p>Standard 1: Mission and Goals</p> <p>The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.</p>
<p>Standard 2: Planning, Resource Allocation, and Institutional Renewal</p> <p>An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.</p>
<p>Standard 3: Institutional Resources</p> <p>The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.</p>

Work Team B**Standard 4: Leadership and Governance**

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Work Team C**Standard 8: Student Admissions and Retention**

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Work Team D**Standard 11: Educational Offerings**

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Work Team E**Standard 7: Institutional Assessment**

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher.

<http://www.msche.org/publications/Characteristicsbook050215112128.pdf>.

Over the summer, the steering team will work to give feedback on the materials submitted by all the work team at the end of May. They have attempted to gather and analyze information concerning at least 50 percent of the questions listed in the self-study design document (available on the board portal). In the fall, the work teams will complete the other 50 percent of the work, then the steering team will need to combine and refine the work into a cohesive draft with supporting materials.

By early spring 2010, the board will receive a draft of the self-study document and be able to provide suggestions for improvement.

◀————— Question —————▶

1. Do you have any questions about the standard(s) of excellence or the process of developing the self-study report?



STATEMENT OF ACCREDITATION STATUS

HOWARD COMMUNITY COLLEGE
10901 Little Patuxent Parkway
Columbia, MD 21044
Phone: (410) 772-4800; Fax: (410) 772-4803
www.howardcc.edu/

Chief Executive Officer: Dr. Kathleen B. Hetherington, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 7633 Undergraduate
Control: Public
Affiliation: State and Local
Carnegie Classification: Associate's - Public Suburban-serving Single Campus
Degrees Offered: Certificate/Diploma, Associate's;
Distance Learning Programs: Yes
Accreditors: Approved by U.S. Secretary of Education: Commission on Accreditation of Allied Health Education Programs (CAAHEP); National League for Nursing (NLN), Accrediting Commission
Other Accreditors: The Children's Learning Center on the Howard Community College campus is accredited by National Association for the Education of Young Children (NAEYC)

Instructional Locations

Branch Campuses: None
Additional Locations: Gateway, Columbia, MD; James N. Robey Police and Fire Training Facility, Marriotsville, MD; Laurel College Center, Laurel, MD
Other Instructional Sites: Applications and Research Lab, Columbia, MD; Bain Center, Columbia, MD; Belmont Conference Center, Elkridge, MD; River Hill High School, Clarksville, MD

ACCREDITATION INFORMATION

Status: Member since 1975
Last Reaffirmed: November 16, 2006

Brief History Since Last Comprehensive Evaluation:

November 16, 2006: Accepted the Periodic Review Report and reaffirmed accreditation. The next evaluation visit is scheduled for 2010-2011.

Next Self-Study Evaluation: 2010 - 2011

Next Periodic Review Report: 2016

Date Printed: May 18, 2009

Definitions:

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Learning Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50 percent or more of their requirements by taking distance learning courses.

Major Activities for Self-Study Process

Semester/Session	Activities
Spring/Summer 2008	<ul style="list-style-type: none"> • Middle States Commission on Higher Education (MSCHE) reminds HCC of the evaluation and invites HCC to The Self-Study Institute • Steering team co-chairs and members are selected • Dr. Barbara Loftus, vice president, Middle States, schedules and makes self-study preparation visit to HCC • HCC chooses types of work groups that will be needed and members of work teams • HCC determines its self-study model
Fall 2008	<ul style="list-style-type: none"> • Steering team co-chairs and executive director of planning, research and organizational development attend The Self-Study Institute • Charge and research questions for work teams are developed and finalized
Winter 2009	<ul style="list-style-type: none"> • Self-study design draft is finalized
Spring 2009	<ul style="list-style-type: none"> • Dr. Debra Klinman, HCC's Middle States liaison, conducts a self-study preparation visit to HCC on February 19, 2009 • Dr. Klinman approves institution's self-study design • Work teams identify research needs and collect and analyze evidence (ongoing through fall 2009)
End of Feb-May 30	<ul style="list-style-type: none"> • Steering team oversees research and progress reports of work teams • Work teams involve the college community in the inquiry process • Work teams discuss all collected information, perhaps engage in further inquiries. They develop lists of documents and links that will eventually become supplemental documents. They may develop a request for further research <quantitative or qualitative>
By May 29	<ul style="list-style-type: none"> • Work teams develop and submit their draft reports for at least 50% of their questions
By June 5 Steering team meeting	<ul style="list-style-type: none"> • Steering team receives and reviews draft reports from working groups • Steering reviews any requests to conduct new research
Convocations	<ul style="list-style-type: none"> • Steering team provides progress report to college community at May and August convocations
Fall 2009	<ul style="list-style-type: none"> • Steering team oversees research and progress reports of work teams • Work teams involve the college community in the inquiry process • Approved new research is arranged and conducted • Work teams complete any remaining inquiries
Dec 15, 2009	<ul style="list-style-type: none"> • Work teams develop and submit their draft reports for remaining questions

Convocation	<ul style="list-style-type: none"> Steering team provides progress report to college community at January convocation
Spring 2010	<ul style="list-style-type: none"> MSCHE identifies the evaluation team chair and HCC approves the chair selection HCC sends self-study design to evaluation team chair Evaluation team chair and HCC select dates for the team visit and for the evaluation team chair's preliminary visit to HCC MSCHE identifies evaluation team members and HCC approves team member selections Steering team develops a draft self-study report HCC college community reviews draft self-study document
Summer 2010	<ul style="list-style-type: none"> Evaluation team chair reviews draft self-study report and offers feedback
Convocation	<ul style="list-style-type: none"> Steering team provides progress report to college community at August convocation
Fall 2010	<ul style="list-style-type: none"> HCC Board of Trustees reviews draft self-study report Evaluation team chair receives draft self-study report prior to chair's preliminary visit to HCC (at least four months prior to team visit) HCC finalizes its self-study report HCC makes accommodation arrangements for visiting team members
Winter 2011	<ul style="list-style-type: none"> HCC sends final self-study report to evaluation team members at least six weeks prior to the team visit
Convocation	<ul style="list-style-type: none"> Steering team provides progress report to college community at January convocation
Spring 2011	<ul style="list-style-type: none"> Evaluation team visits HCC Evaluation team prepares its report HCC responds to evaluation team report Evaluation team report submitted to MSCHE
Summer 2011	<ul style="list-style-type: none"> MSCHE's Committee on Evaluation Reports convenes MSCHE takes action on HCC's reaccreditation

C – Responses to a Baldrige Opportunities for Improvement

Background: In the feedback report from the Baldrige site visit team, several opportunities for improvement (OFI) focused on some adverse trends for key student learning results, including performance at transfer institutions, licensure results for practical nurses and registered nurses, and transfer/graduation rates for the Rouse Scholars.

Section 7.1 of the Baldrige criteria focuses on “Student Learning Outcomes,” while section 7.5 focuses on “Process Effectiveness Outcomes.” The exact verbiage of the OFIs in the feedback report is given below. HCC’s action being taken in response to these OFIs follows.

7.1-1: HCC’s results for students’ performance at the students’ transfer institutions (measured by GPA after the first year) demonstrate an adverse trend from FY2003 through FY2007 (see Figure 7.1-7). Furthermore, HCC’s FY2007 results lag the Maryland Higher Education Commission benchmark.

7.1-2: Although graduation rates for nursing, HCC’s largest career program based on enrollment, show a favorable trend, HCC’s licensure results for practical nurses and registered nurses (RNs) demonstrate adverse trends from FY2003 through FY2007 (see Figures 7.1-8 and 7.1-9). Furthermore, results for both measures in FY2007 trail best-in-state levels, and the FY2007 RN licensure result trails the best-peer level.

7.5-3: While the transfer/graduation rate for Rouse Scholars remains above the internally set benchmark of 80%, the rate has degraded for three consecutive years (see Figure 7.5-7). Investigation of this trend revealed that HCC has no plans in place to identify the root causes of the problem or to develop a process to affect improvement. If graduation rates do not improve, the college may have difficulty recruiting the high-achieving high school students to which the Rouse Scholars program is targeted.

Responses:

The academic affairs area is addressing these OFI’s through new initiatives in its vital signs and in the academic plan. The college has added the new strategic objectives on developmental completers, degree completion, and retention to its vital signs. The college knows that its best peer, the College of Southern Maryland, attains a very high number of developmental completers by having the entry-level developmental courses taught in the high schools. While that option is not open to HCC, it has expanded placement testing in the high schools in both math and

English to alert juniors who are likely to place in developmental classes while there is still time for an intervention. The revamp of the general education core, approved by the curriculum and instruction (C&I) committee this year, will reduce the number of required credits in the general education core and assure that students will have the ability to experiment within the core instead of having to change their majors late in the process. The revamp of the academic standards also approved by C&I creates a new academic warning category that will alert students to problems with their performance earlier in the process and also assure that students do not go into their final semesters with less than a 2.0 grade point average. Since the first year experience (FYE) is an initiative that has the potential to impact a large number of students, the FYE team has identified outcomes this year that all entry-level courses should be addressing. These outcomes will be added to all entry-level courses for the fall and will provide a basis for assessing the extent to which these courses are accomplishing their goals.

The nursing department has undertaken a series of initiatives to address the retention and success of nursing students. The department has applied for and received over \$1 million in grant funding from MedStat, Who Will Care, and the Health Services Cost Review Commission that will add three new full-time and three new half-time nursing positions. The new positions will allow the nursing department to have an increased focus on retention and mentoring to increase significantly the number of successful nursing graduates.

The James Rouse Scholars program is also addressing the adverse trend in Rouse graduation rates. A new academic standard has been implemented for Rouse students that requires them to maintain a minimum of a 2.75 GPA—up from 2.50. A new learning outcomes assessment project has been initiated to study the factors that contribute to the success or failure of Rouse students. In addition, another project will interview Rouse alumni to identify predictors of success based on the perspective of students who have graduated from the program.

Questions

1. Should we prioritize the OFI's or give all of them equal weight?
2. Should OFI's that relate to our strategic goals have a higher priority than those that don't?
3. Should OFI's in areas where we have met or exceeded Vital Signs benchmarks have a lower priority?

**Resolution for Board of Trustees to Meet in Closed
Session on June 8, 2009**

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 8, 2009, at the conclusion of the retreat at the Belmont Conference Center-Manor House “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;” and “consult with staff, consultants, or other individuals about pending or potential litigation;” as permitted under Section 10-508 (a1i) and (a8) respectively and that such meeting shall continue in closed session until the completion of business.