



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

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September 23, 2009

6:00 pm

The Rouse Company Foundation Student Services Hall

RCF-400

# 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's *Dragon Principles*

We promise to help our students, employees, and community members "get there from here."

We pledge to...

Be friendly

Be helpful to our students and community

Be considerate of each other

And we pledge to...

**Discover Greatness in Others and  
Ourselves**





**Board of Trustees' Meeting Agenda**  
**September 23, 2009**  
**The Rouse Company Foundation Student Services Hall**  
**RCF 400**

**Work Session and Dinner** 6:00 pm (A light dinner will be served at 5:30 pm)

- I. Introduction of New Employees
- II. Introduction of Constituency Group and Cross-Functional Team Leaders
- III. Information Session: Facilities Master Plan Progress Report

**Regular Meeting** – Immediately following the work session

- A. Approval of September 23, 2009, Agenda
- B. Board Priority Items
  1. Board End: Strategic Planning
  2. Proposed Fiscal Year 2011 Capital Budget (updated)
  3. Maryland Higher Education Commission Performance Accountability Report
  4. Financial Statements Disclosure Schedule and Financial Statements
- C. President's Report
- D. Board Member Comments
- E. Report of the Legislative and Community Relations Committee and Audit and Finance Committee
- F. Approval of Minutes:
  1. August 26, 2009, Work Session
  2. August 26, 2009, Regular Session
  3. August 26, 2009, Closed Session
- G. Consent Items
  1. Proposed New Hires
  2. Siemens Spending Allowance Increase for A&F Fire Alarm Upgrade
  3. Athletic Fields Phase V Change Orders 2 and 3
  4. Health Care Insurance Agreement
  5. Website Technology Services
  6. Office Copiers
  7. Architectural/Engineering Services for the Health Sciences Building
- H. Discussion Items
  1. Sodexo Agreement
- I. Information Items
  1. Issue Bin
  2. Board Calendar
  3. Agreements Signed by the Board Chair Disclosure
  4. Personnel Summary

**Closed Session**

## **I – Introduction of New Employees**

For the trustees' information, newly hired employees approved by the board at its August 26, 2009, meeting will be introduced to the trustees by Dr. Hetherington and area vice presidents.

## II – Introduction of Constituency Group and Cross-Functional Team Leaders

A document that lists the descriptions of groups involved in governance at Howard Community College (HCC) as well as the governance partners chart are included following this item.

Constituency groups at HCC are represented by the following:

### **Faculty Forum**

#### President

Ann Repka, assistant professor, biology

#### Vice President

William Straube, instructor, biology

### **Student Government Association**

#### President

Giancarlo Simpson, student

#### Vice President

Janet Lubov, student

### **Administrators' Group**

#### Chair

Linda Wu, director, administrative information systems

#### Vice Chair

Missy Matthey, director of development

### **Professional/Technical Group**

#### Chair

Margaret Wedde, office supervisor, health sciences/social sciences/teacher education division office

#### Representatives

Jodi Allaire, president's office technology manager

Schnell Garrett, assistant director, student life

Lisa Ragland, admissions and academic advisor

Valerie Smith, senior network administrator

### **Support Group**

#### Chair

Judith Darling, office associate V, welcome center

#### Vice Chair

Catherine Watts, office associate IV, academic/student support and career services

Cross-functional teams at HCC are represented by the following:

**College Council**

President

Valerie Smith, senior network administrator

Vice President

Katherine Allen, director, financial aid services

**Curriculum and Instruction**

Chair

Sharon Lyon, associate professor, physical science

**Diversity**

Co-chairs

Dave Jordan, associate vice president, human resources

Julie Jones, audience services manager and website designer

**Enrollment Management**

Co-chairs

Randy Bengfort, director, marketing and communications

Barbara Greenfeld, associate vice president for enrollment services

**Facilities and Sustainability**

Co-Chairs

Robert Marietta, facility renovations, sustainability, and safety manager

Michele Bilello, capital programs administrator

**Health and Safety**

Chair

Robert Marietta, facility renovations, sustainability, and safety manager

**Professional Development**

Co-Chairs

Karlyn Young, director, human resources

Mark Tacyn, assistant professor, history

**Salary and Benefits**

Co-Chairs

Daniel Friedman, professor, chemistry and division chair, science & technology

Yoseph Gutema, associate professor, economics

Vice-Chair

Anna Hamilton, technical support analyst, student computer support

**Technology**

Co-Chairs

Richard Pollard, director, technology services

Jeff Fairbanks, lead instructional technologist

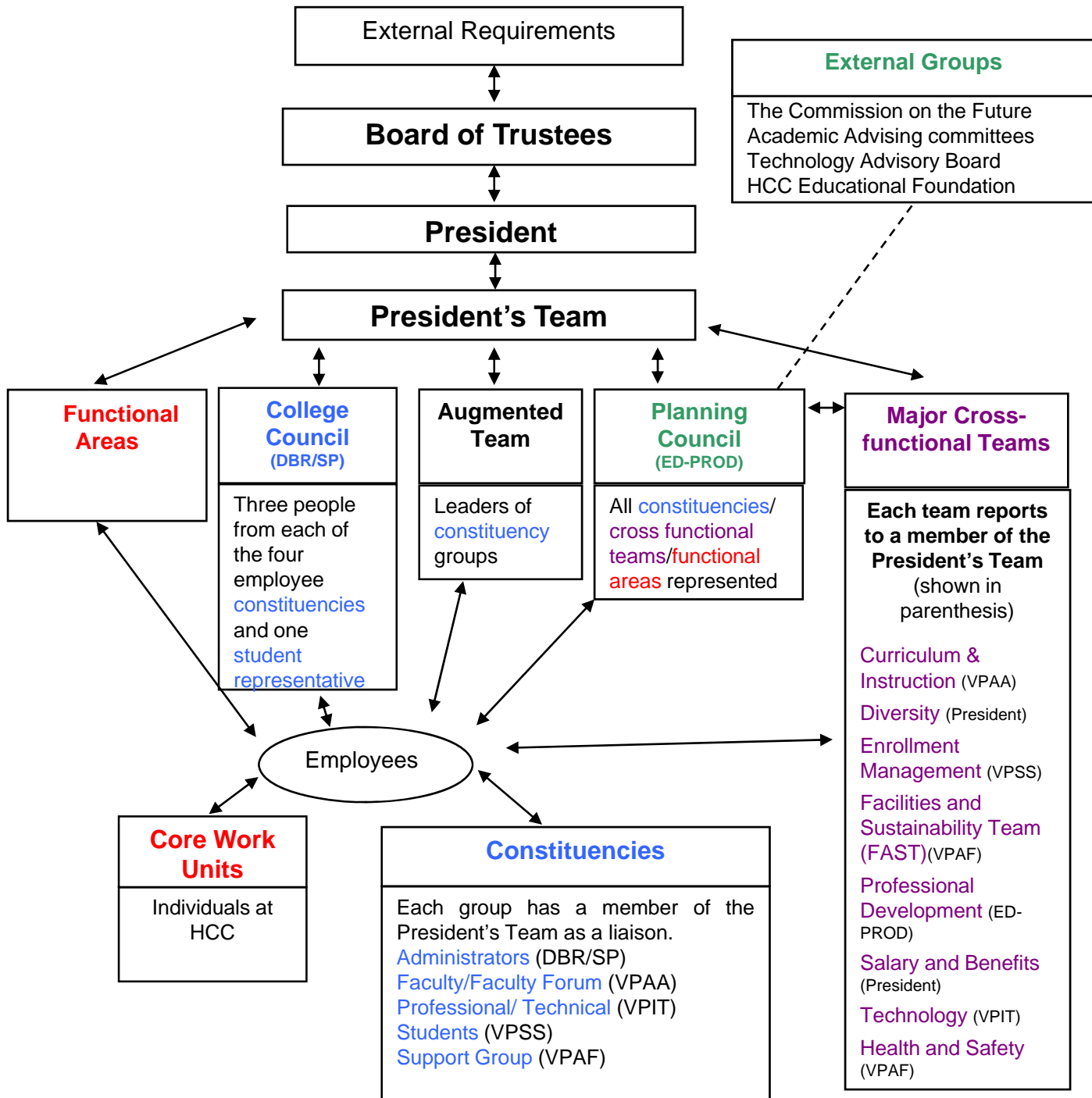
At the September 23, 2009, board of trustees' work session, the 2009 – 2010 leaders of these groups will be introduced to the trustees by their president's team liaisons.

## Descriptions of Groups Involved in Governance Being Introduced

<b>Group Name</b>	<b>Description</b>
<b>Administrative Group (Constituency Group)</b>	The administrative group is a constituency group representing the interests of administrators. Representatives are elected to be officers and members of cross-functional teams.
<b>College Council</b>	The college council is an official channel of communication and deliberation within the college. It reviews and recommends changes in administrative policy and procedure. The council contains three members from each of the five major constituencies at the college (administrators, professional/technical, faculty, support, students).
<b>Curriculum and Instruction Committee</b>	The curriculum and instruction committee is responsible for reviewing and approving recommended programs, transfer patterns, course changes and new programs. New programs must be approved by the board of trustees. The committee's membership includes an appointed faculty chair, a representative from each academic division including continuing education, the assistant director of advising/transfer, an additional representative from admissions and advising, a support group representative, and a student government association representative. In addition, the vice president of academic affairs, the primary catalog editor for the academic affairs area, the registrar, and an information technology representative and a support group representative are ex-officio members of the committee. The committee meets once each month from September through May. Additional meetings may be scheduled as needed. The chair of the curriculum and instruction committee also chairs a subcommittee that reviews courses that are being proposed for the general education core. The subcommittee meets several times a year depending on the number of general education core submissions.
<b>Diversity Committee</b>	The diversity committee reviews and plans annual college-wide diversity activities, participates in employment search committees, provides input on important college policies, develops (facilitates and recommends) appropriate management and staff diversity training, performs diversity-related fact-finding activities as needed, periodically reviews and revises HCC diversity plan, and responds to current diversity issues affecting the college community. (See administrative procedure 63.01.02 for membership.)
<b>Enrollment Management Team</b>	The enrollment management team is comprised of the representatives from the key areas involved in the enrollment process, including admissions and advising, marketing, financial aid, registration, information technology, continuing education, welcome center, research and planning, academic support and career services, academic affairs, administration and finance, faculty, and students. Selection of the membership is done by the co-chairs of the enrollment management team and the vice presidents. The enrollment management team is a college-wide effort to better manage enrollment processes and provide opportunity for future growth. To support this effort, the enrollment management team was formed in November 1999 to develop strategies and implement programs that will provide optimal opportunities to enhance recruitment, retention, and graduation rates.

<b>Facilities and Sustainability Team (FAST)</b>	The facilities and sustainability team is responsible for providing leadership in the advancement of sustainability through campus facilities and programs that are environmentally and socially responsible. The committee strives to develop a comprehensive plan to achieve climate neutrality complemented by an inclusive capital improvements program. To respond to the needs of our students, employees, and college community, the committee endeavors to provide the knowledge, skills and practices required to create a thriving, ethical and sustainable environment, The committee is representative of college constituents and students who are responsible for gathering input from and disseminating information to their areas.
<b>Faculty Forum (Constituency Group)</b>	The faculty forum is a constituency group representing the interest of the faculty. Representatives are elected to be officers and members of cross-functional teams.
<b>Health and Safety Committee</b>	The health and safety committee is a cross-functional team responsible for making recommendations to the college community on issues of security, emergency management, risk management, ADA compliance, and life safety. The team recommends purchases or improvements to maintain a safe campus environment as well as makes suggestions for college policy and procedures on health and safety issues.
<b>Professional Development Team</b>	The professional development team representing college constituents develops both general and job specific knowledge and competencies that employees should possess and outlines training possibilities that are relevant, convenient, and effective. Individual areas such as human resources, information technology, faculty development, and continuing education/workforce development will continue to offer the training; however, the professional development team will be responsible for recommending to the president's team priorities for the limited training resources.
<b>Professional/Technical Group (Constituency Group)</b>	The professional/technical group is a constituency group representing the interests of the professional/technical staff. Representatives are elected to be officers and members of cross-functional teams.
<b>Salary and Benefits Committee</b>	The salary and benefits committee is a cross-functional team with responsibility to represent the college's employees in matters of salary and benefits. Constituency groups are represented on this committee. Recommendations are considered for incorporation into the integrated strategic and operating plan.
<b>Students (Constituency Group)</b>	Students elect Student Government Association (SGA) representatives according to the SGA Constitution. Officers appoint members to cross-functional teams.
<b>Support Group (Constituency Group)</b>	The support group is a constituency group representing the interests of the support group employees. Representatives are elected to be officers and members of cross-functional teams.
<b>Technology Team</b>	The technology cross-functional team assists with keeping the college's technology infrastructure and applications current and robust to meet the educational and business needs of the college community. The team assists with technology planning, advancements, applications, policies, standardization, end-user competencies, and funding. This cross-functional team is composed of campus technology leaders and staff from all constituency groups.

# HCC Governance Partners



- Key:**
- DBR/SP: Director of Board Relations/Special Projects
  - ED-PROD: Executive Director, Planning Research and Organizational Development
  - ED-PR: Executive Director, Public Relations
  - VPAA: Vice President of Academic Affairs
  - VPAF: Vice President of Administration & Finance
  - VPIT: Vice President of Information Technology
  - VPSS: Vice President of Student Services

### **III – Information Session: Facilities Master Plan Progress Report #1**

**Background:** Proposals were solicited for professional services to develop a comprehensive facilities master plan to establish a framework for the orderly development of all capital improvements to support the mission, vision, values and strategic goals of the college.

The facilities master plan covers a period of ten years, with a land use plan of at least twenty years.

The plan focuses primarily on the Columbia main campus; however the college's other satellite locations are being analyzed with respect to academic programs, enrollment, and unique characteristics, and incorporated into the master plan document.

Ayers Saint Gross Architects won the bid for the professional services and has incorporated an outstanding team to address all the college requirements for this plan update.

The components associated with the plan development to be integrated in the final facilities master plan include:

- Facilities Condition Assessment
- Space Needs Analysis
- Academic Plan
- Environmental Scanning
- Technology and Infrastructure Review
- Landscape Plan
- Transportation and Traffic Study
- Security Assessment (assessment being completed; requires integration)
- Sustainability Climate Action Plan (plan being completed; requires integration)
- Signage Master Plan (plan under development; requires integration)

The complete team consists of the following:

**LEAD ARCHITECTS**

<b>AYERS SAINT GROSS</b> Campus Master Planning, Building Assessment, Landscape Architecture		
<b>Edward Kohls, AIA, LEED AP</b> Principal-in-Charge		
<b>Kevin King, AIA LEED AP</b> Campus Planner	<b>Amelle Schultz, RLA, LEED AP</b> Project Manager, Campus Planner	<b>Dana Perzynski, RLA, LEED AP</b> Campus Planner
<b>Candice Rabovsky, LEED AP</b> Facilities Assessment	<b>Michael Salsbury, LEED AP</b> Facilities Assessment	<b>Jonathan Ceci, ASLA</b> Landscape Architect

**CONSULTANTS**

<b>LEACH WALLACE ASSOC.</b> Utilities Infrastructure Plan, Mechanical, electrical, and plumbing Assessment  <b>Robert Leach, PE</b> President, Lead Engineer	<b>JMZ ARCHITECTS AND PLANNERS</b> Environmental Scan, Academic Plan, Space Utilization and Needs Analysis  <b>Tenee Casaccio, AIA</b> Principal-in-Charge <b>Jean Stark, AIA LEED AP</b> Project Manager	<b>SHEN MILSOM &amp; WILKE</b> Technology Infrastructure, Telecommunications  <b>Richard Derbyshire</b> Partner, Lead IT
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<b>BIOHABITATS</b> Ecological Analysis, Environmental Planning  <b>Ted Brown, PE</b> Environmental Engineer	<b>KCI TECHNOLOGIES</b> Civil Engineering and Infrastructure Planning  <b>Richard Butt, PE</b> Civil Engineer	<b>KITTELSON &amp; ASSOCIATES</b> Traffic Consultant and Transportation Planning  <b>Brandon Nevers, PE</b> Transportation Planner
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<b>CAGLEY ASSOCIATES</b> Structural Assessment  <b>Daniel Camp, PE</b> Structural Engineer	<b>COSTCON</b> Cost Estimating  <b>Lloyd Bernstein</b> President, Lead Estimator	<b>ALLIANCE ROOFING</b> Roof Assessment
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**Purpose:** The Howard Community College facilities master plan is intended to provide a flexible plan for future campus growth that allows the college to grow in a more functional and beautiful way. The master plan enables the college to develop

in a way in which the facilities support the mission and vision. The plan provides locations for projects that respond to the college's immediate needs, as well as accommodating unforeseen needs in the future. The plan responds to programmatic relationships, the creation of open spaces and pedestrian connections, landscape features, parking needs, as well as service and utility issues. It is a flexible document that can accommodate changes in program, priorities, and funding. The plan has been developed based on principles that reflect the college's unique mission and location. Progress report #1 is not intended to prescribe solutions nor limit creativity, but rather to establish a framework for development that helps strengthen the physical environment of the college's campus.

The college's planning process involves a wide range of participants including faculty, staff, community members, and students. The design team meets regularly with interest groups throughout the master planning process. Initial design ideas are shared with these groups and then refined to reflect their comments and suggestions. The steering committee, comprised of the president, vice presidents, a trustee representative, faculty, and staff was responsible for setting the overall direction of the plan. The recommendations of this plan will be presented to the board of trustees in January 2010 prior to submission to the state in April 2010.

**Location:** Main campus plus satellite locations, as required

**Timeline:** April 23, 2009, through April 1, 2010

**Specifications:** The planning process is structured through the following four phases of work:

- Observations

The observation phase measured the quantitative and qualitative aspects of the campus, providing an overall picture of the college and insight towards the development of guiding principles that reflect the culture, philosophies, and character of the campus.

- Concept Development

Concept drawings are being developed based on the principles and information accumulated during the focus group interviews and observation phase. The drawings reflect the physical manifestation of these principles on the existing campus. This phase ensures that the concept drawings convey the ideas generated during the observation phase, ensuring the plan remains true to its original concept throughout the entire design process.

- Draft Master Plan Alternatives

To be developed this fall 2009 and winter 2009-2010. The board will receive an update at its January 2010 meeting.

- Final Plan

To be completed for submission to the state by April 2010.

## **A – Approval of September 23, 2009, Agenda**

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**Closed Session**

## **B-1 Board Core End: Strategic Planning**

**Background:** This report addresses the board core end, *Strategic Planning*.

HCC aligns its operations with the two Baldrige Educational Excellence criteria for this category. Measures were selected by the board in 2003. The measures include the required Maryland Higher Education Commission (MHEC) indicators. The dashboard was introduced as a vehicle to summarize the information in 2005. Green ■ – signals that HCC is operating above the benchmark, yellow ■ – performance is at the benchmark, and red ■ – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in **blue**. Information concerning benchmarks is in **purple**.

At its September 27, 2006, meeting, the trustees reset and approved all the current benchmarks (5-year targets) for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. For non-MHEC indicators, the trustees also approve the targets, as needed. Additionally, there can be some variance in the ratings between the national Baldrige examiners and the visiting Maryland team using the same criteria.

At its November 29, 2006, meeting, the trustees requested that the administration supply a short *Talking Points* summary for each core end. This summary is provided at the end of the report.

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

[http://www.howardcc.edu/about\\_hcc/campus\\_profile/board\\_core\\_ends/index.html](http://www.howardcc.edu/about_hcc/campus_profile/board_core_ends/index.html)

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

**Purpose:** Report on the progress of the institution.

**Timeline:** Annual

### ◆————— Recommendation —————◆

The administration requests that the board of trustees approve this report.

**Compliance:** This report is in compliance with Board By-Law VII - Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.

## Category 2 - Strategic Planning






This category examines how the college develops and deploys its strategic objectives and action plans, as well as, how the college assesses progress on those plans.


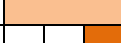

Source	Item	Current	Benchmark
<b>External Quality Feedback</b>	<b>Strategy Development</b> <i>How does your organization establish its strategic challenges and leverage its strategic advantages?</i>	<b>Baldrige</b> <b>50-65%</b>	<b>50-65%</b>
		<b>MPEA</b> <b>50-65%</b>	
	<b>Strategy Deployment</b> <i>How does your organization convert its strategic objectives into action plans to accomplish the objectives? How does the college ensure that there are adequate resources to accomplish those plans and how does it assess progress relative to these plans? How does it project future performance relative to key comparisons?</i>	<b>Baldrige</b> <b>50-65%</b>	<b>50-65%</b>
		<b>MPEA</b> <b>10-25%</b>	
<b>M H E C</b>	<b>1a.</b> Annual unduplicated headcount enrollment: Credit headcount	<b>11,771</b>	<b>11,535</b>
	<b>1b.</b> Noncredit headcount	<b>17,467</b>	<b>15,701</b>
	<b>2.</b> Market share of first-time, full-time freshman	<b>43.5%</b>	<b>45.0%</b>
	<b>3.</b> Market share of part-time undergraduates	<b>68.7%</b>	<b>70.0%</b>
	<b>4.</b> HCC share of recent public high school graduates	<b>44.1%</b>	<b>45.0%</b>
	<b>5.</b> Minority student enrollment compared to service area population	<b>39.8%</b>	<b>35.0%</b>
	<b>6a.</b> Enrollments in online courses: Credit	<b>3,138</b>	<b>2,562</b>
	<b>6b.</b> Noncredit	<b>465</b>	<b>623</b>
	<b>7a.</b> Enrollment in noncredit workforce development courses: Unduplicated annual headcount	<b>8,926</b>	<b>7,740</b>
	<b>7b.</b> Annual course enrollments	<b>12,932</b>	<b>10,964</b>
	<b>8a.</b> Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure: Unduplicated annual headcount	<b>4,897</b>	<b>4,444</b>
	<b>8b.</b> Annual course enrollments	<b>6,084</b>	<b>5,492</b>
	<b>9a.</b> Enrollment in noncredit community service and lifelong learning courses: Unduplicated annual headcount	<b>5,734</b>	<b>5,909</b>
	<b>9b.</b> Annual course enrollments	<b>10,825</b>	<b>11,315</b>


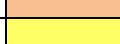
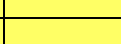
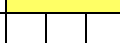




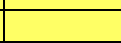




Source		Item	Current	Benchmark
M H E C	10a.	Enrollment in noncredit basic skills and literacy courses: Unduplicated annual headcount	2,927	2,614
	10b.	Annual course enrollments	6,507	5,048
	11a.	Enrollment in contract training courses: Unduplicated annual headcount	5,222	5,690
	11b.	Annual course enrollments	7,809	8,072
QUEST		Effective Strategic Planning (Annual Employee Survey)	3.91	4.00

### External Measures

The college has prepared and submitted applications to various Baldrige-based quality awards competitions.

Maryland Performance Excellence Award Application		National Baldrige Award Application	
	Range of total applicant scores		October 2005 - HCC's Score Score is given as an interval, e.g., Total: 376-475
	August 2006 - Score interval in which HCC was rated		December 2008: 561-711 No range is provided for other applicant scores
	August 2007 - Score interval in which HCC was rated		

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>Baldrige Criteria</b> 1000 points	<b>Overall Score</b>						
							
							
							

<b>Category 2: Strategic Planning</b> 85 points		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>2.1</b>	<b>40 points</b>						
							
							
							
<b>2.2</b>	<b>45 points</b>						
							
							
							

#### Action:

The college receives a detailed feedback report delineating strengths and weaknesses in each category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. After winning the 2007 U.S. Senate Productivity Award (Maryland Performance Excellence Award) in April 2008, HCC was a finalist and hosted a site visit in October 2008 for the Baldrige award. A new team created and submitted a Baldrige

application in May 2009. HCC was notified in September that it will not receive a site visit this year. The college will receive the feedback report in November.

**Benchmark:**

When the benchmark was originally set, institutions receiving an overall score of 450 or more received at least site visits. In April 2009, the board accepted the administration's recommendation to increase the benchmark: **HCC will receive a rating for category #2 of 50-65% percent on the Maryland Performance Excellence Award by 2013 or Baldrige by 2009.**

**Eleven Measures Mandated by the Maryland Higher Education Commission**

Note peer colleges (*based on campus enrollment*) are the College of Southern Maryland, Harford Community College, and Frederick Community College.

<i>Annual unduplicated headcount credit and noncredit courses</i>							
<b>Annual unduplicated headcount enrollment:</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>Benchmark FY10</b>
<b>1a. Credit Students</b>	9,545	9,950	10,135	10,538	11,274	<b>11,771</b>	<b>11,535</b>
<i>State Avg:</i>		10,711	10,761	<b>10,804</b>			
<i>Peer Avg:</i>		8,099	8,204	<b>8,295</b>			
<b>1b. Noncredit Students</b>	14,722	14,221	14,253	14,952	17,056	<b>17,467</b>	<b>15,701</b>
<i>State Avg:</i>		14,590	14,897	<b>15,171</b>			
<i>Peer Avg:</i>		12,901	13,453	<b>13,672</b>			

<i>Percent of county first-time, full-time freshmen enrolled in Maryland institutions who attend HCC</i>						
	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
<b>2. Market share first-time, full-time freshman</b>	37.5%	42.5%	42.4%	42.5%	<b>43.5%</b>	<b>45.0%</b>
				n=790/ 1,858	n=883/ 2,031	
<i>State Avg:</i>		49.1%	50.7%	<b>52.5%</b>		
<i>Peer Avg:</i>		58.2%	55.4%	<b>59.1%</b>		

<i>Percent of county part-time undergraduates enrolled in Maryland institutions who attend HCC</i>						
	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
<b>3. Market share of part-time undergraduates</b>	67.0%	66.7%	66.5%	66.5%	<b>68.7%</b>	<b>70.0%</b>
				n=3,551/ 5,336	n=3,705/ 5,393	
<i>State Avg:</i>		71.5%	70.6%	<b>70.3%</b>		
<i>Peer Avg:</i>		72.6%	70.8%	<b>71.0%</b>		

The percent of new public high school graduates enrolled in Maryland Higher Education Institutions who attend HCC anytime during the year after high school graduation

	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08	Benchmark AY09-10
<b>4. HCC share of recent public school graduates</b>	40.8%	41.6%	43.8%	45.5%	<b>44.1%</b>	<b>45.0%</b>
		n= 704/1,692	n= 712/1,624	n= 794/1,746	n= 784/1,778	
State Avg:	59.7%	58.5%	58.8%	59.7%		
Peer Avg:	65.7%	65.0%	65.3%	63.7%		

Percentage of nonwhite full-and part-time students enrolled at HCC and the percentage of nonwhites 18 and older in Howard County

Minority student enrollment compared to service area population:	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Benchmark Fall 2010
<b>5. % non-white enrollment</b>	33.6%	34.3%	35.5%	37.6%	<b>39.8%</b>	<b>35.0%</b>
			n=2,388/ 6,728	n=2,647/ 7,043	n=2,934/ 7,373	
State Avg:	30.1%	30.5%	30.5%	31.4%		
Peer Avg:	19.7%	20.8%	22.0%	23.4%		
Reference Only : % non-white service area population, 18 or older	30.2%	31.2%	32.5%	33.6%		n/a
State Avg:	24.6%	25.2%	25.8%	26.3%	26.7%	
Peer Avg:	18.3%	19.3%	20.4%	21.4%	22.0%	

Total fiscal-year enrollments in credit and noncredit online courses

Enrollment in Online Courses:	FY04	FY05	FY06	FY07	FY08	Benchmark FY10
<b>6a. Credit students</b>	2,319	2,499	2,555	2,739	<b>3,138</b>	<b>2,562</b>
State Avg:	2,678	3,360	4,163	4,791		
Peer Avg:	2,410	3,367	4,039	5,777		
<b>6b. Noncredit students</b>	535	564	392	416	<b>465</b>	<b>623</b>
State Avg:	343	361	507	467		
Peer Avg:	290	299	408	466		

Annual unduplicated headcount and course enrollments in noncredit courses with workforce intent

Enrollment in noncredit workforce development courses:	FY04	FY05	FY06	FY07	FY08	Benchmark FY10
<b>7a. Unduplicated annual headcount</b>	7,708	7,010	7,172	7,681	<b>8,926</b>	<b>7,740</b>
State Avg:	7,132	7,862	7,928	8,230		
Peer Avg:	6,972	7,454	7,456	7,202		
<b>7b. Annual course enrollments</b>	10,282	9,930	10,159	10,391	<b>12,932</b>	<b>10,964</b>
State Avg:	11,495	12,817	13,126	13,448		
Peer Avg:	9,753	10,873	11,431	11,241		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with continuing professional education intent</i>						
<b>Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure:</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>Benchmark FY10</b>
<b>8a. Unduplicated annual headcount</b>	3,869	4,025	4,086	4,891	<b>4,897</b>	<b>4,444</b>
<i>State Avg:</i>	2,749	3,492	3,492	3,651		
<i>Peer Avg:</i>	1,566	2,164	2,217	2,700		
<b>8b. Annual course enrollments</b>	4,984	4,974	4,862	5,807	<b>6,084</b>	<b>5,492</b>
<i>State Avg:</i>	3,759	4,770	4,938	5,607		
<i>Peer Avg:</i>	1,776	2,728	3,505	4,269		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with general education intent</i>						
<b>Enrollment in noncredit community service and lifelong learning courses:</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>Benchmark FY10</b>
<b>9a. Unduplicated annual headcount</b>	5,375	5,352	5,307	5,019	<b>5,734</b>	<b>5,909</b>
<i>State Avg:</i>	4,351	4,642	5,045	5,320		
<i>Peer Avg:</i>	4,402	4,521	5,318	5,724		
<b>9b. Annual course enrollments</b>	10,305	10,248	9,908	9,881	<b>10,825</b>	<b>11,315</b>
<i>State Avg:</i>	9,986	10,268	10,851	11,547		
<i>Peer Avg:</i>	7,497	7,409	8,642	9,822		

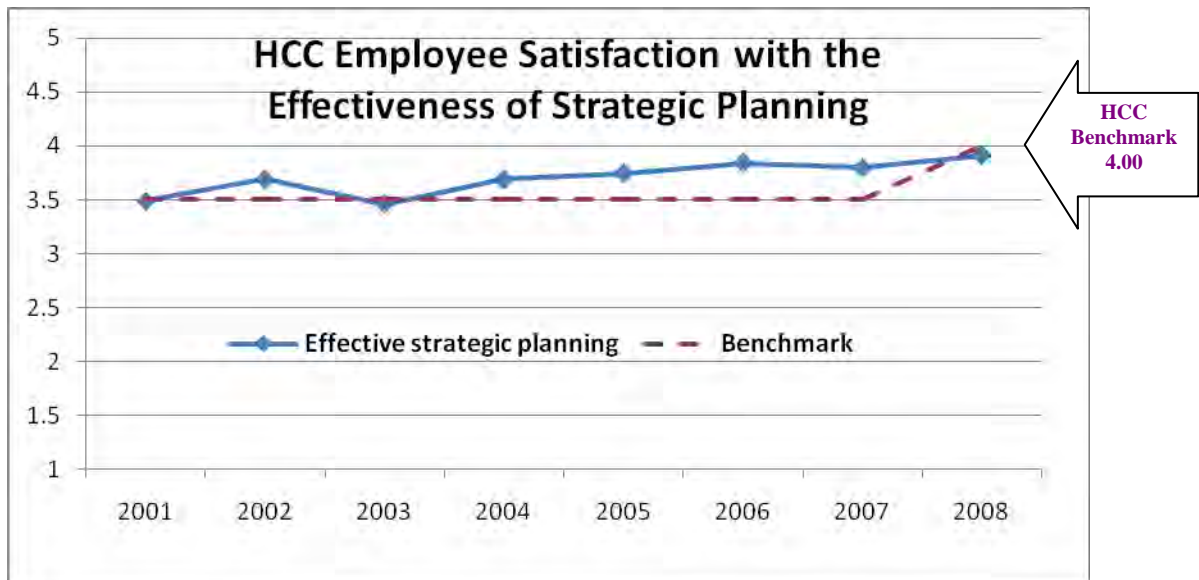
<i>Annual unduplicated headcount and course enrollments in noncredit courses with basic skills intent (e.g., ABE, GED, college prep)</i>						
<b>Enrollment in noncredit basic skills and literacy courses:</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>Benchmark FY10</b>
<b>10a. Unduplicated annual headcount</b>	2,171	2,368	2,279	2,699	<b>2,927</b>	<b>2,614</b>
<i>State Avg:</i>	1,259	1,393	1,618	1,862		
<i>Peer Avg:</i>	653	631	596	623		
<b>10b. Annual course enrollments</b>	4,185	4,572	4,869	5,713	<b>6,507</b>	<b>5,048</b>
<i>State Avg:</i>	2,471	2,711	3,285	3,303		
<i>Peer Avg:</i>	1,757	1,753	1,557	1,674		

*Annual unduplicated headcount and course enrollments in workforce and/or workplace related contract training courses*

Enrollment in contract training courses:	FY04	FY05	FY06	FY07	FY08	Benchmark FY10
<b>11a. Unduplicated annual headcount</b>	5,942	5,154	4,458	4,573	<b>5,222</b>	<b>5,690</b>
<i>State Avg:</i>	5,115	5,517	5,467	<b>5,409</b>		
<i>Peer Avg:</i>	3,482	4,042	3,799	<b>3,330</b>		
<b>11b. Annual course enrollments</b>	7,948	7,311	6,441	6,517	<b>7,809</b>	<b>8,072</b>
<i>State Avg:</i>	9,215	9,557	9,701	<b>9,877</b>		
<i>Peer Avg:</i>	4,759	5,787	5,951	<b>5,304</b>		

**Internal Measures**

Each fall the college distributes a web-based survey: QUEST (QUality Evaluation of Service Trends). All budgeted employees are asked to rate services and initiatives across the campus on a five point scale (with five being the most positive). The response rate is good; for example, in fall of **2008, 62.1 percent** of the employees participated. All items on the QUEST have a **benchmark** of at least 3.5 (on a scale of 5). Given the trend within this measure, the benchmark was raised to **4.0**. The rating for *Effective Strategic Planning* this year was **3.91**.



**Board Talking Points:**

- Over the last 5 years (FY04-09), the unduplicated number of credit students has increased by **23.3 percent**; noncredit by **18.6 percent**.
- Of all the new public Howard County high school graduates who enrolled in any Maryland higher education institution, **44.1 percent** choose to attend HCC sometime during the first year after high school graduation.

## **B-2 Proposed Fiscal Year 2011 Capital Budget**

**Background:** The following document is a preliminary draft of Howard Community College's proposed FY11 capital budget. This draft will be reviewed and commented on by the audit and finance committee on Thursday, September 17, one day after the delivery of these board materials to the full board. During its discussion, the committee will prioritize the proposed capital projects; however, because of the delivery schedule, these rankings were not able to be included in this mailing. As a result, the rankings will be emailed to the full board as soon as they become available and hard copies will be available at the board meeting on the 23<sup>rd</sup>.

This draft is provided for the board of trustees' review and comment. The final proposed budget will be presented to the board for approval as a consent item at its October 28, 2009, meeting. The final document will then be submitted to the Howard County Executive and County Council.

**Purpose:** To present the proposed FY11 capital budget to the board of trustees

**Timeline:** July 1, 2010 – June 30, 2011

### ◆————— Recommendation —————◆

The administration requests that the board discuss the proposed projects in the FY11 capital budget, including the project priorities recommended by the audit and finance committee.

## PRIORITY OF FISCAL YEAR 2011 CAPITAL PROJECT REQUESTS

Listed below are the capital project requests and priorities as approved by the board of trustees. Only projects that require funding are assigned priorities. Each of these projects is described in more detail in the sections that follow.

<b>Year Requested</b>	<b>Board Priorities</b>	<b>HCC Project No.</b>	<b>HCC Project</b>
FY11	High	M-0526	Parking Garage #1 (completed FY07) Parking Garage #2 (requested FY11)
FY11	High	M-0532	Health Sciences Building
FY11	High	M-0540	Safety, Compliance, and Facility Renewals
FY12	Medium	M-0542	Campus Roadways and Parking: Roadway & Circle (requested FY12) Parking Garage #3 (requested FY13)
FY12	Medium	M-0543	Science, Engineering, and Technology Building
FY13	Medium	M-0536	Nursing Building Renovations
FY13	Medium	M-0545	Maintenance Building
FY14	Medium	M-0533	Renovations to Vacated Student Services Areas: Clark Library Building (being completed FY10) ST/SA Building Renovations (requested FY14)
FY14	Medium	M-0512	Athletic & Fitness Center & Field Renovations – Phase V (being completed FY10) Phase VI (requested FY14)
FY14	Medium	M-0539	Mathematics Building
FY15	Medium	M-0535	Hickory Ridge Building Renovations
FY16	Medium	M-0544	Business/Computer Systems and Social Science/Teacher Education Building

**High Priority** – These projects are those requiring funding in FY11. Funding for these projects is critical to meet HCC’s current capital needs.

**Medium Priority** – These projects are being requested in future fiscal years and although the college understands that funding will be critical to meet the goals of its long-term capital improvements program and facilities master plan, they are a lesser priority than those projects requested in FY11.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project. The college is providing funds listed under the “other” column. The source of these funds are provided by the college through donations, grant solicitations, college fund balances, student fees, and operating budget. The county agreed to float the bonds for the first parking garage with the college repaying the county for the cost of construction. The first parking garage associated with the Peter and Elizabeth Horowitz Visual and Performing Arts Center was funded in the amount of \$7,556,000. Future requests are identified below.

Year	Description	County	State	Other	CC Bonds	Total
FY04	Design – parking garage	\$0	\$0	\$263,000		\$263,000
FY05	Construction – parking garage	0	450,000	0		450,000
FY06	Design – additional funds garage	0	0	44,500		44,500
FY06	Design – additional funds pedestrian bridge	0	0	11,500		11,500
FY06	Construction – parking garage	0	0	0	7,231,000	7,231,000
FY07	Construction – parking garage	0	0	0	700,000	700,000
FY07	Construction – parking garage	0	0	0	(375,000)	(375,000)
<b>Subtotal for HVPA Garage M-0529</b>		<b>\$0</b>	<b>\$450,000</b>	<b>\$319,000</b>	<b>\$7,556,000</b>	<b>\$8,325,000</b>
FY07	Design – 750 spaces	0	0	0	1,213,000	1,213,000
FY11	Construction – 750 spaces	12,000,000	0	0	3,000,000	15,000,000
<b>Subtotal for Garage #2 M-0526</b>		<b>12,000,000</b>	<b>0</b>	<b>0</b>	<b>4,213,000</b>	<b>16,213,000</b>
<b>Total for All Parking Garages</b>		<b>\$12,000,000</b>	<b>\$450,000</b>	<b>\$319,000</b>	<b>\$11,769,000</b>	<b>\$24,538,000</b>

**SUMMARY OF CAPITAL PROJECT FUNDING**

<b>CURRENT PROJECTS FOR FY 2011</b>	<b>Prior Funds</b>	<b>FY2009 Funds</b>	<b>FY2010 Funds</b>	<b>FY2011 Funds</b>	<b>FY2012 Funds</b>	<b>FY2013 Funds</b>	<b>FY2014 Funds</b>	<b>FY2015 Funds</b>	<b>FY2016 Funds</b>	<b>FY2017 Funds</b>	<b>FY2018 Funds</b>	<b>TOTAL</b>
Parking Garages - M-0529 and M-0526												
County	-	-	-	12,000,000	-	-	-	-	-	-	-	-
State	450,000	-	-	-	-	-	-	-	-	-	-	-
Other	319,000	-	-	-	-	-	-	-	-	-	-	-
CC Bonds	8,769,000	-	-	3,000,000	-	-	-	-	-	-	-	\$ 24,538,000
Safety, Compliance, and Facility Renewals - M-0540												
County	2,182,000	1,111,000	236,000	2,852,000	1,433,000	1,461,000	1,489,000	1,519,000	1,551,000	1,583,000	1,616,000	-
State	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 17,033,000
Campus Roadways - M-0542												
County	-	-	-	-	1,020,000	900,000	15,225,000	230,000	240,000	250,000	260,000	-
State	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 18,125,000
Ren to Stud. Svcs Areas, Clark Libr. & ST Bldg-M-0533												
County	615,000	7,889,000	2,080,000	-	-	-	735,000	6,700,000	620,000	-	-	-
State	615,000	7,889,000	-	-	-	-	735,000	6,700,000	620,000	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 35,198,000
Health Sciences Building - M-0532												
County	-	-	2,004,000	4,623,000	14,000,000	1,700,000	-	-	-	-	-	-
State	-	-	2,004,000	9,311,500	9,311,500	1,700,000	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 44,654,000
Nursing Building Renovations - M-0536												
County	-	-	-	-	-	349,000	3,480,000	550,000	-	-	-	-
State	-	-	-	-	-	349,000	3,480,000	550,000	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 8,758,000
Athletic & Fitness Ctr and Fields Renovations - M-0512												
County	2,499,000	-	-	-	-	-	350,000	1,278,000	-	1,067,000	10,675,000	-
State	2,096,683	-	-	-	-	-	350,000	-	-	1,067,000	10,675,000	-
Other	796,391	-	-	-	-	-	-	-	-	-	-	\$ 30,854,074
Science, Engineering, and Technology Building - M-0543												
County	-	-	-	-	2,258,000	19,635,000	1,900,000	-	-	-	-	-
State	-	-	-	-	2,258,000	19,635,000	1,900,000	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 47,586,000
Hickory Ridge Building Renovations - M-0535												
County	-	-	-	-	-	-	-	710,000	6,480,000	620,000	-	-
State	-	-	-	-	-	-	-	710,000	6,480,000	620,000	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 15,620,000
Mathematics Building - M-0539												
County	-	-	-	-	-	-	1,160,000	10,600,000	820,000	-	-	-
State	-	-	-	-	-	-	1,160,000	10,600,000	820,000	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 25,160,000
Business/Computer Systems & Social Sci/Teacher Ed - M-0544												
County	-	-	-	-	-	-	-	-	1,320,000	11,990,000	910,000	-
State	-	-	-	-	-	-	-	-	1,320,000	11,990,000	910,000	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 28,440,000
Belmont Conference Center - M-0537												
County	5,020,000	-	-	-	-	-	-	-	-	-	-	-
State	-	-	-	-	-	-	-	-	-	-	-	-
Other	2,200,000	1,400,000	1,400,000	-	-	-	-	-	-	-	-	\$ 10,020,000
Maintenance Building - M-0545												
County	-	-	-	-	-	305,000	3,400,000	400,000	-	-	-	-
State	-	-	-	-	-	305,000	3,400,000	400,000	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 8,210,000
<b>SUBTOTAL - COUNTY</b>	10,316,000	9,000,000	4,320,000	19,475,000	18,711,000	24,350,000	27,739,000	21,987,000	11,031,000	15,510,000	13,461,000	175,900,000
<b>SUBTOTAL - STATE</b>	3,161,683	7,889,000	2,004,000	9,311,500	11,569,500	21,989,000	11,025,000	18,960,000	9,240,000	13,677,000	11,585,000	120,411,683
<b>SUBTOTAL - OTHER</b>	3,315,391	1,400,000	1,400,000	-	-	-	-	-	-	-	-	6,115,391
<b>SUBTOTAL - CC BONDS</b>	8,769,000	-	-	3,000,000	-	-	-	-	-	-	-	11,769,000
<b>GRAND TOTAL</b>	\$ 25,562,074	\$ 18,289,000	\$ 7,724,000	\$ 31,786,500	\$ 30,280,500	\$ 46,339,000	\$ 38,764,000	\$ 40,947,000	\$ 20,271,000	\$ 29,187,000	\$ 25,046,000	\$ 314,196,074



**HOWARD**  
COMMUNITY COLLEGE

*You Can Get There From Here.*

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**Proposed  
Fiscal Year 2011  
Capital Budget**

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Preliminary Board Review – September 17, 2009

10901 Little Patuxent Parkway

Columbia, Maryland 21044

**HOWARD COMMUNITY COLLEGE  
Capital Budget  
Fiscal Year 2011**

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# INTRODUCTION

The capital budget delineates future projects planned as part of Howard Community College's (HCC) five-year capital improvements program and ten-year facilities master plan. The renovation and new construction of campus facilities are critical components of these plans and are consistent with the college's mission, vision, values, and strategic goals. Justification for capital projects particularly involving new construction is directly related to the college's enrollment growth. Typically, capital projects are planned using a ten-year student enrollment projection. The current enrollment and ten-year projected enrollment growth along with the state space allocation guidelines are then calculated and used in determining higher education space needs that are eligible for capital funding.

In accordance with the provisions of the Education Article of the Annotated Code of Maryland and the Code of Maryland Regulations (COMAR), each college is mandated to generate a comprehensive facilities master plan that establishes a framework for the orderly development of all capital improvements that support the institution's role and mission. The plan is required to cover a period of no less than ten years with a land-use plan covering twenty years. In addition, it is required that the plan be updated every five years, whenever major changes occur in role and mission, or when changes occur in plan components that have significant facilities implications.

The last plan was completed in March 2006, covering the period 2005 through 2015. Request for proposal documents were developed last spring to solicit professional services for the development of the new facilities master plan to cover the period 2010 through 2020. The entire master planning process takes approximately a year. Development of the plan is timely with the installation of HCC's new president, recent completion of the Commission on the Future, as well as the college's new mission, vision, and strategic goals recently adopted.

This plan will guide the facilities development and renovations of existing buildings and systems for the college. The advancement of the college's institutional plan and the development of a comprehensive strategy will direct the college's future facilities construction and renewals. A thorough examination of the college's academic programs, enrollment patterns, unique institutional characteristics, staffing trends, and instructional direction will be conducted. The plan will analyze campus development data, land use, buildings and systems, campus development assets, and alternatives for capital projects. In addition, a new area of interest with the state is space utilization. A thorough assessment of the college's room usage and occupancy rates will be conducted along with the examination of existing buildings for the sequencing of renovations and deferred maintenance consistent with the college's programmatic changes and enrollment increases was proposed.

The plan will focus primarily on the Columbia main campus; however, the college's other satellite locations shall be analyzed with respect to academic programs, enrollment, and unique characteristics, and incorporated into the master plan document.

The components to be completed and integrated as part of the facilities master planning process include:

- Facilities Condition Assessment
- Space Needs Analysis
- Academic Plan
- Environmental Scanning
- Technology and Infrastructure Review
- Landscape Plan
- Transportation and Traffic Study

- Security Assessment (assessment being completed; requires integration)
- Sustainability Climate Action Plan (plan being completed; requires integration)
- Signage Master Plan (plan under development; requires integration)

The campus facilities master plan creates a roadmap for the college to follow in future years to accommodate its enrollment growth, making it an invaluable tool that will drive the college’s future capital budget requests and help identify immediate and long-term needs. Components of the facilities master plan are then summarized each year in the annual capital budget submissions to the county and state, which also includes a five-year capital improvements program. The proposed FY11 capital budget request reinforces the overwhelming need for ongoing facilities construction and renewals on HCC’s campus.

HCC has received outstanding capital support from both the county and state to assist in the funding of facilities renewals and new construction. The justification is the college’s current and projected enrollment and the critical space needs required to accommodate this growth. Based on the growth trends for headcount enrollment, the college is expected to grow by 22 percent over the next ten years.

The following chart illustrates current and projected growth trends by fiscal year:

<b>Unduplicated Headcount Enrollment* Credit and Noncredit by Fiscal Year</b>			
<b>Fiscal Year</b>	<b>Credit</b>	<b>Non-Credit</b>	<b>Total Headcount</b>
FY02	9,012	13,690	22,702
FY03	9,262	13,640	22,902
FY04**	9,545	14,722	23,751
FY05	9,950	14,221	23,548
FY06	10,135	14,253	23,729
FY07	10,538	14,952	24,812
FY08	11,274	17,056	27,609
FY09	11,771	17,467	28,538
FY13 (Projected)	13,066	19,301	32,367
FY18 (Projected)	14,361	21,135	35,496

\* Students may be duplicated between credit and noncredit courses.  
 \*\* Beginning in FY04, the figure for “all students” is an overall unduplicated count of credit and noncredit rather than a sum.

*Source: Planning Information System, Planning Research and Organizational Development, HCC  
 Enrollment Projections for MD Public Colleges and Universities, MHEC, June 2009*

The unduplicated headcount for FY09 was 11,771 for credit courses and 17,467 for noncredit courses, continuing education, and workforce development programs. The above table also includes a five-year projection and a ten-year projection using 22 percent increase for credit enrollment and 21 percent increase for noncredit.

The Maryland Higher Education Commission (MHEC) collects, analyzes, and reports enrollment data from all Maryland public colleges and universities. For reporting purposes, MHEC separates the data into two categories: 1) full-time students and 2) part-time students; and provides projection for both credit and noncredit enrollments. All projection models involve the application of a linear regression analysis. Credit enrollments can be predicted by applying the historical relationship between the state’s population and past in-state enrollments to future population projections. Noncredit enrollments are forecasted by applying the historical relationship between the adult population 20 years of age or older in the county

and past noncredit enrollments at the campus to future population projects. The predicted number of students at the community colleges was determined on the basis of the recent market share, growth rate of each institution, and the anticipated change in the college-age population in each county.<sup>1</sup>

MHEC continues to report that community colleges maintain a higher growth percentage than the four-year institutions. This difference is attributed to the rising number of high school graduates attracted to the Maryland community colleges over the past ten years due to affordable tuition and fees and articulation programs with four-year institutions. Tuition increases are expected to have an impact on full-time and part-time college enrollments and colleges will be affected by changes in the per capita income of Maryland residents.

This year, the Maryland Higher Education Commission reports that there will be a sharp difference between the community colleges and the public four-year institutions in the growth rates of full-time and part-time enrollments. Community colleges are projected to rise by 22 percent for full-time enrollments while the four-year institutions are anticipated to rise by only 10 percent. However, part-time enrollments are projected higher at the four-year institutions at 32 percent then the community colleges at 11 percent. The assumptions for these increases as previously noted are based on state population projections, historical enrollments, trends in high school graduates, changes in per capita income, and tuition increases at public four-year institutions.

Growth rates at Howard Community College surpass the state average of 15 percent total credit enrollments for community colleges. HCC is projected to rise by 22 percent for both full-time students and part-time students over the next ten years. Consistent with last year, HCC's noncredit forecast also exceeds the state average for total noncredit enrollments. Howard is projected to increase by 21 percent for continuing education enrollments while the state average for all community colleges is only projected to rise by 10 percent during the next ten-year period.

This data is also consistent with the statistics reported by the college's planning, research, and organizational development office as well as with the Census Bureau and Howard County's Department of Planning and Zoning. The Census Bureau report provides growth estimates with regional and state comparisons. The Howard County Department of Planning and Zoning uses that data to produce the growth estimates based on new housing units and historic population patterns. Population growth is also estimated based on the type of units built, estimated household size, and vacancy rates.<sup>2</sup>

The Census Bureau recently released its intercensal population estimates for the period from April 1, 2000, the time of the last Decennial Census, to July 1, 2008. The population estimates are based on growth by three components of change: 1) natural population increase (births minus deaths); 2) international migration; and 3) internal or domestic migration. Over the eight-year period, the county's population increased by 27,153 residents, an 11 percent increase. Of this population growth, 66 percent was due to natural population increase (births minus deaths); 22 percent was due to international migration; and 12 percent from internal or domestic migration. Howard County continues to experience growth in its population, housing, and economy due to its strategic location in the Baltimore-Washington corridor, the labor pool is large, educated, and diverse. Opportunities for continued growth are well documented with the migration of young families into the area, the rapid development of the local economy, and the development of new communities.

However, these growth rates, supported by population projections and census data for Howard County, show that while the natural population increase and international migration increase have remained relatively constant, the domestic migration continues to slow. Looking at the detailed internal migration data some noticeable trends have occurred resulting in less internal migration numbers: 1) more Howard County residents are moving to other counties in the Baltimore region and 2) more Howard County

residents are moving completely out of state, particularly to the surrounding states of Virginia, Pennsylvania, and Delaware. It is speculated that the reduction of internal migration could be a result of the limited supply of housing as well as the sharp increase in prices over the past several years causing residents to relocate to counties where housing may be more affordable.<sup>3</sup>

In December 2008, County Executive Ken Ulman renewed the Howard County Spending Affordability Advisory Committee. The committee examined the current economic conditions and projections with growth in the county to determine future revenue growth. In particular, the committee considered the impact of personal income growth, real and personal property taxes, and the impact of national state and local economies.

While the pre-recession economy was very good for Howard County, the upcoming years are shaping up to be one of the most difficult periods that the country has faced. Revenues will not grow as fast as they have over the past decade, and both expenditures and expectations will have to be adjusted to reflect this new reality. The committee reports that despite the national and local recessions, the long-term outlook for Howard County remains strong. Factors such as location, wealth, low crime rate, and a robust quality of life help to maintain that position. Individuals and families move to the county because of the schools and the quality of life offered. In addition, Howard County has a strong and vibrant economy and BRAC-related development should begin in the next few years. All of this economic activity should translate into a return to long-term economic expansion and revenue growth for the county.

However, this upcoming year will be a very difficult time for the national, state, and local economies. The committee noted that it was especially concerned that the impact of this recession will be felt for a number of years even if there is a timely national recovery because of revenue collection patterns primarily in income tax but also in development related revenues and property taxes. The decline in income tax collection from the bad economy in calendar years 2008, 2009, and 2010 will affect the revenue collections well into FY12. This means that the county will have to be vigilant and wary in projecting revenues and setting spending limits or the upcoming and future fiscal years.

While it is not likely that the revenue growth over the next ten years will be as strong as it has been over the past decade, the county understands it has real needs to build, renovate and expand schools, community college facilities, parks, fire stations, transportation, and to maintain its infrastructure of roads, storm drains, and other facilities. The level of funding requested for capital projects is likely to translate into future debt service payment in the operating budget far beyond what the county can afford. The committee's discussions addresses what level of debt can the county afford and how does that translate into bonds authorized in the budget without jeopardizing the bond rating or impacting the ability to afford other services.

It is known that governments tend to be pro-cyclical meaning that they spend more when times are good and less when times are bad. The committee discussed the need to be counter-cyclical, that is the need to invest more when times are not so good. Postponing essential repairs and improvements will not serve the long-term interests of the county. Relatively small changes in levels of bond authorizations do not have a substantial impact on total spending levels because bond costs are amortized over a 20-year period. Therefore, the committee recommended that \$100 million dollars of new bonds each year, supported by general fund revenues, continues to be an affordable level given the needs and priorities of the county. If the economy is not in recovery by FY12, the county will have to divert funds from the other operating costs to cover the debt service costs of this level of debt. However, the county has been well served by investing in maintaining its infrastructure and the committee believes that this policy should continue. Even with this level of capital funding, education capital funding will continue to be a difficult problem. The county will make difficult choices to prioritize funding for school capital construction as well as the community college and other areas within the county. Delays in non-essential projects will be considered

while maintaining the high standards county residents expect and ensuring the quality of education.<sup>4</sup>

Therefore, the identification of new trends for growth projections and future planning is critical to the college. The county continues to show a steady annual growth rate, which will directly impact the enrollment growth at the college. The county's growth rate over a 35-year period yields 11 percent, which is higher than the State of Maryland, which only grew by 6.4 percent. The State of Maryland is ranked 17<sup>th</sup> in the United States for numbers of residents and 24<sup>th</sup> in the United States for percentage growth. Howard County's growth rate of 11 percent remains higher than the Maryland average.

In absolute numbers, Howard County ranked 4<sup>th</sup> in the state for population growth. The greatest population increase remains in Montgomery County followed by Baltimore County, Frederick, and then Howard. The three jurisdictions continuing to lose population include Baltimore City, followed by Allegany and Dorchester counties. In general, the natural population increase was greater for the larger counties in proportion to size.<sup>5</sup>

As noted earlier, the Base Realignment and Closure Commission (BRAC) is another initiative that will impact the county and the college's enrollment growth. The college continues its work with the Howard County's Task Force for the Fort Meade expansion requirements of BRAC. The BRAC effort is expected to bring new jobs to the Howard County region. The impact of this growth is not reflected in any of the county's current planning data but the college is preparing to meet workforce requirements associated with the expansion of base personnel and contractors.

The college's existing curricula and training that correspond with the Fort Meade workforce expansion include information technology, network security, multimedia production, language instruction, and management training. Growth at Fort Meade will require the college to expand its capabilities with these and other workforce training and certification requirements at the Charles Ecker Business Center, Laurel College Center, and the main campus in Columbia.

With the consistent population increase seen countywide, non-residential development, growing school enrollments, and other county efforts such as BRAC, the college has seen an increasing proportion of enrollments at the college both credit and noncredit. Therefore, the college has been forced to expand its physical space and renovate its existing buildings in order to accommodate these new students and the faculty and equipment necessary for them. The college is expected to continue its growth in order to serve the county and citizens of Maryland.

For facilities planning purposes, the headcount enrollment is translated into full-time equivalent (FTE) and full-time day equivalent (FTDE) figures. The converted data in conjunction with approved space factors is the basis for justifying campus space needs. Based on historical enrollment patterns, the county growth patterns supported by Howard County population projections and census data, and the rapidly growing high school enrollments, anticipated growth is projected from 3,415 FTDE students in FY10 to 4,127 FTDE in FY19 for a 21 percent increase.

### **State Participation**

In FY10, the state approved funding for one project: the planning and design phase for the new health sciences building in the amount of \$2,004,000 (50 percent state share). Continued state support is necessary to manage growth in higher education and specifically for community colleges as the funds available for capital projects have become even more competitive. Efforts by the community college boards and presidents have secured additional funding for the community colleges in the capital budget over the past couple of years and the presidents are continuing this endeavor for FY11. However, while the overall capital grant program funds have increased, the number of projects eligible for funding has greatly diminished. One reason is that the costs of the projects have increased dramatically over the last

few years making the available funds more competitive. In order to alleviate some of the burden, the community colleges have agreed to work with the state to split-fund the construction dollars on eligible projects.

During the 2007 legislative session, the joint chairman's report mandated that the Maryland Association of Community Colleges (MACC) in coordination with the community colleges, develop a process to submit a combined capital request for the community colleges based on the funding anticipated in the CIP. Therefore, a prioritization model was created containing several evaluation components that were compiled to create one systematic methodology for ranking capital projects. The presidents are diligently working with their state legislators to ensure that this funding occurs. Over the next decade, community colleges will continue to serve the largest share of undergraduates; therefore, it is critical that the state fully support the current funding model.

### **County Participation**

The college recognizes the limitations on the county's bond funding and has requested state funding on eligible projects. However, it is mandated that 50 percent local participation be achieved to obtain the state match. In addition, the uncertainty of the state support places a heavier funding burden on the college and the county. Therefore, the college continues to pursue innovative funding alternatives for capital projects. As noted under state participation, the community colleges have agreed to work with the state to split-fund the construction dollars on eligible projects to alleviate the burden of funding construction in one year. Similarly, if beneficial to the county, the college is proposing this for the county funding as well. Continued county support is essential to manage and address enrollment growth.

### **Sustainability**

In April 2007, the college's board of trustees and president made a bold statement by signing the American College and University Presidents Climate Commitment. This agreement demonstrates HCC's leadership within the college community and throughout society to minimize global warming emissions as well as provide the knowledge and education to achieve climate neutrality. HCC was the first community college in Maryland to sign the statement. The college has committed to addressing the climate challenge by reducing global warming emissions and by integrating sustainability into its curriculum to better serve its students and meet a social mandate that will help create a thriving, ethical, and civil society. This commitment will help provide students with the knowledge and skills required to address the critical challenges faced by the world and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

The college initiated sustainable practice requirements including a statement in all RFPs and program documents on sustainability principles and green building certification. As part of the county executive's initiative to make Howard County a model green community, LEED Silver Certification is expected for new construction in order to receive county funding. Therefore, the college is requiring the selected architect and construction firm will achieve a LEED Silver Certification Building Rating on all new construction projects. The college follows the Leadership in Energy and Environmental Design (LEED) Green Building Rating System as the nationally accepted benchmark for the design, construction, and operation of green buildings. LEED gives building owners and operators the tools they need to have an immediate and measurable impact on their buildings' performance. LEED promotes a whole-building approach to sustainability by recognizing performance in five key areas of human and environmental health, which include sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.<sup>6</sup>

The county executive's initiatives for Smart Growth and sustainable communities will also impact the college. New planned developments and communities as well as planned improvements to the county's transit system are expected to contribute to the enrollment growth at the main campus as well as at the

Laurel College Center. Watershed-based planning will also contribute to planned growth as it provides the framework to coordinate environmental planning in the county. Watershed planning and management includes all of the activities related to preserving, protecting and restoring the streams, wetlands, forests, and other natural resources within the watershed. Howard County lies within the watersheds of two major tributaries to the Chesapeake Bay: the Patuxent and Patapsco Rivers. The county has conducted stream corridor assessment surveys and biological water quality monitoring in all of the major county watersheds. In 2009, the Watershed Protection Group began developing an updated watershed management plan to provide an assessment of current conditions and an action plan for continuing efforts to protect and restore water quality and habitat in the watershed.<sup>7</sup>

In addition, General Growth Properties, Inc. (GGP) continues to develop plans in response to the county's framework document, *Downtown Columbia: A Community Vision*, which provides a long-term vision for Columbia's future. Downtown Columbia is expected to be a diverse area with recreational, cultural, and educational amenities; enhance connectivity through innovative transportation alternatives; protect and enhance the county's natural resources; balance and phase growth; and involve everyone in decisions concerning the future and evolution of downtown Columbia.<sup>8</sup>

All of these initiatives will have a direct impact on the college. HCC administration will consider these projects carefully during the development of the new facilities master plan in addition to its action plan for achieving climate neutrality. In September 2008, the college completed its greenhouse gas emissions inventory and in September 2009, it will submit its Climate Action Plan based on that inventory. The college has taken steps to develop a comprehensive plan to achieve climate neutrality as well as an institutional action plan that will be provided to the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination.

### **Project Priorities**

Current and new projects for this fiscal year are listed on page nine. Priorities for these projects are set by the college's board of trustees. In addition, other immediate needs and future capital projects are identified at the end of this document and are supported by the college's facilities master plan.

### **Summary**

Due to the consistent enrollment growth that the college has experienced over the last decade, the college must expand its physical space and renovate its existing buildings to accommodate new students and the faculty and equipment necessary to educate these students.

As previously noted, state space guidelines 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.

Capital projects are planned using a ten-year enrollment projection, which produces a full-time day 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 is eligible for the new buildings proposed in the capital budget. As a result, the college was able to secure funding for three new buildings on campus.

The Duncan Hall for English, Languages, and Business was completed in 2003, followed by the Horowitz Visual and Performing Arts Center in 2006, and, finally, The Rouse Company Foundation Student Services Hall in 2007. In addition to new construction projects, the college has received support to renovate its existing buildings including the Smith Theatre and McCuan Hall in 2008, the Children's

Learning Center expansion in 2008, and the James Clark, Jr. Library building, which will be completed in 2010. Additionally, the college built a parking garage in 2006 with \$450,000 from the state and the balance paid for by a bond floated by the county, which is being repaid by student fees. However, **even after completing these construction and renovation projects, the college continues to show a projected ten-year deficit of 187,805 NASF.**

Under the new capital budget prioritization model, campus space is categorized into three areas as academic or instructional space, student space, and institutional space. The data presented below includes the current space needs and ten-year projected space needs based on the current and future facilities inventory at each of the community colleges. The analysis includes an evaluation of the community college’s academic square foot inventory - classrooms, labs, study space, and offices; as well as campus-wide totals for all three areas – academic, student, and institutional.

The chart lists the institutions ranked first through fourth, with first representing the largest deficits based on need. The results of this analysis show that **Howard has the second largest space deficits for academic and instructional space.** Even when evaluating total campus space, Howard is ranked second for current inventory deficits and third for its ten-year projected deficits<sup>9</sup>. However, this information is only one component that weighs into the capital project prioritization model.

Facilities Inventory Deficits – MACC Prioritization Data  
Capital Budget Analysis FY11

Academic Space Only

		Current Space Needs/Deficits <u>in NASF</u>		Ten-Year Space Needs/Deficits <u>in NASF</u>
1	Montgomery	231,461	Montgomery	225,518
2	Howard	48,340	Howard	61,036
3	Harford	33,524	Cecil	22,902
4	CSM	30,478	CSM	7,878

Academic, Student, and Institutional Space

		Current Space Needs/Deficits <u>in NASF</u>		Ten-Year Space Needs/Deficits <u>in NASF</u>
1	Montgomery	472,061	Montgomery	516,136
2	Howard	131,114	CCBC	195,687
3	Anne	123,773	Howard	187,805
4	CCBC	123,547	Carroll	67,731

The data truly emphasizes the seriousness of Howard’s campus-wide space deficiencies. HCC’s capital needs are urgent and critical and a top priority for the president and board of trustees. In order to continue to carry out the mission, vision, values and strategic goals of the college, the proper infrastructure must exist.

## PRIORITY OF FISCAL YEAR 2010 CAPITAL PROJECT REQUESTS

Listed below are the capital project requests and priorities as approved by the board of trustees. Only projects that require funding are assigned priorities. Each of these projects is described in more detail in the sections that follow.

FY11 Priorities	FY10 Priorities	HCC Project No.	HCC Project
	High	M-0526	Parking Garages
	High	M-0540	Safety, Compliance, and Facility Renewals
	High	M-0542	Campus Roadways and Parking
	High	M-0533	Renovations to Vacated Student Services Areas (Clark Library & ST Building)
	High	M-0532	Health Sciences Building
	Medium	M-0536	Nursing Building Renovations
	Medium	M-0512	Athletic & Fitness Center and Fields Renovations
	Medium	M-0543	Science, Engineering, and Technology Building
	Medium	M-0535	Hickory Ridge Building Renovations
	Medium	M-0539	Mathematics Building
	Medium	M-0544	Business/Computer Systems and Social Science/Teacher Education Building
	Medium	M-0545	Maintenance Building

High Priority – These projects are ones the college is requesting funding for in the FY11 or are already in progress in FY10. Funding of these projects is critical to meet HCC’s current capital needs.

Medium Priority – These projects are for the future and although the college thinks the funding in the future years will be important to meet the goals of its long-term master plan, it is not critical that these projects be funded in the next fiscal year.

## PROJECT DESCRIPTIONS

### FY06 PARKING GARAGES (PROJECT NUMBERS M-0529 and M-0526)

#### Description

This project originally began as part of the Peter and Elizabeth Horowitz Visual and Performing Arts Center project number M-0529, but was broken out as a separate line item for tracking purposes and future garage projects. After a thorough analysis of the campus land plans, future building sites, and forest conservation and wetland restrictions, the college determined that construction of a parking deck was more feasible than additional surface parking lots.

In addition to the garage noted above, the college is proposing the construction of two more parking facilities. These have been identified as immediate needs in the revised facilities master plan. Possible sites include the location adjacent to the Hickory Ridge building, the location on the front entrance field and the area adjacent to the first parking garage.

#### Justification

Even with the completion of the first parking garage on campus, the college is experiencing significant parking shortages. With the construction of the Peter and Elizabeth Horowitz Visual and Performing Arts Center and now the Rouse Company Foundation Student Services Hall, the parking deficit is compounding. With consideration to future development on campus, the most feasible solution is to construct more parking decks. After extensive discussions regarding innovative funding alternatives, the county agreed to float bonds for the college. The college is seeking county support in addition to repayment to the county with revenue from student fees.

#### Project Overview

##### *Parking Garage #2*

- Capacity: 750 parking spaces
- Areas Served: Campus-wide
- Occupancy: Student parking  
Employee parking  
Plant operations storage
- Project Status: Construction proposed to begin August 2010

#### Changes Since FY10

As previously noted, one of the most critical areas on campus is the parking shortage. With consideration of future infrastructure and campus expansion including the new health sciences building, the college must address its parking issues before its facility development and renewals. The critical parking situation on campus warrants the inclusion of the parking garage project in the current capital budget request. Therefore, the FY11 capital budget request includes construction funds for the second parking garage of 750 spaces. Discussions with the county regarding funding of the parking deck have taken place and the college will continue to pursue alternative options in the future to help alleviate this on-going problem.

The architect is currently studying entry and exits points for the proposed location of the second garage. The first location at Hickory Ridge is encountering egress issues that are being investigated further. If that location is not viable, the second site is proposed at the Grand Prix field, and the third adjacent to the exiting garage behind plant operations. If the third option is determined to be the preferred, the college will need to work with the county to modify the roadway system.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project. The college is providing funds listed under the “other” column. The source of these funds are provided by the college through donations, grant solicitations, college fund balances, student fees, and operating budget. The county agreed to float the bonds for the first parking garage with the college repaying the county for the cost of construction. The first parking garage associated with the Peter and Elizabeth Horowitz Visual and Performing Arts Center was funded in the amount of \$7,556,000. Future requests are identified below.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>CC Bonds</b>	<b>Total</b>
FY04	Design – parking garage	\$0	\$0	\$263,000		\$263,000
FY05	Construction – parking garage	0	450,000	0		450,000
FY06	Design – additional funds garage	0	0	44,500		44,500
FY06	Design – additional funds pedestrian bridge	0	0	11,500		11,500
FY06	Construction – parking garage	0	0	0	7,231,000	7,231,000
FY07	Construction – parking garage	0	0	0	700,000	700,000
FY07	Construction – parking garage	0	0	0	(375,000)	(375,000)
<b>Subtotal for HVPA Garage M-0529</b>		<b>\$0</b>	<b>\$450,000</b>	<b>\$319,000</b>	<b>\$7,556,000</b>	<b>\$8,325,000</b>
FY07	Design – 750 spaces	0	0	0	1,213,000	1,213,000
FY11	Construction – 750 spaces	9,000,000	0	0	6,000,000	15,000,000
<b>Subtotal for Garage #2 M-0526</b>		<b>9,000,000</b>	<b>0</b>	<b>0</b>	<b>7,213,000</b>	<b>16,213,000</b>
<b>Total for All Parking Garages</b>		<b>\$9,000,000</b>	<b>\$450,000</b>	<b>\$319,000</b>	<b>\$14,769,000</b>	<b>\$24,538,000</b>

## **FY04 ROUSE COMPANY FOUNDATION STUDENT SERVICES HALL (PROJECT NUMBER M-0530)**

### **Description**

The purpose of this project was to design and construct a student services facility of 103,770 gross square feet and 62,465 net assignable square feet. The building provides a one-stop shop approach for students to receive a variety of services, including academic support, admissions and advising, counseling, registration, financial aid, career services, student support services, testing, tutoring, business office, bookstore services, and dining services. Prospective students are able to go directly to the Welcome Center where they can obtain all necessary information about entering the college in one convenient location. Lounge and study space for both individual and group study are also available. And the development of the quad was finally completed with the construction of this new building.

### **Justification**

The college had envisioned the creation of a one-stop shop facility for students where they can do a number of enrollment activities at one time with students being able to apply, test, register, and seek financial aid in one location. The current facilities for student services functions were inadequate and could not effectively serve the needs of the college or students. The plans for the new student services building created a central location of services for enrolled students and prospective students, offering a one-stop shop approach for its students to make the enrollment process seamless.

### **Renovations to Existing Buildings**

The college will need to renovate the vacated areas of the campus to provide additional classroom space for new and expanded course offerings. Renovations required to the James Clark, Jr. Library Building are currently underway and progressing on schedule.

### **Project Overview**

- Building Footprint: 103,770 GSF / 62,465 NASF
- Areas Served: academic support, admissions and advising, counseling, registration, financial aid, career services, student support services, testing, tutoring, finance, cashier services, bookstore services, dining services, security, and welcome center.
- Occupancy:
  - 1 café
  - 1 cyber café
  - 1 bookstore with 6 auxiliary services offices
  - 3 dining rooms
  - 1 welcome center
  - 1 security office and dispatch center
  - 1 admissions and advising suite with 24 offices
  - 1 records and registration suite with 7 offices
  - 1 finance suite with cashiers area and 16 offices
  - 1 financial aid suite with 9 offices
  - 1 academic support, counseling and career suite with 38 offices
  - 1 learning assistance center with 8 offices
  - 1 test center with 4 offices
  - 6 computer labs
  - 4 tutoring rooms
  - 5 testing rooms
  - 5 conference rooms
  - storage, custodial, telecommunications areas
- Project Status: completed March 2007

### Changes Since FY10

The installation of the Dragon Walk and exterior plaques symbolize the changing face of the college and helps make the campus a productive and inviting place to learn, study, work and visit. The final punchlist items are being completed and this project will be ready for closeout.

### Project Schedule and Cost Summary

There is no current or future funding request for this project; therefore, it is not included in the summary of capital projects. This project is listed until the project is completed. Presented below is a summary of past funding for this project. The college is providing funds listed under the "other" column. The source of these funds are provided by the college through donations, grant solicitations, student fees, and operating budget.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY04	Planning and Design – new building	\$720,000	\$721,000	0	\$1,441,000
FY05	Planning and Design – expanded dining area	67,000	67,000	0	134,000
FY06	Construction – new building	12,325,000	12,325,000	0	24,650,000
FY07	Furniture and Equipment – new building	1,020,000	1,020,000	200,000	2,240,000
FY07	Funds reallocated from ILB for furniture	530,000	0	0	530,000
<b>Total</b>		\$14,662,000	\$14,133,000	\$200,000	\$28,995,000

## **FY05 RENOVATIONS TO McCUAN HALL AND SMITH THEATRE (PROJECT NUMBER M-0534)**

### **Description**

The purpose of this project was to design and renovate McCuan Hall and the Smith Theatre, a total of approximately 33,932 net assignable square foot and 49,860 gross square feet. This renovation will complete the necessary modifications needed for the media arts area, which is the remaining discipline of the arts and humanities division located in this space. The arts and humanities areas are grouped into four major areas: performing arts, visual arts, media arts, and administrative support. Of the four areas described above, performing arts, visual arts, and the administrative areas are housed in the new Peter and Elizabeth Horowitz Visual and Performing Arts Center while media arts will consolidate to the vacated areas in the existing McCuan Hall. The entrance to the building will be planned with aesthetics in mind and allow for the gathering of people as well as easy access for handicapped individuals.

### **Renovations to Existing Building**

Following the move of visual and performing arts to the new building, the college renovated the vacated areas to provide additional classroom space to address current enrollment growth. These renovations also included the development of the media arts wing, the TV studio, the expansion of senior administration areas, the Smith Theatre and lobby, and the remaining arts and humanities spaces.

Future technology is moving towards instruction on demand, which can involve using online self-paced instruction as well as CD and digital technologies. It is critical to continue to develop these technologies at the college and enable community access.

### **Justification**

Student enrollment in the overall arts and humanities courses have seen tremendous growth. Similar to the performing arts disciplines, the visual and media arts are severely hindered with regard to growth because of the lack of sufficient facilities.

### **Project Overview**

- Building Footprint: 49,860 GSF / 33,932 NASF
- Areas Served: media arts, visual and performing arts, faculty, administration
- Occupancy:
  - 1 TV studio/media production
  - 1 TV student studio lab
  - 11 media arts labs
  - 4 media arts offices
  - 3 general use classrooms
  - 1 student art gallery
  - 1 theatre with adjoining assembly service areas
  - 1 box office
  - 1 concessions area
  - 1 theatre/house office
  - 8 visual and performing arts faculty offices
  - 39 administrative offices
  - 5 conference rooms
  - storage, custodial, telecommunications areas
- Project Status: completed June 2009

**Changes Since FY10**

The construction phase and furniture and equipment phase are complete. The final punchlist items are being finalized and this project will be ready for closeout.

**Project Schedule and Cost Summary**

There is no current or future funding request for this project; therefore, it is not included in the summary of capital projects. This project is listed until the project is completed. Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY05	Planning and Design	\$0	\$380,000	\$0	\$380,000
FY06	Planning and Design	380,000	0	0	380,000
FY07	Construction	4,887,000	4,887,000	0	9,774,000
FY08	Furniture and Equipment	790,000	790,000	0	1,580,000
FY08	Construction – add alternates	500,000	0	0	500,000
	<b>Total</b>	\$6,557,000	\$6,057,000	\$0	\$12,614,000

## FY95 SAFETY, COMPLIANCE, AND FACILITY RENEWALS (PROJECT NUMBER M-0540)

### Description

This project was formerly known as campus-wide systemic renovations. Over the last decade, however, the project has evolved to much more than merely improvements to the college's physical plant and has expanded to deferred maintenance and facility renewals at all the college campuses including Laurel and Belmont. With the implementation of new state and county codes, stringent ADA and safety compliance, and critical maintenance requirements, this project has been appropriately renamed.

### Justification

Below are the necessary projects inclusive of all college campuses and locations that include compliance with current safety standards and necessary facility renewals:

FY08	Phased installation of campus-wide security access/camera control system/rekeying	270,000
	ADA renovations	71,000
	Phased public rest room upgrades	108,000
	Phased deferred maintenance per Building Assessment Study	312,000
	Interior improvements (classrooms, offices, and other)	221,000
	Landscape Plan development	100,000
	Conversion of ST lower level spaces to 3 classrooms and 2 labs	750,000
	Conversion of spaces for Rad Tech classrooms and equipment	<u>350,000</u>
	<b>Total</b>	\$2,182,000
FY09	Phased installation of campus-wide security access/camera control	50,000
	ADA renovations	50,000
	Phased public rest room upgrades	50,000
	Phased deferred maintenance per Building Assessment Study	50,000
	Interior improvements (classrooms, offices, and other)	100,000
	Facilities Master Plan development	500,000
	IT upgrades and modifications	160,000
	Phase two Rad Tech classroom conversion	<u>151,000</u>
	<b>Total</b>	\$1,111,000
FY10	Interior improvements (classrooms, offices, and other)	<u>236,000</u>
	<b>Total</b>	\$236,000
FY11	Phased installation of campus-wide security access/camera control system	203,000
	ADA renovations	80,000
	Phased public rest room upgrades	120,000
	Phased deferred maintenance per Building Assessment Study	250,000
	Interior improvements (classrooms, offices, and other)	249,000
	IT upgrades and modifications	950,000
	Phased signage package installation	500,000
	Rigging systems replacements	<u>500,000</u>
	<b>Total</b>	\$2,852,000
FY12	Phased installation of campus-wide security access/camera control	215,000
	ADA renovations	83,200

	Phased public rest room upgrades	124,800
	Phased deferred maintenance per Building Assessment Study	260,000
	Interior improvements (classrooms, offices, and other)	250,000
	IT upgrades and modifications	300,000
	Phased signage package installation	<u>200,000</u>
	<b>Total</b>	\$1,433,000
FY13	Phased installation of campus-wide security access/camera control	223,600
	ADA renovations	87,000
	Phased public rest room upgrades	130,000
	Phased deferred maintenance per Building Assessment Study	270,400
	Interior improvements (classrooms, offices, and other)	250,000
	IT upgrades and modifications	300,000
	Phased signage package installation	<u>200,000</u>
	<b>Total</b>	\$1,461,000
FY14	Phased installation of campus-wide security access/camera control	232,500
	ADA renovations	90,000
	Phased public rest room upgrades	135,500
	Phased deferred maintenance per Building Assessment Study	281,000
	Interior improvements (classrooms, offices, and other)	250,000
	IT upgrades and modifications	300,000
	Phased signage package installation	<u>200,000</u>
	<b>Total</b>	\$1,489,000
FY15	Phased installation of campus-wide security access/camera control	241,800
	ADA renovations	94,000
	Phased public rest room upgrades	141,000
	Phased deferred maintenance per Building Assessment Study	292,200
	Interior improvements (classrooms, offices, and other)	250,000
	IT upgrades and modifications	300,000
	Phased signage package installation	<u>200,000</u>
	<b>Total</b>	\$1,519,000

### Changes Since FY10

The college is currently completing a new facilities condition assessment associated with the facilities master plan update. The assessment will include comprehensive building studies and the examination of critical campus systems. The building assessment study provides the college with a campus-wide audit of all building systems including mechanical, electrical, structural, plumbing, and life safety. It is a valuable tool to assess new and existing systems and determine building efficiency, as well as it incorporates a database system that yields deferred maintenance lists that can be used as justification for building renovations. The goal of this assessment is to develop deferred maintenance schedules that will ultimately reduce operating costs and increase building efficiency.

As the campus has grown significantly to accommodate the college's enrollment growth, information technology modifications and upgrades are a necessary component of campus development and have been added as a component of this project. Currently, the college's computer cable infrastructure in each existing building is being evaluated and will need to be replaced to meet current industry standards. Cabling management systems should be installed in the ceilings and old cabling discarded. Blown fiber conduit should be installed to provide fiber connectivity within the buildings to meet future network

capacity for video, voice and data communication to classrooms and offices. In addition, the college's Private Branch Exchange (PBX) system is undergoing replacement in phases. The PBX system is a dependable but dated type of telephone system that provides a wide range of features and will be expanded as the college grows. The college's current PBX has reached its life expectancy and is being replaced with a new system. This area is critical as the college must have in place the framework to assist in creating an infrastructure to support the present and future addition of technology into the college's environment.

The FY10 projects included campus-wide interior improvements to classrooms, offices and other critical areas. Projects proposed for FY11 include the phased installation of the campus-wide security access and camera control system, ADA modifications, upgrades for public restrooms, deferred maintenance, interior improvements, IT upgrades, rigging systems replacement, signage replacement.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY08	Construction/Equipment	2,182,000	0	0	2,182,000
FY09	Construction/Equipment	1,111,000	0	0	1,111,000
FY10	Construction/Equipment	236,000	0	0	236,000
FY11	Construction/Equipment	2,852,000	0	0	2,852,000
FY12	Construction/Equipment	1,433,000	0	0	1,433,000
FY13	Construction/Equipment	1,461,000	0	0	1,461,000
FY14	Construction/Equipment	1,489,000	0	0	1,489,000
FY15	Construction/Equipment	1,519,000	0	0	1,519,000
<b>Total for Safety, Compliance, Facility Renewals M-0540</b>		<b>\$12,283,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$12,283,000</b>

## **FY08 CAMPUS ROADWAYS AND PARKING (PROJECT NUMBER M-0542)**

### **Description**

This project was previously included as part of the campus-wide systemic renovations. As the campus has grown to accommodate the college's significant enrollment growth and three new buildings were constructed on campus, the college's roadway infrastructure has not kept pace with the new construction. With the severe parking shortage on campus, the college completed a 518-space parking garage. In addition to this garage, the college is proposing the construction of two more parking facilities. The inclusion of parking garages on campus as well as the new construction and increased usage force the college to upgrade its campus roadways and address necessary changes to vehicular and pedestrian traffic patterns.

Currently, the college has three vehicular access points along two major roads. The main entrance off Little Patuxent Parkway is heavily wooded and is also obscured by the parking lot in front of Duncan Hall. There are also limited street signs telling of the approach to the campus. The secondary entry point exists off Hickory Ridge Road of which there is no signage alerting the driver's arrival at the campus. This entrance is also being utilized more as the main entry becomes more congested. The third entry, in the form of a right-in and right-out, is east of the main entrance on Little Patuxent Parkway. This entrance is primarily used for access to the new parking garage as well as deliveries to main receiving. Generally, visibility from Little Patuxent Parkway is very limited with few site lines and the access off Hickory Ridge Road is inadequate. While the traffic circle functions well for vehicles, it can be difficult to determine where to go. And while the internal campus road functions well for automobiles, there are pedestrian conflicts at two locations. The campus roadway upgrades and modifications have been identified as immediate needs in the revised facilities master plan.

### **Justification**

Since construction began in 2001 with the first instructional building, the college's roadways have endured significant abuse by construction vehicles in addition to the everyday wear and tear from the college community. The college must upgrade its campus roadways to provide safe driving conditions and address state and local codes and compliance. The revised facilities master plan recommends a new campus road layout that keeps automobile traffic on the periphery of the campus leaving a car-free learning environment. There will then be four entry points celebrated with signage, a change in paving materials, crosswalks, and other physical language telling of the entrance to an education institution. Pick-up and drop-off points are planned along with new transit patterns to keep the buses from traveling through the parking lots. Improvements to the service road as well as modifications to the traffic circle are the most immediate needs. The circle must be reconstructed in accordance with county design standards for a single-lane roundabout with mountable curbs enabling movement of buses and trucks.

### **Changes Since FY10**

As part of the facilities master plan, the college required the consultants to evaluate the vehicular and pedestrian traffic. The request for FY12 concentrates on reconstruction of the traffic circle and service road improvements. The county has also requested that the college expand the front entrance to allow for two entry lanes into the campus to alleviate the backup of traffic from Little Patuxent Parkway. This is a critical area that must be addressed in order to maintain access to the college.

Following the completion of the second parking garage, project M-0526 will be closed. Therefore, the college is combining campus roadways and parking into the same project number and moving the funding request for the third garage for FY13 to this project.

### **Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY12	Design/Construction–improve service road & circle	\$1,020,000	\$0	\$0	\$1,020,000
FY13	Design – 750 space Garage #3 at ELB	900,000	0	0	900,000
FY14	Construction – 750 space Garage #3 at ELB	15,000,000	0	0	15,000,000
	<i>Subtotal for Garage #3 at ELB</i>	<i>15,900,000</i>	<i>0</i>	<i>0</i>	<i>15,900,000</i>
FY14	Design/Construction–phased roadway resurfacing	225,000	0	0	225,000
FY15	Design/Construction– phased roadway resurfacing	230,000	0	0	230,000
FY16	Design/Construction– phased roadway resurfacing	240,000	0	0	240,000
FY17	Design/Construction– phased roadway resurfacing	250,000	0	0	250,000
	<b>Total</b>	\$17,865,000	\$0	\$0	\$17,865,000

## **FY06 RENOVATIONS TO VACATED STUDENT SERVICES AREAS – CLARK LIBRARY AND ST BUILDINGS (PROJECT NUMBER M-0533)**

### **Description**

The space that was previously occupied by student services has been vacated, and renovations are occurring in the James Clark, Jr. Library, student activities (SA), and science and technology (ST) buildings to provide new classroom space and adequate office space for the remaining staff and faculty. The vacated space totals 26,218 NASF, which consists of 16,091 NASF contained in the library building, 9,831 NASF in the ST building, and 296 NASF in the SA Building. Of the three buildings to be vacated, the first project is the James Clark, Jr. Library renovations followed by the renovations to the ST/SA buildings. The second floor of the library building, which houses the library and learning center, is undergoing modifications to allow for improved computer access and to accommodate other technological advances that are currently used in the learning resource center spaces. Therefore, the space to be renovated in the James Clark, Jr. Library Building including the vacated space on the first floor plus the second floor totals 53,890 NASF.

### **Justification**

The college needs to renovate the vacated areas of the campus to provide additional classroom space for new and expanded course offerings as well as improved offices and student services areas. Library building renovations were required to ensure that the library continued to provide quality services to the college community and to the community at large, including online access to library services. Other areas that require consideration include the information technology department, wellness center, outcomes assessment office, international programs area, and necessary faculty offices. These areas were examined during the design phase of the library building renovations. Additionally, with the continued enrollment growth and the full-time day student population increasing, there has been a growing interest to expand student clubs and organizations. Renovations will also be necessary for the student activities area in order to respond to student requests to have meeting space for their clubs.

The first phase of this project, which includes the renovations to the James Clark, Jr. Library building, will correct several facilities problems, including: (1) the renovation of the vacated space following the move into the new student services building; (2) the expansion of the science and technology disciplines including life sciences, wireless technology, biomedical engineering, engineering transfer, and photonics; (3) the necessary improvements to the library and cultural center; (4) the consolidation of instructional areas; (5) the consolidation of administrative spaces and functions; and (6) the upgrading and/or replacement of building systems including Federal Pacific Energy equipment, HVAC, electrical, telecommunications, ADA accessibility, security structures, rest rooms, and elevators.

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

The vacated areas were renovated following the move into the new student services hall. Phase one of this project began with the planning and design of the James Clark, Jr. Library Building and is scheduled for completion in FY10. Phase two, which is scheduled to begin in FY14 with the modifications to the ST and SA buildings. Renovations to the library, ST, and SA buildings are required to ensure that the college continues to provide quality services to the community.

**Project Overview**

*James Clark, Jr. Library*

- Building Footprint: 75,294 GSF / 48,000 NASF
- Areas Served: Library, science and technology, information technology, information literacy, outcomes assessment, wellness center, international education office, cultural arts center, faculty, administration
- Occupancy: Library with circulation desk, stacks, archives  
 18 library study/collaboration areas  
 1 engineering lab plus 1 prep room  
 4 large technology classrooms  
 2 medium technology classrooms  
 6 small technology classrooms  
 2 anatomy and physiology labs plus 2 prep rooms  
 1 science specimen room  
 1 open computer lab  
 1 information literacy lab  
 1 faculty/student lab  
 1 Wellness center  
 1 Cultural arts center  
 1 International education office  
 1 Network operations center  
 49 administrative offices  
 7 faculty offices  
 1 conference room  
 storage, custodial, telecommunications areas
- Project Status: proposed for completion June 2010

**Changes Since FY10**

Furniture and equipment funds were received from the county in FY10. The layout and installation of furniture is underway. Since the project was phased to accommodate the continual operations of the network operations center and the library, the remaining furniture will be next spring 2010. This project is critical in order to bring the library building up to current standards, address the facilities problems, and provide much needed space for the associated programs housed in that building.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

Year	Description	County	State	Other	Total
FY06	Planning and Design – Clark library building	\$0	\$615,000	0	\$615,000
FY07	Planning and Design – Clark library building	615,000	0	0	615,000
FY09	Construction – Clark library building	7,889,000	7,889,000	0	15,778,000
FY10	Furniture – Clark library building	2,080,000	0	0	2,080,000
FY14	Planning and Design – ST/SA buildings	735,000	735,000	0	1,470,000
FY15	Construction – ST/SA buildings	6,700,000	6,700,000	0	13,400,000
FY16	Furniture – ST/SA buildings	620,000	620,000	0	1,240,000
<b>Total</b>		\$18,639,000	\$16,559,000	\$0	\$35,198,000

## **FY10 HEALTH SCIENCES BUILDING (PROJECT NUMBER M-0532)**

### **Description**

The purpose of this project is to design and construct a health sciences building of approximately 55,650 net assignable square feet (NASF) and 94,830 gross square feet (GSF). One factor in identifying the academic thrust of an institution is the distribution of student participation among disciplines. The college offers a wide variety of high quality programs and learning opportunities to help build a vibrant community and assist students in discovering their unique strengths and achieving their goals. Of the nine instructional divisions at the college, health sciences has seen one of the largest increases in enrollment over the last decade. This new building will provide the facilities necessary to prepare students for a career in health sciences.

### **Justification**

Interest in health sciences and medical careers has increased significantly. Of all the states in the U.S., Maryland projects the greatest job-growth in the nursing and allied health fields. The supply of graduates from Maryland postsecondary health care programs is less than 60 percent of the occupational demand projected. The top demand for healthcare occupations continues to be the gap between demand and supply. (Report of Maryland's Top Demand Healthcare Occupations -- Projected Demand and Reported Supply Provided by Maryland Higher Education Institutions).

Maryland is facing an unprecedented nursing crisis. The Maryland Department of Health and Mental Hygiene has designated both licensed practical nurse (LPN) and registered nurse (RN) as health occupation shortage areas. A confluence of factors has brought about this shortage, including increased numbers of patients seeking care; increased acuity of patients admitted to hospitals; greater variety of careers open to women; the aging of the current nursing workforce; and gender stereotyping that portrays nursing as a "female" occupation.

The National Center for Health Statistics reports that Maryland's unfilled need for nurses will continue to continue around 17,000 through 2012. According to the Maryland Hospital Association (MHA), the hospital workforce shortage has continued to persist in the state of Maryland, particularly for nursing. The MHA's annual survey revealed that nursing vacancy rates have remained higher than across the United States, with Maryland hospitals seeing a nursing vacancy rate of 10 percent for budgeted but unfilled positions and the United States experiencing an 8 percent vacancy rate. MHA, which surveyed 41 hospital positions, also found there was a shortage of allied health professionals. Almost half of the positions surveyed experienced increased vacancy rates in 2008. Positions such as physician assistants, occupational therapists, speech therapists, and respiratory therapists were particularly hit hard, with vacancies over 15 percent.

Currently, the health sciences division offers programs including cardiovascular technology, emergency medical technician/paramedic, exercise science, life fitness, health care, health education, human services, nursing, radiologic technology, surgical technology, physical therapy, and respiratory therapy. In addition to these offerings, dental assistant/hygienist and occupational therapy are new programs proposed to be housed in the new building. The disciplines above include the state's workforce shortage areas as reported by the Maryland Higher Education Commission. Of the fourteen disciplines proposed for this facility, twelve support the state's workforce shortage areas.

Enrollments over the last five years have increased dramatically, showing an 86 percent increase in nursing programs and an 89 percent increase in allied health. Projections for these disciplines show an overall growth in weekly student contact hours (WSCH) of 115 percent over the next ten years.

Two programs that were added to the college's curriculum include: (1) a mid-year admissions nursing program; and (2) an accelerated twelve-month associate degree in nursing program. This proposed facility will provide the necessary space to support the health sciences, allied health, and medical careers disciplines. It will provide the needed instructional lab space and related administrative support functions. Specific areas include classrooms, lecture hall, meeting room, general class labs, specialized class labs, administrative areas, faculty offices, and building support areas. It will also house a central utility plant that will provide the physical connectivity of utilities.

The college's current programs as well as others associated with the Mid-Maryland Allied Healthcare Education Consortium, provide further justification for the immediate need of this facility. Based on the current and projected headcount, the current facilities are severely inadequate. The college must expand its physical space and renovate its existing buildings and utility services in order to accommodate its students.

### **Renovations to Existing Buildings**

The college will need to renovate the vacated areas of the campus to provide additional instructional classrooms, lab space, and administrative space. Renovations to the nursing building will be required to ensure that the college continues to provide quality services for the community including the newest technological advances.

### **Project Overview**

- Building Footprint: 94,830 GSF / 55,650 NASF
- Areas Served: Health sciences - cardiovascular technology, emergency medical technician/paramedic, exercise science, life fitness, health care, health education, human services, nursing, radiologic technology, surgical technology, physical therapy, and respiratory therapy (proposed programs: dental assistant/hygienist and occupational therapy)
- Occupancy:
  - 1 large classroom
  - 1 large meeting/assembly area
  - 28 labs with service areas
  - 2 simulation labs
  - 5 group study and project rooms
  - 45 faculty offices
  - 1 division office area
  - 3 conference rooms
  - storage, custodial, telecommunications areas
- Project Status: planning and design beginning September 2009

### **Changes Since FY10**

This project first appeared in the capital budget book and was referred to as the Allied Health Building but is now more appropriately renamed the Health Sciences Building. Planning and design funds were received from both the county and state in FY10. Continued state support is necessary to manage growth in higher education and specifically for community colleges as the funds available for capital projects have become even more competitive. While the overall capital grant program funds have increased, the number of projects eligible for funding has greatly diminished. One reason is that the costs of the projects have increased dramatically over the last few years making the available funds more competitive. In order to alleviate some of the burden, the community colleges have agreed to work with the state to split-fund the construction dollars on eligible projects. Since the construction phase will cover approximately 20 months, the state has requested split-funding the construction dollars to alleviate the burden of funding construction in one year. Similarly, if beneficial to the county, the college is proposing this for the county

funding as well.

### Project Schedule and Cost Summary

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY10	Planning and Design – new building	\$2,004,000	\$2,004,000	\$0	\$4,008,000
FY11	Construction – new building (split-funded)	4,623,000	9,311,500	0	13,934,500
FY12	Construction – new building (split-funded)	14,000,000	9,311,500	0	23,311,500
	<i>Subtotal Construction</i>	<i>18,623,000</i>	<i>18,623,000</i>	<i>0</i>	<i>37,246,000</i>
FY13	Furniture and Equipment – new building	1,700,000	1,700,000	0	3,400,000
	<b>Total</b>	<b>\$22,327,000</b>	<b>\$22,327,000</b>	<b>\$0</b>	<b>\$44,654,000</b>

## **FY11 NURSING BUILDING RENOVATIONS (PROJECT NUMBER M-0536)**

### **Description**

Once the space that is currently occupied by health sciences is vacated, renovations will need to occur to the nursing building of 33,097 gross square feet and 18,410 net assignable square feet. Renovations to classroom space and meeting space are necessary to allow for additional classroom and lab space as well as administrative areas.

### **Justification**

Following the move into the new health sciences building, the college will be required to renovate the existing nursing building. This building is the second oldest building on campus, constructed in 1976. The building is divided by a central circulation corridor that is flanked by classrooms to the north and south. This allows for circulation in both directions, however, students are forced to sit and stand in the corridors waiting for classes to exit. Although the college has been diligent in providing minor renovations to individual classrooms and labs, instructional programs scheduled in this facility are sharing the classroom and lab spaces. It is clear that the current nursing building cannot support the demand for additional instructional spaces and that the building is being used to its maximum capacity. The college must expand its physical space and renovate its existing buildings and utility services in order to accommodate its students and employees.

### **Renovations to Existing Buildings**

The college will need to renovate the vacated areas of the campus to accommodate administrative areas, offices for staff and faculty, general use class labs, and meeting space. The nursing building is physically connected to the McCuan Hall, so the extension of administration in to the vacated spaces on the second floor is programmatically sound. In addition, the insertion of class labs and meeting space on the first floor will allow for natural connectivity of the two buildings. Because of its location, it is the perfect opportunity to address the unmet needs in the administration area. With the nursing building attached to the administration building, the college can consolidate areas and allow for the overflow of offices into the nursing building. Renovations to the nursing building will be required to ensure that the college continues to provide quality instruction and outstanding customer services to its community.

### **Project Overview**

- Building Footprint: 33,097 GSF / 18,410 NASF
- Areas Served: classrooms, labs, human resources, public relations and marketing, audio visual services, faculty, administration
- Occupancy:
  - general use classrooms
  - general use labs
  - faculty offices
  - human resources office
  - training rooms
  - public relations and marketing office
  - audio visual services office
  - conference rooms
  - storage, custodial, telecommunications areas
- Project Status: proposed for FY13

**Changes Since FY10**

This project is critical following the move into the new health sciences building. Similar to the changes seen with the allied health disciplines, the significant increase in enrollments and the on-going need for additional space, force the college to move this project to the forefront and identify this building as a critical need.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY13	Planning and Design	\$349,000	\$349,000	\$0	\$698,000
FY14	Construction	3,480,000	3,480,000	0	6,960,000
FY15	Furniture and Equipment	550,000	550,000	0	1,100,000
<b>Total</b>		\$4,379,000	\$4,379,000	\$0	\$8,758,000

## **FY96 ATHLETIC & FITNESS CENTER AND ATHLETIC FIELDS RENOVATIONS (PROJECT NUMBER M-0512)**

### **Description**

This project includes the current building renovations and the reconditioning and improvements to the athletic fields. Due to budget constraints, this project was phased over several years. The components to this project are outlined below.

#### ***Building Renovations***

The purpose of this project was to establish a health fitness lab; modify the HVAC throughout the athletic and fitness center; replace the gym floor; renovate the locker rooms; and renovate the swimming pool area. In addition, air conditioning was added to the building.

In FY01, the replacement of the gym floor was completed. Since that time, the new HVAC system has been installed and the final renovations were completed in FY03. The remaining renovations needed to the building include replacement of the building's exterior siding and additional electrical upgrades. Based on the established priorities and phasing schedule, the final modifications are planned for FY10.

#### ***Athletic Fields***

The purpose of this project is to renovate and reconfigure the soccer, lacrosse, baseball, softball, and practice fields and install a new running track and stadium area. All phases are dependant on the availability of funds and priority of other components of this project. The existing fields were in poor condition and dire need of restoration. All field renovations have taken place with the exception of the baseball and softball area. Stormwater management for the entire quadrant including the children's learning center was addressed as well as reforestation requirements for the entire campus.

### **Justification**

#### ***Building Renovations***

It was essential to modify and upgrade the current athletic facilities in order to properly serve the credit and credit-free programs, the college community and the citizens of Howard County. The facilities are used seven days a week for approximately fifteen hours a day. With the completion of the building modifications, the college is able to provide the necessary accommodations for the varsity athletes, as well as recreational and league programs.

#### ***Athletic Fields***

The present athletic fields were in need of major repair in order to provide a safe playing environment and to meet Title IX standards. In addition, the existing fields were not in compliance with the National Junior Collegiate Athletic Association (NJCAA) standards for use in competition and are inadequate in size for their usage. Previously, there was no level playing area for team or recreational use, and the fields were hazardous as they all have some type of protruding rock, holes, or dips. As stated in the facilities master plan, the reconditioning of the fields included a new competition field and running track, athletic practice fields, a baseball and softball field. Installation of these new fields was critical to enhance the college's recreational and athletics programs.

The college must improve the athletic facilities to successfully participate in collegiate athletics. The demand for the sports programs has increased as the full-time student population has grown. More importantly, it is critical to provide a safe environment for the students and community.

The planned renovations are as follows:

- FY00 Initial planning and design of the health fitness lab, locker room renovations, and locker rooms.
- FY01 Continued planning and design of the health fitness lab, air conditioning of the locker rooms and gym, and replacement of the gym floor.
- FY02 Construction of the health fitness lab and equipment and air conditioning for the remaining areas; additional HVAC modifications; renovation of the locker rooms; and renovations to the swimming pool and tennis courts.
- Athletic Fields Phase 1 - the development of the forest delineation plan, forest conservation plan, boundary survey, topographic survey, site development plan, landscape plan, and the grading and seeding of one temporary playing field that is level and free of holes. Funds that were previously allocated for this project have been consolidated below.
- Development of the stormwater management pond and design services for fields.
- FY03 Athletic Fields Phase 2 - Renovate four athletic fields, remove track and grade site, provide access road and tree removal, install utility extension and water lines, and provide sanitary sewer.
- FY04 Athletic Fields Phase 3 - Installation of new 400-meter track, high jump, shot put, and long jump areas; installation of fencing; and additional field grading.
- FY05 Athletic Fields Phase 4 – Installation of ADA path for access to fields and ambulance service; installation of handicapped parking areas; correction of drainage issues.
- FY07 Athletic Fields Phase 5 – Installation of multi-purpose turf field for use by soccer, lacrosse, baseball, softball and other recreational activities; installation of additional associated fencing.
- FY13 Athletic Fields Phase 6 - Installation of field building with spectator seating; completion of exterior lighting, necessary utilities, and additional fencing.
- FY14 Replacement of exterior building siding and upgrading of building electrical systems.

**Remarks**

***Athletic Fields***

The design of the fields is ongoing and the construction of phase five is underway. Due to the condition of the existing fields and the extent of work required, the cost and scope of the project increased. With consideration to the complexity of this project and funding limitations, the college proposed phasing the field renovations over several years as shown above.

The phase five renovations for the athletic fields include the installation of a multi-purpose turf field to serve soccer, lacrosse, baseball, softball, and other recreational activities. Additional associated fencing will also be installed as required.

**Changes Since FY10**

With consideration to the complexity of this project and funding limitations, the college decided to phase the athletic fields renovations over several years. Phase five described above will be completed in FY10. The final phase of the athletic fields is not anticipated until FY13 and will include spectator seating, concessions areas, and restroom facilities. The final request in FY14 will be to upgrade the athletic and fitness facility to meet building code requirements.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project. Funds listed under the “other” column are provided by the college. The source of these funds are provided by the college through donations, grant solicitations, student fees, and operating budget.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY01 & prior	Planning, Design and Construction – interior building	\$809,000	\$50,000	\$68,000	\$927,000
FY02	Construction, Furniture and Equipment – interior building	490,000	550,000	161,943	1,201,943
FY02	Planning and Construction Phase 1 – athletic fields	0	0	199,782	199,782
FY03	Planning and Construction Phase 2 – athletic fields	0	350,000	366,666	716,666
FY04	Planning and Construction Phase 3 – athletic fields	400,000	346,683	0	746,683
FY05	Planning and Construction Phase 4 – athletic fields	400,000	453,317	0	800,000
FY07	Planning and Construction Phase 5 – athletic fields	0	400,000	0	400,000
FY08	Planning and Construction Phase 5 – athletic fields	400,000	0	0	400,000
FY14	Planning and Construction Phase 6 – athletic fields	350,000	350,000	0	700,000
FY15	Planning and Construction – building electrical systems and siding replacement	1,278,000	0	0	1,278,000
<b>Total</b>		\$4,127,000	\$2,500,000	\$796,391	\$7,423,391

## FY99 HVAC REPLACEMENT AND UPGRADE (PROJECT NUMBER M-0528)

### Description

The purpose of this project was to replace and upgrade Howard Community College's HVAC system, which included renovations to replace air handlers, baseboard radiation, and piping as well as duct modifications and direct digital controls. Renovations were previously scheduled in the following areas: Smith Theatre, library, nursing, administration, Burrill Galleria, and the ST buildings. However, with the scheduled renovations to specific buildings as planned per the college's capital improvements program and facilities master plan, HVAC replacements that were previously proposed as separate projects are now included as a component of the corresponding building renovation. The college has found this to be a more cost effective approach as well as a more efficient method of project management.

### Justification

The completed modifications to the James Clark, Jr. Library Building, which was the original building on campus, included replacement of air handlers/duct modification, replacement of baseboard radiation, and piping as well as the direct digital controls. The modifications to the nursing building, which was the next phase, included the replacement of baseboard radiation and piping as well as induction terminal reheat units.

### Remarks

The college completed the construction of the James Clark, Jr. Library Building modifications first and is completing the modifications to the nursing building baseboard radiation and piping in the next phase. These are the needed replacement equipment changes due to currently failed systems. In addition, consideration must be given to the central plant cooling towers and ice chillers that are nearing their life expectancy.

### Changes Since FY10

With the James Clark, Jr. Library building modifications completed in the first phase, this next phase is to continue with the HVAC renovations to the nursing building. Since the nursing building renovations are planned in FY13, the college evaluated the current status of the nursing building as well as the central plant equipment to determine that the replacement of the cooling towers and reconditioning of the ice chillers is a higher priority along with the nursing building modifications. College staff will continue to prioritize the necessary HVAC modifications for the college. While there is no request for FY11, this project remains active until all modifications are completed.

### Project Schedule and Cost Summary

Presented below is a summary of funding for this project. There is no current or future funding request for this project; therefore, it is not included in the summary of capital projects. Funds listed under the "other" column are provided by the college. The source of these funds are provided by the college through donations, grant solicitations, student fees, and operating budget.

Year	Description	County	State	Other	Total
FY03 and prior	Design and Construction	\$700,000	\$558,649	\$47,500	\$1,306,149
FY05	Design and Construction	512,900	0	0	512,900
	<b>Total</b>	\$1,212,900	\$558,649	\$47,500	\$1,819,049

## **FY10 SCIENCE, ENGINEERING, AND TECHNOLOGY BUILDING (PROJECT NUMBER M-0543)**

### **Description**

The purpose of this project is to design and construct a science, engineering, and technology building of approximately 100,000 gross square feet. This new facility will provide the necessary space to support the science and engineering disciplines. The college offers a wide variety of high quality programs and learning opportunities to help build a vibrant community and assist students in discovering their unique strengths and achieving their goals. Of the nine instructional divisions at the college, science and technology has seen a dramatic increase in enrollment over the last decade. This new building will provide the facilities necessary to prepare students for careers in science and engineering.

### **Justification**

Since 1999, the science and technology division has grown 65 percent over the last five years and is continued to show significant growth as seen in the ten-year projection of 50 percent by 2017. The continued growth in science and technology will no longer permit the current labs to accommodate the demand.

Current facilities problems include insufficiency of space for classrooms, laboratories, offices and their support functions. Inadequacy of facilities includes ineffective laboratory design, aged and improperly equipped laboratory facilities, inadequate laboratory service rooms for storage and hazardous materials, fragmentation of functions, inappropriate mix of academic classrooms and labs, in appropriate mix of tutorial and open study environments, lack of facilities that support collaborative learning environments, undersized offices, and insufficient support spaces.

### **Project Overview**

- Building Footprint: 100,000 GSF / 52,000 NASF
- Areas Served: science, engineering, and technology disciplines
- Occupancy:
  - classrooms
  - meeting/assembly area
  - science labs with service areas
  - science prep rooms
  - group study and project rooms
  - faculty offices
  - division office area
  - conference rooms
  - storage, custodial, telecommunications areas
- Project Status: proposed for FY12

### **Changes Since FY10**

This project has appeared in the capital budget book for several years under future capital projects and originally connected with new health sciences in a 200,000 gross square feet building. With consideration to debt capacities and funding limitations at both the county and state, the college decided to propose two smaller buildings at approximately 100,000 gross square feet rather than one large facility. The science, engineering, and technology building is being proposed for funding in FY12. With the significant increase in enrollments and the demand experienced for these programs, it was imperative to move this project forward and identify this building as an immediate need.

### **Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY12	Planning and Design – new building	\$2,258,000	\$2,258,000	0	\$4,516,000
FY13	Construction – new building	19,635,000	19,635,000	0	39,270,000
FY14	Furniture and Equipment – new building	1,900,000	1,900,000	0	3,800,000
<b>Total</b>		\$23,793,000	\$23,793,000	\$0	\$47,586,000

## **FY09 HICKORY RIDGE BUILDING RENOVATIONS (PROJECT NUMBER M-0535)**

### **Description**

The continuing education and workforce development division supports the college's mission by providing noncredit courses, contract credit courses and professional services to individuals, county agencies, and employers. Approximately forty full-time and part-time administrative, professional-technical and support and support staff are currently located in the Hickory Ridge building, with three additional continuing education staff and two technical support staff in the Gateway building. The purpose of this project will allow the continuing education division to utilize the entire Hickory Ridge building. This renovation will occur after the mathematics building is completed.

Renovations to the Hickory Ridge building will be required to ensure that the college continues to provide quality services to the community, including online and web accessibility. The college will need to renovate the vacated areas and the HVAC systems as well as other major systems in this building need a complete overall. In addition, parking spaces will be required to meet projected growth based on enrollment trends.

### **Justification**

Continuing education provides special services to the Howard County community and state agencies such as contract training (credit and noncredit) in business management, healthcare, advanced technology and other areas. Services also include open enrollment classes for personal and professional development, year-round enrichment programs for elementary, middle and high school students, non-traditional high school diplomas for adults, credit opportunities in a noncredit format, adult basic skills and literacy courses, and a variety of levels of English as a second language training. The continuing education and workforce development division produces approximately 25 percent of the total full-time equivalent (FTE) enrollments for HCC.

Courses and programs are offered in a variety of formats and are held at various sites throughout Howard County. The majority of classes are held either on the first floor of the Hickory Ridge building of approximately 18,300 square feet or at the Ecker Business Training Center of approximately 16,000 square feet in the Gateway building located at Columbia Gateway Drive in Columbia. The division is presently experiencing major growth in the English as a second language program and the English Language Institute and has needed to expand into six offices, six additional classrooms, and a conference/storage room on the second and third floors of Hickory Ridge comprising an additional 7,100 square feet in Hickory Ridge. In addition, the Kids on Campus program reached capacity by using all available space at the Hickory Ridge building during its summer 2009 program.

Classes are also offered at the Laurel College Center—where the continuing education division shares 36,663 square feet of instructional space with the HCC credit and Prince George's Community College credit and non-credit divisions. Because of space limitations in Hickory Ridge and Gateway, continuing education uses approximately 200 square feet of space in the nursing building and the Children's Learning Center for yoga and T'ai Chi, plus ten to fifteen classrooms in three high schools in Howard County for evening classes for an additional 12,000 square feet. Belmont Conference Center also provides space for noncredit offerings.

The majority of the space to which continuing education currently has access are in shared facilities where the space is not assured for the future. The space that HCC occupies in the Gateway building is owned by the county and is considered a valuable asset that may be sold in the near future. As Laurel College Center develops as a higher education center and adds partners and programs, less space will be available for continuing education. The dramatic growth in first-time, full-time students means growth in the mathematics program and limits on continuing education's ability to expand within the Hickory Ridge

building. Classes at the high school have always presented a logistical problem to the students because of differences in operating hours, calendars, and emergency closing policies. The new continuing education building will assure that the division continues to have operating space and will reduce management costs by consolidating operations that are currently distributed throughout many different sites.

The college’s strategic initiatives and goals commit the institution to taking a lead role in workforce training and supporting Howard County government and Maryland’s economic development efforts.

Given the sluggish economic conditions, certain areas of workforce training have remained relatively flat over the past couple of years but that is expected to change and increase as the economy improves and companies invest more in their employees. Advances in technology, heightened global competition, fast-paced innovation, and shifting demographics of the regional workforce demand skilled individuals prepared for these changes. The college’s mission charges the institution with responding to the economic needs of its community.

**Project Overview**

- Building Footprint: 60,000 GSF / 40,859 NASF
- Areas Served: continuing education and workforce development
- Occupancy: classrooms  
class labs  
meeting and assembly area  
group study and project rooms  
faculty offices  
division office area  
conference rooms  
storage, custodial, telecommunications areas
- Project Status: proposed for FY15

**Changes Since FY10**

This project has appeared in the capital budget book for several years under future capital projects. Since it is not scheduled for funding until FY14, the college periodically conducts a space analysis to identify more efficient uses of space. During the facilities master planning process, the space utilization study will help assess the current and future conditions for continuing education. With the significant increase in continuing education enrollments, it is critical to identify this building as a future capital need.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

Year	Description	County	State	Other	Total
FY15	Planning and Design – new building	\$710,000	\$710,000	\$0	\$1,420,000
FY16	Construction – new building	6,480,000	6,480,000	0	12,960,000
FY17	Furniture and Equipment – new building	620,000	620,000	0	1,240,000
<b>Total</b>		\$7,810,000	\$7,810,000	\$0	\$15,620,000

## FY11 MATHEMATICS BUILDING (PROJECT NUMBER M-0539)

### Description

The mathematics division currently shares the Hickory Ridge building with continuing education. The purpose of this project is to design and construct a new mathematics building of approximately 71,000 gross square feet. The construction of a new math building serves two purposes: 1) to accommodate the increased enrollment growth and future need for math instructional space; and 2) to renovate the existing building exclusively for continuing education. This plan will allow for the Hickory Ridge building to be solely dedicated to continuing education with the possibility of incorporating activities currently housed at the Gateway Building as well.

### Justification

Since 1998, the math division has grown almost 35 percent. Students are able to take courses that range from self-paced labs for developmental students to advanced calculus. Each year this division has grown so that the projected ten-year growth is expected at 38 percent by 2017. With this continued growth the current classrooms will no longer be able to accommodate the demand.

Advances in technology, heightened global competition, fast-paced innovation, and shifting demographics of the regional workforce demand skilled individuals prepared for these changes. The college's mission charges the institution with responding to the economic needs of its community.

### Project Overview

- Building Footprint: 71,000 GSF / 42,000 NASF
- Areas Served: mathematics
- Occupancy: classrooms  
class labs  
meeting and assembly area  
group study and project rooms  
faculty offices  
division office area  
conference rooms  
storage, custodial, telecommunications areas
- Project Status: proposed for FY14

### Changes Since FY10

During the development of the facilities master plan, mathematics is expected to be identified as a viable program justifying the need for its own facility. It is anticipated that after a thorough analysis it will be determined to be in the best academic and economic interest of the college to construct a new facility for the mathematics division. With the significant increases in math enrollments, it is important to identify this building as a necessary capital project.

### Project Schedule and Cost Summary

Presented below is a summary of funding for this project.

Year	Description	County	State	Other	Total
FY14	Planning and Design – new building	1,160,000	1,160,000	0	2,320,000
FY15	Construction – new building	10,600,000	10,600,000	0	21,200,000
FY16	Furniture and Equipment – new building	820,000	820,000	0	1,640,000
<b>Total</b>		\$12,580,000	\$12,580,000	\$0	\$25,160,000

## **FY13 BUSINESS/COMPUTER SYSTEMS AND SOCIAL SCIENCE/TEACHER EDUCATION BUILDING (PROJECT NUMBER M-0544)**

### **Description**

The business/computer systems disciplines currently share the Duncan Hall for English, Languages, and Business with the English and world languages division. Once the English and world languages division expands in Duncan Hall, the business/computer systems and social science/teacher education areas will need to move to a new facility. The purpose of this project is to design and construct a building of approximately 88,000 gross square feet.

### **Justification**

The new facility will be designed to concentrate several departments into consolidated areas, and to meet new programmatic demands for lab type settings that facilitate computer assisted learning and technology. The new space will expand the business/computer systems and social science/teacher education offerings that are in high demand. Computer classes and office technology programs will also be expanded into the new building to meet the additional needs caused by enrollment increases.

This facility is a priority and is based on its importance to the community and the local economy as well as the need for additional space. The program goals of meeting enrollment growth, the development of an instructional infrastructure that fully utilizes new technology and software to assist the learning process, and the consolidation of the computer labs and office technology offerings into one area can be accomplished most effectively with the development of this new building.

In addition, parking spaces will be required to meet projected growth based on enrollment trends. The college expects to construct another parking garage associated with the buildings on the south of campus.

### **Project Overview**

- Building Footprint: 88,000 GSF / 52,000 NASF
- Areas Served: business, computer systems, social science, teacher education
- Occupancy:
  - classrooms
  - class labs
  - meeting and assembly area
  - group study and project rooms
  - faculty offices
  - division office area
  - conference rooms
  - storage, custodial, telecommunications areas
- Project Status: proposed for FY16

### **Changes Since FY10**

During the development of the facilities master plan, it is expected that business/computer systems and social science/ teacher education will be identified as viable programs needing their own facility. Currently, the business/computer systems division is located in Duncan Hall, but after a thorough analysis of enrollment trends and projections, it is anticipated that it will be necessary to construct a new facility to house this division in addition to social science/teacher education. With the significant enrollment increases and community demands, it is important to identify the building as a necessary capital project.

### **Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

<b>Year</b>	<b>Description</b>	<b>County</b>	<b>State</b>	<b>Other</b>	<b>Total</b>
FY16	Planning and Design	\$1,320,000	\$1,320,000	\$0	\$2,640,000
FY17	Construction	11,990,000	11,990,000	0	23,980,000
FY18	Furniture and Equipment	910,000	910,000	0	1,820,000
<b>Total</b>		\$14,220,000	\$14,220,000	\$0	\$28,440,000

## **FY15 MAINTENANCE BUILDING (PROJECT NUMBER M-0545)**

### **Description**

As the college continues to grow, the campus maintenance area has not kept pace with new construction and renovations. Additionally, the college's utilities need to be upgraded to support future buildings and load requirements. In order to properly serve the needs of the campus, the college proposes to design and construct a maintenance building and central utility plant of approximately 36,000 gross square feet.

Building utilities such as chilled water, heating hot water, plant steam, and cooling water are not only required to support the load requirements for HVAC but are needed to handle process loads as well. A central utility plant is designed to house water-cooled chillers, steam boilers, heat exchangers, air compressors, and water pumps separate from buildings in order to save space.

Locating these utilities in a different building separates the main building function from the working facility. The utility plant can be designed to house at least two of each utility generators to provide system redundancy and the ability to diversify the load for optimum energy efficiency. On a campus with future growth planned, the utility plant is designed with expansion capability and space for future equipment with main headers sized for future load. In addition, all emissions from boiler stacks and vents are centralized for ease of maintenance and treatment. This project includes a central utility plant that will serve future facilities to be located on the college's campus. This facility is necessary to support future buildings and load requirements.

### **Justification**

With the completion of three new buildings on campus, this brings the college's total on-campus gross square feet to an astounding 662,261. Additionally, the college is in the planning phase for the new health sciences building which will raise that number by approximately 90,000 gross square feet. In order to properly service the campus buildings, infrastructure and college community, a maintenance building must be constructed. With the continued growth, the current facilities can no longer accommodate the demand.

Advances in technology and fast-paced innovation are also considerations for this new facility. New technologies as well as sustainability initiatives such as green technology, solar power, and geothermal energy will assist the college in developing cost-saving programs that will enhance building and efficiency and ultimately decrease operating costs.

The college is investigating alternatives including energy service companies (ESCO), energy performance contracts (EPC), and a satellite central utility plant (SCUP).

An ESCO is a business that develops, installs, and arranges financing for projects designed to improve the energy efficiency and maintenance costs for facilities over a seven to twenty-year time period. ESCOs generally act as project developers for a wide range of tasks and assume the technical and performance risk associated with the project including those associated with EPCs. Typically, they offer the following services:

- develop, design, and arrange financing for energy efficiency projects;
- install and maintain the energy efficient equipment involved;
- measure, monitor, and verify the project's energy savings; and
- assume the risk that the project will save the amount of energy guaranteed.

Consideration is also being given to a SCUP which could provide for physical connectivity of future expansion for campus development. While the cooling sources for the north campus remain as individual cooling plants, the college must give consideration to future development primarily on the south end of campus but for long-term redundancy for the north side as well.

There were two cooling sources considered for the south campus. The first was individual cooling plants for each building consisting of water cooled centrifugal electric chillers, cooling towers, pumps, and appurtenances. The second was a SCUP serving the entire south campus and consisting of multiple cooled centrifugal electric chillers, cooling towers, pumps, and appurtenances. If the SCUP is a viable option, it needs to be planned with the construction of the new health sciences building. The equipment space provided within the building would need to be planned adequately for all future equipment required to serve the entire south campus. Piping for distribution of the chilled and heating hot water to the various building would be provided utilizing direct buried pre-insulated piping within protective casing. As each of the phases are constructed per the new facilities master plan, additional equipment would be installed in the SCUP and the distribution piping systems would be extended.

A Present Value analysis of the two options was performed. In this analysis, the values of future expenditures are presented in terms of the value at Year 0 of the study. As all items in the analyses are costs, the option with the lowest Present Value is the recommended option. Therefore, the provision of a SCUP was recommended for the south campus as it had the lowest Present Value for both heating and cooling plants. However, a site study and SCUP study will be required this fall 2009 before a final determination is made.

**Project Overview**

- Building Footprint: 36,000 GSF / 10,000 NASF
- Areas Served: visual arts, performing arts, music, theatre, dance, faculty, administration
- Occupancy:
  - recital hall
  - black box theatre
  - art gallery
  - 8 preparation dressing/green rooms
  - 34 class laboratories
  - 21 faculty teaching studios
  - 5 administrative offices
  - 1 division office area
  - 1 conference room
  - storage, custodial, telecommunications areas
- Project Status: completed October 2006

**Changes Since FY10**

With the expansion of the college’s campus, significant enrollment increases, and community demands, it is important to identify this building as a critical capital project.

**Project Schedule and Cost Summary**

Presented below is a summary of funding for this project.

Year	Description	County	State	Other	Total
FY13	Planning and Design – new building	\$305,000	\$305,000	\$0	\$610,000
FY14	Construction – new building	3,400,000	3,400,000	0	6,800,000
FY15	Furniture and Equipment – new building	400,000	400,000	0	800,000
<b>Total</b>		\$4,105,000	\$4,105,000	\$0	\$8,210,000

## FY07 BELMONT CONFERENCE CENTER (PROJECT NUMBER M-0537)

### Description

With the support from the Howard Community College Educational Foundation, Inc. (HCCEF), the college acquired the Belmont Conference Center in November 2004. Belmont is an 81.77-acre parcel consisting of a full service conference center and the Manor House that was constructed in 1738, among other structures. Belmont features three meeting facilities: the Carriage House, the Manor House, and the Dobbin House. In addition, it features overnight accommodations and among its amenities, Belmont features hiking trails, tennis and volleyball courts, swimming pool, and an indoor exercise room. The 68.25-acre parcel, which excludes the Dobbin property of 13.52 acres, is under easement by the Maryland Historical Trust.

Belmont currently offers accommodations for conferences, weddings, and retreats. The college's original plans were to continue to operate Belmont as a conference center and integrate its current hospitality management and culinary arts programs into Belmont's operations. By supporting Belmont's business objectives and Howard Community College's educational goals, Belmont would have continued to serve the community and also offered an outstanding experience for the college's students.

### Justification

Established in 1738, the Belmont estate in Elkridge is an historic treasure. Since 1964, when two Washington-based organizations established and operated the Belmont Conference Center, the estate began taking on a new legacy of enriching the professional and personal growth of citizens through corporate and association conferences, special events and family gatherings. Belmont's dual roles are intertwined. The historic preservation of Belmont is dependent on its successful operation as an educational and cultural center.

### Changes Since FY10

In August 2009, the college's board of trustees made the decision to sell Belmont. To assist in the preservation and restoration of this historic facility, the college received county support towards the acquisition of the Belmont Conference Center and the renovation of the stone barn in FY08. Funds were allocated by both the college and the county to support this project. The funds provided by the county in the capital budget were Paygo funds. With regard to the barn renovations, the expenditures and encumbrances to date total \$595,464.50 leaving a balance of \$2,224,535.50 to date\*. The "other" funds authorized in FY09 and FY10 will not be encumbered as the barn renovations will not occur\*\*.

### Project Schedule and Cost Summary

Presented below is a summary of funding for this project. Funds listed under the "other" column are provided by the college through donations, grant solicitations, student fees, and operating budget.

Year	Description	County	State	Other	Total
FY08	Land acquisition	\$2,200,000	\$0	\$2,200,000	\$4,400,000
FY08	*Barn renovations and expansion	2,820,000	0	0	2,820,000
FY09	**Barn renovations (geothermal and other costs)	0	0	1,400,000	1,400,000
FY10	**Barn renovations (additional costs)	0	0	1,400,000	1,400,000
	<b>Total</b>	\$5,020,000	\$0	\$5,000,000	\$10,020,000

## SUMMARY OF CAPITAL PROJECT FUNDING

<b>CURRENT PROJECTS FOR FY 2011</b>	<b>Prior Funds</b>	<b>FY2009 Funds</b>	<b>FY2010 Funds</b>	<b>FY2011 Funds</b>	<b>FY2012 Funds</b>	<b>FY2013 Funds</b>	<b>FY2014 Funds</b>	<b>FY2015 Funds</b>	<b>FY2016 Funds</b>	<b>FY2017 Funds</b>	<b>FY2018 Funds</b>	<b>TOTAL</b>
Parking Garages - M-0529 and M-0526												
County	-	-	-	9,000,000	-	-	-	-	-	-	-	
State	450,000	-	-	-	-	-	-	-	-	-	-	
Other	319,000	-	-	-	-	-	-	-	-	-	-	
CC Bonds	8,769,000	-	-	6,000,000	-	-	-	-	-	-	-	\$ 24,538,000
Safety, Compliance, and Facility Renewals - M-0540												
County	2,182,000	1,111,000	236,000	2,852,000	1,433,000	1,461,000	1,489,000	1,519,000	1,551,000	1,583,000	1,616,000	
State	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 17,033,000
Campus Roadways - M-0542												
County	-	-	-	-	1,020,000	900,000	15,225,000	230,000	240,000	250,000	260,000	
State	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 18,125,000
Ren to Stud. Svcs Areas, Clark Libr. & ST Bldg-M-0533												
County	615,000	7,889,000	2,080,000	-	-	-	735,000	6,700,000	620,000	-	-	
State	615,000	7,889,000	-	-	-	-	735,000	6,700,000	620,000	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 35,198,000
Health Sciences Building - M-0532												
County	-	-	2,004,000	4,623,000	14,000,000	1,700,000	-	-	-	-	-	
State	-	-	2,004,000	9,311,500	9,311,500	1,700,000	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 44,654,000
Nursing Building Renovations - M-0536												
County	-	-	-	-	-	349,000	3,480,000	550,000	-	-	-	
State	-	-	-	-	-	349,000	3,480,000	550,000	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 8,758,000
Athletic & Fitness Ctr and Fields Renovations - M-0512												
County	2,499,000	-	-	-	-	-	350,000	1,278,000	-	1,067,000	10,675,000	
State	2,096,683	-	-	-	-	-	350,000	-	-	1,067,000	10,675,000	
Other	796,391	-	-	-	-	-	-	-	-	-	-	\$ 30,854,074
Science, Engineering, and Technology Building - M-0543												
County	-	-	-	-	2,258,000	19,635,000	1,900,000	-	-	-	-	
State	-	-	-	-	2,258,000	19,635,000	1,900,000	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 47,586,000
Hickory Ridge Building Renovations - M-0535												
County	-	-	-	-	-	-	-	710,000	6,480,000	620,000	-	
State	-	-	-	-	-	-	-	710,000	6,480,000	620,000	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 15,620,000
Mathematics Building - M-0539												
County	-	-	-	-	-	-	1,160,000	10,600,000	820,000	-	-	
State	-	-	-	-	-	-	1,160,000	10,600,000	820,000	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 25,160,000
Business/Computer Systems & Social Sci/Teacher Ed - M-0544												
County	-	-	-	-	-	-	-	-	1,320,000	11,990,000	910,000	
State	-	-	-	-	-	-	-	-	1,320,000	11,990,000	910,000	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 28,440,000
Belmont Conference Center - M-0537												
County	5,020,000	-	-	-	-	-	-	-	-	-	-	
State	-	-	-	-	-	-	-	-	-	-	-	
Other	2,200,000	1,400,000	1,400,000	-	-	-	-	-	-	-	-	\$ 10,020,000
Maintenance Building - M-0545												
County	-	-	-	-	-	305,000	3,400,000	400,000	-	-	-	
State	-	-	-	-	-	305,000	3,400,000	400,000	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	\$ 8,210,000
<b>SUBTOTAL - COUNTY</b>	<b>10,316,000</b>	<b>9,000,000</b>	<b>4,320,000</b>	<b>16,475,000</b>	<b>18,711,000</b>	<b>24,350,000</b>	<b>27,739,000</b>	<b>21,987,000</b>	<b>11,031,000</b>	<b>15,510,000</b>	<b>13,461,000</b>	<b>172,900,000</b>
<b>SUBTOTAL - STATE</b>	<b>3,161,683</b>	<b>7,889,000</b>	<b>2,004,000</b>	<b>9,311,500</b>	<b>11,569,500</b>	<b>21,989,000</b>	<b>11,025,000</b>	<b>18,960,000</b>	<b>9,240,000</b>	<b>13,677,000</b>	<b>11,585,000</b>	<b>120,411,683</b>
<b>SUBTOTAL - OTHER</b>	<b>3,315,391</b>	<b>1,400,000</b>	<b>1,400,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,115,391</b>
<b>SUBTOTAL - CC BONDS</b>	<b>8,769,000</b>	<b>-</b>	<b>-</b>	<b>6,000,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14,769,000</b>
<b>GRAND TOTAL</b>	<b>\$ 25,562,074</b>	<b>\$ 18,289,000</b>	<b>\$ 7,724,000</b>	<b>\$ 31,786,500</b>	<b>\$ 30,280,500</b>	<b>\$ 46,339,000</b>	<b>\$ 38,764,000</b>	<b>\$ 40,947,000</b>	<b>\$ 20,271,000</b>	<b>\$ 29,187,000</b>	<b>\$ 25,046,000</b>	<b>\$ 314,196,074</b>

## OTHER IMMEDIATE NEEDS AND FUTURE PROJECTS

### *IMMEDIATE NEEDS*

- Ecker Business Training Center (BTC) - Currently, the BTC occupies 14,247 gross square feet in the Gateway building. With increased demands from growing businesses in Howard and the surrounding counties, this space needs to be doubled. If county departments move out of the building, the college will request additional space in the building.
- Laurel College Center (Regional Higher Education Center) – The Laurel College Center resulted from a unique joint effort between Prince George's Community College and Howard Community College to make higher education and continuing education more accessible to the residents of Laurel and the surrounding area. While the existing facility is adequate for the current student population, the college needs to consider additional space if enrollment continues to grow.
- Land Acquisition – The main academic core of the college is located on the north side of campus. During the last facilities master planning process, the ten-year plan addressed expansion on the south end of campus. The college exterior periphery is surrounded by streams and buffers, floodplains, and wetlands. Based on the existing grounds and infrastructure, the college is landlocked with no parcel of real property that has access or egress. The college will need to investigate available parcels surrounding the campus in order to address its challenges with growth and development.
- Mid-Maryland Allied Healthcare Education Consortium – The state approved this consortium, which is designed to increase the number of allied health professionals in critical shortage areas. The agreement includes the sharing of specific healthcare programs between HCC, Carroll Community College (CCC), and Frederick Community College (FCC). The colleges are investigating a shared satellite location that would be accessible to all three colleges in Mount Airy. This facility would address healthcare training in areas facing shortages of trained professionals.
- Leased Space – Due to the critical space deficits the college is experiencing, it will need to consider leased space in the interim if new construction projects are not funded. The college is investigating available leased space in the immediate area adjacent to the community college's main campus.

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<sup>1</sup> Enrollment Projections 2009-2018 Maryland Public Colleges and Universities, Maryland Higher Education Commission, June 2009

<sup>2</sup> 2000 Census Overview, Howard County Department of Planning and Zoning, August 2001

<sup>3</sup> Howard County Population Growth 2000-2008, Howard County Department of Planning and Zoning, June 2009

<sup>4</sup> Spending Affordability Advisory Committee Report FY2010, Howard County, Maryland, March 2009

<sup>5</sup> Howard County Population Growth 2000-2008, Howard County Department of Planning and Zoning, June 2009

<sup>6</sup> Leadership in Energy and Environmental Design, U.S. Green Building Council, 2009

<sup>7</sup> Environmental Planning: Watershed Planning, Howard County Department of Planning and Zoning, April 2009

<sup>8</sup> Howard County Population Growth 2000-2008, Howard County Department of Planning and Zoning, June 2009

<sup>9</sup> MACC Prioritization Data FY 2011, Capital Prioritization Model, Maryland Association of Community College, August 2009

## B-3 Maryland Higher Education Commission Performance Accountability Report

**Background:** Each year, the college submits a preliminary version of this mandated report to the Maryland Higher Education Commission (MHEC) by June 30<sup>th</sup>. The contents and format are prescribed. By the end of the summer, additional data becomes available, e.g., the Maryland Association for Community Colleges (MACC) contracts with the Jacob France Institute to track employment data for the community college graduates. After adding that data to the report, the board of trustees is asked to review and approve the report. This report will then be sent to MHEC by October 1<sup>st</sup>.

The report is posted on the college's intranet. The administration and relevant staff review the report. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

**Purpose:** To report on the progress of the institution

**Timeline:** Annual

### ◆———— Recommendation —————◆

The administration requests that the board of trustees approve this report.

**Compliance:** This report is in compliance with Board By-Law VII - Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.



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## **2009 PERFORMANCE ACCOUNTABILITY REPORT**

Office of Planning, Research and Organizational Development  
Howard Community College

# HOWARD COMMUNITY COLLEGE

## Section 1: Mission

HCC's mission statement: Providing pathways to success.

## Section 2: Institutional Assessment

### Academic, Demographic and Financial Trends

Howard Community College (HCC) continued to experience significant growth in headcount and FTEs in FY09. Fall credit headcount and FTEs were up 5.1 percent and 6.3 percent, respectively. Spring credit headcount and FTE enrollment outpaced the fall with increases of 8.2 and 10.6 percent. The highest portion of credit students was in the 18-23 year old age group, with transfer programs showing the largest growth in enrollment. Credit enrollment is projected to continue to grow at the rate of three percent a year. In the spring of 2009, 35 percent of the student population was receiving financial aid. Significant to note is also the increase in loan volume which grew 23 percent from FY07 to FY08.

Fall 2008 enrollment growth outpaced faculty growth, causing a decline in the full-time/part-time faculty ratio from 44:56 in the fall of 2007 to 43:57 in the fall of 2008. One faculty position was added in the college's FY10 budget, and the college's nursing program has secured grant funding from MedStar, Who Will Care, and the Health Services Cost Review Commission's Nurse Support Program administered by MHEC to support three new full-time and three part-time nursing faculty positions.

The college developed new allied health programs in public health, nutrition and aging studies in FY09. The college also developed a new program option in environmental science, ecological technology design that is articulated with University of Maryland College Park, and established a new STEM learning community with National Science Foundation (NSF) grant funding.

HCC continues to identify and address the needs of county agencies. The police science program, HCC's successful collaboration with the Howard County Police Academy, had its first graduates in FY09, and the college renewed discussions with Howard County Fire and Rescue about a possible degree in fire science. The college's Mediation and Conflict Resolution Center has established partnerships with the Howard County District Court, the Howard County Department of Juvenile Services, and the Howard County Department of Corrections to provide training and receive referrals.

International programs in Turkey, Egypt, China, Mexico, Ireland, and Italy continued in FY09. HCC was the only American college or university to participate in a new archeological excavation program in France. Through a federal STARTALK grant, 71 high school students were provided the opportunity to learn Arabic, Mandarin Chinese, and now Hindi language and culture and to earn college credits at HCC tuition free.

The next classroom building is at least three to four years away, so space will continue to be a problem at HCC. The college offers an AA degree in culinary arts, and MHEC's approval of an

identical program a few miles away at Lincoln Technical Institute threatens the viability of HCC's program and its investment in facilities and equipment.

In the summer of 2008, McCuan Hall and the Smith theatre renovations were completed. The Clark library renovation began in summer 2008 and is being completed in four phases. The renovation will provide six additional classrooms and two anatomy and physiology labs, along with two open computer rooms and eight small study rooms. This will expand the college's ability to offer additional lab classes for allied health programs. HCC was also fortunate to receive funding from the state and county in FY10 to start the design of a Health Sciences building. The design and construction process will take three to four years and will help address the space deficit at the college. Even though Duncan Hall, the Horowitz Visual and Performing Arts building and the Rouse Company Foundation Student Services Building have been added, the college continues to show a projected ten-year deficit of 235,240 net assignable square feet (NASF).

Although the long-term outlook for Howard County remains strong, the county, the state, and the nation have experienced one of the most severe recessions ever faced. The collapse of the real estate market and the resulting credit crises have led to a general decline in consumer confidence. Income tax revenues are not expected to grow as fast as they have in the past, and expenditures will have to be adjusted accordingly. The unstable economic conditions will continue to challenge both state and local government budgets for years to come, as the expected decline in tax revenue will take several years to work its way through the system. The two largest revenue sources in Howard County are property taxes and income taxes. While property taxes are expected to grow four percent each year, income taxes are on the decline and will remain static in FY10 and FY11. Based on these projections, most county agencies received reductions in their budgets; however, due to Maintenance of Effort, the college did not receive a reduction, nor did it receive an increase. Once the BRAC development begins, revenue growth and long-term economic expansion should occur.

All levels of state government faced reductions in the FY09 state budget. In FY09, the community colleges were asked to return four percent of an eight percent increase. This was the second consecutive year community colleges saw mid-year reductions from the state, although HCC was fortunate that the reductions were not higher. The final funding for FY10 saw a total increase of 4.9 percent to community colleges, which included statewide and health manpower programs and ESOL. The Cade formula increased by 3.8 percent. For HCC this state funding translated into a 5.6 percent increase due to the college's enrollment growth. In addition, the "true up" was incorporated in to the final bill for community colleges, meaning that the funding per FTE would be based on the appropriation to the 10 four-year institutions in the same year as the budget, rather than the prior year as the law previously required. This would not change the two-year lag on community college enrollments, but would eliminate the one-year lag on the four-year funding. As part of the bill, the maximum formula funding is now 29 percent and not 30 percent as previously included in the legislation and this 29 percent would not be reached until FY14. Even though the session ended on a high note for community colleges, the college is prudent in its spending practices and prepared for cuts in state aid in FY10.

During the college's budget process, the first areas to be addressed continue to be indicators relating to the *percentage of expenditures on instruction* and the *percentage of expenditures on selected academic support*. For the second consecutive year, HCC's tuition rate of \$114 per

credit hour will remain the same for fall 2009; however, as mid-year state or county reductions occur, a mid-year increase in tuition may need to be considered. HCC's indicator for *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions* at 56 percent moved toward the benchmark level of 55 percent this year.

To help manage growth and its accompanying challenges, the college continues efforts to improve through self-assessment. In 2008, HCC was the first Maryland community college to receive Maryland's distinguished U.S. Senate Productivity Award, which is the highest award given to any Maryland business or organization. Also in 2008, HCC was a finalist for the Baldrige award, received a site visit, and continues to work on process improvements in all areas. The college submitted another Baldrige application in 2009.

### **Benchmark Assessment**

Howard Community College is committed to the goals identified in the *2004 Maryland State Plan for Postsecondary Education* and MHEC's accountability process for community colleges and aligns with these goals its own strategic goals: student success and lifelong learning, organizational excellence, and building community. In support of the college's mission of *Providing pathways to success*, these goals drive the annual plans (institutional, core work unit, and individual) and budgets. The college's board of trustees has found the MHEC community college indicators to be particularly useful in guiding these plans.

### Access and Affordability

The college is committed to attracting and retaining a rich diversity of students to its programs and learning communities, eliminating barriers to learning, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems, along with a number of continuing and new programs to meet the needs and interests of a diverse and dynamic community. Efforts to support institutional goals for growth in enrollment have resulted in the total *annual unduplicated headcount* exceeding the benchmark by nearly one thousand students in FY08. *Annual unduplicated credit headcount* continued to move toward the benchmark level in FY08, and *non-credit headcount* exceeded the benchmark level by 8.6 percent in FY08. *Market share of first-time, full-time freshmen and market share of part-time undergraduates* continued to move toward benchmark levels in FY08. The *market share of recent college-bound high school graduates in the service area*, after meeting the benchmark in FY07, declined slightly in FY08. HCC continues to expand educational opportunities by increasing programs, delivery methods, sections and space, and analyzes the impact of these improvements to ensure effectiveness. HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion, and *credit enrollment in online courses* far exceeded the benchmark in FY08. *Non-credit enrollment in online courses* continued to progress toward the benchmark level in FY08.

The college uses technology to support instruction, learning, student services, and business processes. The academic use of technology is driven by faculty initiatives, instructional and certification requirements, competition, and access to electronic learning resources for credit and noncredit students. Newly opened buildings provide the latest in technology and learning support systems, such as wireless internet capability, smart classrooms, and increased bandwidth to individual desktops. Additionally, the college maintains 76 computer labs to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. The college's business processes and operations are managed through a

centralized administrative management database, and access to registration, grades, financial aid, schedule information, and communication is provided on the web. The college's Technology Advisory Board, consisting of Howard County business and technology leaders, provides input for planning programs and campus technology initiatives, developing partnerships, and securing resources. Major technology initiatives this year included the upgrade of the college email system, giving students and staff increased functionality and file storage capacity, replacement of more than 900 computers for students and staff, facility renovation and upgrade of technology infrastructure in the network operations center, and deployment of computing resources for a new radiologic technology lab. The implementation of Colleague Advancement, which integrates with the administrative enterprise system to support institutional development processes was recently completed. Other planned initiatives that will be completed in the next couple of months include the installation of a new phone system will allow utilization of voice-over Internet Protocol (IP) technology and result in decreased operating costs. Together, these improvements enhance the college's business processes. Additionally, the Center for Digital Education, in connection with the American Association of Community Colleges, ranked Howard Community College sixth in the country (within the category of large community colleges) for use and deployment of technology services to students, faculty, and staff.

The college partners with both four-year institutions and public high schools to enhance its student-centered teacher education learning programs in support of a statewide initiative. In addition to the College of Notre Dame at the Laurel College Center (LCC), HCC partners with the Howard County Public School System (HCPSS) to provide over 400 students each year with field experience required for teacher education courses. HCC continues outreach to students in teacher academy classes at 11 Howard County high schools and accepts up to six articulated credits for students who complete the high school teacher academy or early childhood development coursework and then enroll at HCC as a teacher education major. An MSDE grant for Child Care Career and Professional Development provides teacher education students working on two- or four-year degrees tuition, fees, and books at no cost, providing they agree to work in an approved child care program while attending college and upon graduation. Each fall HCC invites teacher education majors, HCPSS high school students in teacher academy classes, paraeducators, child care providers, and career changers to attend a teacher education transfer fair, with workshops on HCC's teacher education programs, the HCPSS hiring process, and financial aid information.

To improve affordability and minimize financial barriers to higher education, HCC processed more than \$8.8 million in funding, consisting of grants, scholarships, and student loans to more than 2,600 students in FY09. Over \$605,000 came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided more than \$70,000 to fund student employment opportunities, and the HCC Educational Foundation provided over \$275,000 for student scholarships.

#### Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

The college is dedicated to student success and lifelong learning in the pursuit of personal and professional goals. An important measure of successful learning is goal achievement, and rates of *graduate satisfaction with educational goal achievement* have been high, ranging from 94 to 98 percent. A survey of 2008 graduates is currently underway. *Non-returning student satisfaction with educational goal achievement* declined by less than one percentage point for the spring 2007 cohort. Another measure of successful learning is the percent of *developmental completers after*

four years, and 38.4 percent of the fall 2004 cohort requiring developmental coursework had completed this coursework, nearly three percentage points higher than the previous cohort. To continue the improvement in this indicator, the college is working with service area high schools to implement a College Readiness Program by testing 11<sup>th</sup> grade English students enrolled in all Howard County public high schools. HCC and HCPSS faculty and staff are collaborating to align the high school curriculum with HCC's developmental courses and provide enrichment courses to enhance skills as needed. Based on recommendations of the college's Retention and Developmental Education teams, a number of programs are already in place to improve developmental completion. For example, the Step UP coaching program helps a cohort of at-risk students take a more active role in their academic progress, thereby improving success and retention. In this program faculty and staff volunteer to coach a student for a semester, with a goal to keep students connected to the college and ensure that they receive needed services. Fall 2008 term GPA data indicate that Step UP completers outperformed students who did not complete the program by 49.4% and by 10.8% for those who did not participate in the program. Additionally, program assessment results indicate that the ratio of credit hours earned versus credit hours attempted was significantly higher for program completers than for both noncompleters and nonparticipants of the program (.85, .61, and .74, respectively). The impact of these strategies is evident in the *successful persistor rate after four years*, where developmental completers achieved rates that exceeded the 90 percent benchmark level, out-performing students who were college-ready (84.5 percent) or had not completed their developmental requirements (53.6 percent). Revisions in the general education core, academic standards and developmental math sequence have been implemented to positively affect these rates, and the college will further study the impact of these new standards during the year ahead. Also slated for the upcoming year, pending the availability of resources, is the design and implementation of an early warning tracking system to allow faculty and staff to flag at-risk students, notify appropriate personnel, and connect these students to appropriate resources. It is anticipated that early intervention made possible by this early warning tracking system will positively impact successful persistor rates.

With a goal of eliminating barriers and facilitating smooth transfer to four-year institutions, the college has undertaken initiatives to improve the *graduation/transfer rate after four years* of college-ready students (67.6 percent), developmental completers (66.1 percent), and non-completers (37.9 percent) alike. All groups in the fall 2004 cohort, with the exception of college-ready students, have shown improvement over the previous cohort. In a project to improve student success, entry level barrier courses with large enrollment and high failure rates have been identified, and pilot interventions that utilize best practices from the *Achieve the Dream* project are planned. The college's advising website provides general transfer information as well as information about limited enrollment programs, transfer requirements for institutions in and outside of Maryland, and transfer events and activities. In addition to fall and spring transfer fairs, college representatives conducted programs on campus, and students visited a number of regional campuses. Additional support services, mentoring, and scholarships and financial aid to address some of the challenges faced by students as they pursue a degree or certificate have been implemented. With a goal to increase retention, transfer, and graduation rates of low income, first-generation, and/or students with disabilities, the college's Student Support Services program offers academic advising, personal and career counseling services, individualized tutoring, and assistance by academic specialists. The college continues to monitor National Student Clearinghouse output to help discern how many students are transferring to private Maryland or out-of-state institutions and continues to watch the transfer rate to Maryland public institutions.

Students transferring to USM campuses from HCC continued to do well, with a *mean GPA after the first year* of 2.74, meeting the benchmark in AY07-08. *Graduate satisfaction with transfer preparation* exceeded the benchmark level for 2005 graduates.

### Diversity

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of these programs on the campus climate. The college-wide diversity committee periodically updates the campus Diversity Plan, and the administration reviews it. In compliance with Maryland State Education Article 11-406, the administration has submitted to the board of trustees improvements to be made to the plan, and the board of trustees will submit a progress report to MHEC on August 1. Initiatives described in the campus Diversity Plan have resulted in substantial gains to meet or exceed the benchmark levels for the *minority student enrollment as a percent of service area population* and the *percent minorities of full-time administrative and professional staff*. The *percent minorities of full-time faculty* declined a percentage point in FY08, and the college continues to monitor these results and to assess strategies to improve diversity on campus.

The *successful persistor rate after four years* of African American students improved to 66.7 percent to surpass the benchmark level for the fall 2004 cohort, and the *graduation/ transfer rate after four years* moved toward the benchmark. The *successful persistor rate* for the 2004 Asian/Pacific Islander cohort exceeded the benchmark level at 83 percent, while the *graduation/transfer rate after four years* declined to 59 percent. The college continues to closely watch the retention and success rates of minority and all students and has implemented a series of initiatives to positively impact these rates.

### Economic Growth and Vitality

HCC is committed to a leadership role in workforce training and in supporting economic and workforce development efforts within the county. Using the expert recommendations of civic and business leaders who provide a community perspective on the college's Commission on the Future, HCC continually plans ways to better serve the area's higher education needs. With a goal of developing a highly qualified workforce and responding effectively to shifting workforce needs, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland. A new grant-funded innovative project, Jobs on the Horizon, targets potential students in the southeastern part of Howard County (the area hardest hit by the current economic downturn) for enrollment in either credit or noncredit job training courses that lead to immediate employment. This effort benefits both career students seeking employment and county employers seeking qualified workers. The number of *business, engineering technology, and health services occupational program associate degrees and credit certificates awarded by program area* met or exceeded benchmark levels in FY08. After a four-year high in FY07, data processing awards dipped below the benchmark level in FY08, along with those in public service. Dependent on the availability of training dollars and the needs of the organizations served, the *number of business organizations provided training and services under contract and enrollment in contract training courses* continued to move toward benchmark levels in FY08. Although the client base and training needs are limited for the 80 percent of Howard County's businesses with fewer than ten employees, *employer satisfaction with contract training* met the benchmark of 100 percent for the past five years. *Unduplicated headcount and annual course enrollment in noncredit workforce development courses* greatly exceeded benchmark levels in

FY08. The college continues to consider alternative ways to monitor *employer satisfaction with career program graduates*, which increased to 83 percent for employers of 2005 graduates. Eighty-nine percent of 2005 career program graduates were *employed full-time in a related field*, surpassing the benchmark. With 100 percent *graduate satisfaction with job preparation*, the benchmark has been exceeded. The college is currently participating in the statewide effort to survey the FY08 graduates. *Unduplicated headcount and annual course enrollment in continuing professional education leading to government or industry-required certification or licensure* increased to significantly exceed benchmark levels in FY08. While the number of candidates taking the NCLEX-RN increased by 23 percent in FY08, pass rates for NCLEX-RN declined. Pass rates for the NCLEX-PN and EMT-Basic exams reached 100 percent and exceeded the benchmarks in FY08.

#### Community Outreach and Impact

HCC is an agile institution, responsive to the needs of the community it serves. An overview of some of the recent activities underway at the college to serve key constituencies is included in the Community Outreach and Impact section below. Increasing participation in the college's award-winning Kids on Campus program moved both *unduplicated headcount and annual course enrollment in noncredit community service and lifelong learning courses* toward benchmark levels in FY08. Due to expanding ESL/ELI programs, *annual unduplicated headcount and course enrollments in noncredit basic skills and literacy courses* continued to increase in FY08 after surpassing the benchmark in FY07.

#### Effective Use of Public Funding

The college values and believes in responsible fiscal management of resources from local and state government. In two indicators of cost effectiveness, the *percentage of expenditures on instruction* and the *percentage of expenditures on instruction and selected academic support*, percentages decreased slightly as fixed costs in plant and institutional support increased. Although the *percentage of expenditures on instruction* declined slightly, the rate continued to exceed the benchmark level.

## Response to Commission Questions

### Explanation Required

- ***Graduation-transfer rate after four years***

*(11c) The graduation-transfer rate after four years for developmental completers in the fall 2003 cohort was 58.8%, down considerably from 66.9% for the fall 2002 cohort. This marks the lowest graduation-transfer rate for developmental completers in the last four years. The college's benchmark for this indicator is 70%.*

The graduation-transfer rate for development completers improved dramatically for the fall 2004 cohort, up from 58.8 percent for the previous cohort to 66.1 percent. The college's benchmark for this indicator is 70 percent. The college has a series of initiatives focused on improving the rate, which is now one of its strategic objectives. The college has expanded both placement testing in the high schools and the coaching program, Step UP, and intensified efforts to extend the First Year Experience initiative to all entry-level courses. However, the fact that each cohort of students is different must also be considered.

- ***Graduation-transfer rate after four years***

*(11d) The graduation-transfer rate after four years for all students in the fall 2003 cohort was 51.9%, down from 56.6% for the fall 2002 cohort. This is the lowest graduation-transfer rate for all students in a cohort in the last four years. The college's benchmark for this indicator is 60%.*

The graduation-transfer rate of all students has also become one of the college's strategic objectives. The graduation-transfer rate for all students is up from 51.9 percent for the 2003 cohort to 57.1 percent for the 2004 cohort. The college's benchmark for this indicator is 60 percent. Step UP and the First Year Experience initiative have been in place for several years and impact the success of all students. In addition, it is evident that the expansion of the honors programs, including the addition of the Schoenbrodt Honors Program and the Alpha Beta Gamma International Business Honor Society, positively impacts the retention and success of students. In FY09, the college instituted a STEM learning community with plans to develop a STEM honor society.

- ***Graduation-transfer rate after four years***

*(18a) The four-year graduation and transfer rate for African American students in the fall 2003 cohort reached its lowest point in four years, 34.9%. This is down from 39.1% for the fall 2002 cohort, and from 44.9% for the fall 2001 cohort. The college is now well below its benchmark of 50% for the fall 2006 cohort.*

The college is especially pleased with the dramatic improvement in the graduation and transfer rate of the 2004 cohort of African American students - up from 34.9 percent for the 2003 cohort to 47.3 percent, the highest point ever. The college's benchmark for this indicator is 50 percent. The college's Silas Craft Collegians Program is especially designed to impact the success of students whose past academic performance doesn't reflect their true potential. The Step UP coaching program and the First Year Experience initiative also positively impact the success rates of African American students.

### **Section 3: Community Outreach and Impact**

Howard Community College is dedicated to building community, not only among its students, faculty, and staff, but as a vital partner in the intellectual, cultural, and economic life of Howard County. The college takes a leading role in workforce training and in supporting economic development efforts within the county by nurturing community, business, and educational partnerships, and by cultivating positive relationships with all segments of the community.

#### **Collaboration with Other Educational Organizations**

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

To enhance educational opportunities for stakeholders in the area, HCC continues its partnerships at the Laurel College Center (LCC), providing noncredit occupational and personal enrichment classes and credit courses in degree programs. HCC partners with Prince George's Community College to offer associate degrees in applied information technology, business administration, criminal justice, teacher education, and general studies. A partnership with the College of Notre Dame of Maryland offers bachelor's degree programs in an accelerated cohort format at the LCC in business administration, elementary education/liberal arts, and elementary education/liberal studies and special education certification. Junior and senior level courses in criminal justice, information systems management, and social science in face-to-face and online formats are offered by the University of Maryland University College. Additionally, a partnership with Towson University offers a master's program in mathematics education, and one with Morgan State University offers a doctorate in community college leadership at the LCC. HCC continues to partner with Carroll and Frederick community colleges to share high-cost allied health programs through the Mid-Maryland Allied Healthcare Education Consortium. In a new comprehensive transfer partnership, participating students who complete an associate degree at HCC with at least a 3.25 grade point average will be guaranteed admission to Dickinson College and earn a substantial merit scholarship of \$15,000 for two years in addition to any need-based aid for which they might be eligible. In addition to financial aid, students will be provided support and coaching to ensure academic readiness. HCC continues to partner with Excelsior College to allow the transfer of up to 90 credits with the completion of the remaining 30 credits through Excelsior's online courses and for-credit examinations to earn a bachelor's degree in business, technology, liberal arts, nursing, and health sciences.

The college's executive team and senior staff meet regularly with the HCPSS leadership to address issues of common concern and to identify strategic collaborative initiatives. About 200 high school students concurrently enroll at HCC each year. The grant-funded Engineering Pathways Program offers an opportunity for high school juniors to be members of an engineering learning community and prepares students with hands-on experience in the engineering field, accelerates mastery of required math, and teaches college-level study skills essential to succeed as an engineering major. Participants enroll in HCC's pre-calculus sequence and participate in enrichment activities, including NASA visits and meetings with engineering professors and professionals.

HCC will use funds awarded by the NSF to develop a Technology Transfer Institute (TTI). Operating from HCC, the programs will operate using a “train the trainer” model involving the Harford, Frederick, and other Maryland community colleges and their respective school systems, government labs, and the economic development units as appropriate.

### **Collaboration with Business and Industry**

As a central player in Howard County’s economy, HCC values its collaboration with the business community. HCC has formed partnerships with numerous organizations. The college’s Continuing Education and Workforce and Development division routinely partners with Howard County government, HCPSS, Maryland Department of Health and Mental Hygiene, Maryland State Department of Education, Maryland Department of Transportation, the Society for Human Resource Management, various federal government agencies, and the Veteran’s Administration, as well as specific local businesses to offer a variety of courses for employees and the general public. The college continues to plan for and implement the recommendations of its Commission on the Future, a group of civic and business leaders who provide a community perspective about how the college can better serve the area’s higher education needs. HCC’s Center for Entrepreneurial and Business Excellence established entrepreneurial and professional coaching partnerships with organizations and individuals from the business community, including the Howard County Chamber of Commerce, Leadership Howard County, the Howard County Public Library, and the HCPSS. In cooperation with the Howard County Chamber of Commerce, HCC holds job and career fairs each fall and spring. Representatives from a range of industries, agencies and services discuss employment opportunities and accept applications from attendees. Expert resume review and access to the HCC Jobs Online web-based database are available to attendees. In addition this year, the college hosted a program on careers in health sciences, providing participants an opportunity to talk with industry experts and college representatives about the skills necessary for success and steps to prepare for entry or advancement in health fields.

### **Community Connection**

HCC is dedicated to joining its many community partners to ensure a valuable contribution to the learning needs of all citizens. On campus and off, the college continuously seeks opportunities to be involved and to cultivate positive relationships with all segments of the community and is encouraged by the number and variety of community stakeholders engaging in discussion of their educational needs. Faculty and staff are encouraged to participate in the county’s Board Bank to provide service for local arts, educational, and human services nonprofit organizations.

The Mediation and Conflict Resolution Center (MCRC) at Howard Community College promotes peaceful conflict resolution by providing mediation and conflict resolution services for the citizens of Howard County and the students, faculty, and staff of HCC. Staffed by a pool of more than sixty highly-trained volunteers, the MCRC offers community mediation and restorative dialogue at no charge to the community. MCRC’s outreach activities, combined with community partnerships with Howard County agencies have placed MCRC’s case totals on track to exceed last year’s 200 cases. The center’s restorative dialogue referrals continue to grow rapidly, and the center began a pilot project with the Department of Corrections to explore the offering of restorative dialogue services to victims of violent crime and their offenders. This spring, the MCRC was recognized for outstanding service as a District Court of Maryland mediation partner. MCRC advises HCC’s AA degree in Conflict Resolution, offers numerous conflict resolution workshops to campus and community groups, and continues to grow to meet

campus and community conflict resolution needs.

HCC collaborates with the community to create meaningful service experiences that extend classroom learning and encourage civic engagement, community awareness, and personal development. Over 520 students engaged in curricular and co-curricular service learning projects this year. Business students promoted and operated a one-day market on campus in which they sold fair trade items from around the world. Students in the Rouse Scholars program tutored and mentored middle school students, and other students volunteered in over 46 different community and non-profit agencies. In addition to outreach in the local community, HCC's Alternative Break program, in partnership with national and international communities, provided training and immersed students in service experiences designed to enhance mutual awareness and lifelong learning. During holiday breaks, HCC students traveled to San Diego, California to work with a local community development non-profit tutoring students and rehabilitating low-income apartments. They also traveled to Maryville, Tennessee to work with members of the Cherokee nation and complete environmental stewardship projects. For the third consecutive year, the civic engagement of students, faculty, and staff at HCC was recognized as HCC was named to the President's Higher Education Community Service Honor Roll.

Each year, the college sponsors a number of joint community and cultural events on topics such as ethics, communication across cultures, and wellness. The Howard County Public Library and HCC have been long-time partners on many projects, which this year included the promotion of the *Choose Civility* endeavor, the community-wide book connection project, and collaboration in serving the adult literacy and English as a Second Language needs of county residents. In addition, the college's business computer systems division organized a series of presentations at county libraries during the fall semester. The HCC Student Government Association held a mock election in fall, while the Howard County Board of Elections registered students to vote in the presidential election. The League of Women Voters, along with a number of other co-sponsors, held a Congressional Candidates forum to allow the community to hear how the candidates stood on issues such as energy, transportation, environment, and immigration. In recognition of World AIDS Day, the college's wellness center partnered with the Howard County Health Department to provide free HIV testing on campus. Information about HIV was provided at locations across campus.

The college's commitment to local businesses and the community extends beyond the classroom by providing meeting and event space for local educational, business, and community groups, serving more than 156,000 individuals through cultural activities, public meetings, and sporting events. Rep Stage, a professional Equity theatre in residence at HCC, receives consistently high critical acclaim from the media for its diverse programming and choice of challenging literature. The company does community outreach through pre- and post-show discussions, study guides, and play development readings.

Serving younger students in the community is the college's Kids on Campus program, which provides enrichment education for youth ages 7 to 17; the Musical Arts Center summer program; JB Soccer Academy; and sports schools for boys' basketball, co-ed track and field, co-ed soccer, girls' volleyball and co-ed fitness and nutrition. The Children's Learning Center, recognized this spring by the Howard County Government for its high quality preschool program, is a full-year educational program serving the children of HCC college students and employees as well as the local community.

## Section 4: 2009 Performance Accountability Indicators

### Student Characteristics (not Benchmarked)

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
A. Percent credit students enrolled part-time	61	61.3	61	61.5
B. Students with developmental education needs	63.6	65.7	66.9	66.9
	FY 2005	FY 2006	FY 2007	FY 2008
C. Total unduplicated headcount enrollment in ESOL courses	1854	1930	2287	2431
D. Financial aid recipients				
a. Percent receiving Pell grants	11.2	10.6	10.58	11.6
b. Percent receiving any financial aid	27.6	26.4	27.2	28.3
	Sp 2004	Sp 2006	Sp 2007	Sp 2008
E. Credit students employed more than 20 hrs/week	n/a	53	n/a	50.4
	Fall 2005	Fall 2006	Fall 2007	Fall 2008
F. Student racial/ethnic distribution				
a. African American	20.8	20.2	21.0	23.4
b. Asian, Pacific Islander	9.3	8.7	9.1	10.7
c. Hispanic	3.7	3.9	4.5	4.7
d. Native American	0.6	0.6	0.5	0.5
e. White	58.5	55.1	52.5	53.3
f. Foreign	6.0	5.5	5.9	6.0
g. Other	1.2	6.0	6.4	1.4
	FY 2005	FY 2006	FY 2007	FY 2008
G. Wage growth of occupational degree graduates				
a. Median income one year prior to graduation	15,128	19,477	19,353	18,416
b. Median income three years after graduation	52,419	47,758	45,598	46,934
c. Percent increase	247	145	136	155

**Accessibility and Affordability**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
1. Annual unduplicated headcount					
a. Total	23,548	23,729	24,812	27,609	<b>26,642</b>
b. Credit students	9,950	10,135	10,538	11,274	<b>11,535</b>
c. Non-credit students	14,221	14,253	14,952	17,056	<b>15,701</b>
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
2. Market share of first-time, full-time freshmen	42.5%	42.4%	42.5%	43.5%	<b>45.0%</b>
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
3. Market share of part-time undergraduates	66.7%	66.5%	66.5%	68.7%	<b>70.0%</b>
	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>Benchmark AY 09-10</b>
4. Market share of recent, college-bound high school graduates	41.6%	43.8%	45.5%	44.1%	<b>45.0%</b>
	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark Fall 2010</b>
5. Enrollment in online courses					
a. Credit	2,499	2,555	2,739	3,138	<b>2,562</b>
b. Non-credit	564	392	416	465	<b>623</b>
	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>Benchmark FY 2011</b>
6. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	52.4%	56.0%	57.0%	56.0%	<b>55.0%</b>

**Quality and Effectiveness: Student Satisfaction, Progress and Achievement**

	<b>Alumni Survey 1998</b>	<b>Alumni Survey 2000</b>	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Benchmark Survey 2008</b>
7. Graduate satisfaction with educational goal achievement	98%	96%	94%	94%	<b>98%</b>
	<b>Spring 2001 Cohort</b>	<b>Spring 2003 Cohort</b>	<b>Spring 2005 Cohort</b>	<b>Spring 2007 Cohort</b>	<b>Benchmark 2009 Cohort</b>
8. Non-returning student satisfaction with educational goal achievement	71	75	69	68	<b>75</b>
	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>	<b>Benchmark 2006 Cohort</b>
9. Developmental completers after four years	37.3	38.7	35.8	38.4	<b>40</b>
	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>	<b>Benchmark 2006 Cohort</b>
10. Successful-persistor rate after four years					
a. College-ready students	85.3	83.1	87.1	84.5	<b>90</b>
b. Developmental completers	89.3	90.6	89	91.3	<b>90</b>
c. Developmental non-completers	52.4	52.7	49.6	53.6	<b>60</b>
d. All students in cohort	74.5	75	73.2	76.4	<b>80</b>
	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>	<b>Benchmark 2006 Cohort</b>
11. Graduation-transfer rate after four years					
a. College-ready students	72.7	68.7	69.8	67.6	<b>80</b>
b. Developmental completers	64.9	66.9	58.8	66.1	<b>70</b>
c. Developmental non-completers	35	36.7	33.3	37.9	<b>35</b>
d. All students in cohort	56	56.6	51.9	57.1	<b>60</b>

	<b>AY 04-05</b>	<b>AY 05-06</b>	<b>AY 06-07</b>	<b>AY 07-08</b>	<b>Benchmark AY 09-10</b>
12. Performance at transfer institutions:					
a. Percent with cumulative GPA after first year of 2.0 or above	78.9	83.4	78.1	82.5	<b>85</b>
b. Mean GPA after first year	2.55	2.73	2.59	2.74	<b>2.74</b>
	<b>Alumni Survey 1998</b>	<b>Alumni Survey 2000</b>	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Benchmark Survey 2008</b>
13. Graduate satisfaction with transfer preparation	80.7	82.4	76.6	89.3	<b>83</b>

### **Diversity**

	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
14. Minority student enrollment compared to service area population					
a. Percent non-white enrollment	34.3	35.5	37.6	39.8	<b>35</b>
b. Percent non-white service area population, 18 or older (not benchmarked)	31.2	32.5	33.6	34.5	<b>n/a</b>
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
15. Percent minorities of full-time faculty	20	18.9	22.1	21.1	<b>23</b>
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Benchmark Fall 2010</b>
16. Percent minorities of full-time administrative and professional staff	22.9	22.8	20.9	23.3	<b>23</b>

	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>	<b>Benchmark 2006 Cohort</b>
17. Successful-persistor rate after four years					
a. African American	59.3	62.9	62.4	66.7	<b>65</b>
b. Asian, Pacific Islander	70.2	88.1	79.1	83.2	<b>75</b>
c. Hispanic	n<50	n<50	n<50	n<50	<b>n/a</b>
	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>	<b>Benchmark 2006 Cohort</b>
18. Graduation-transfer rate after four years					
a. African American	44.9	39.1	34.9	47.3	<b>50</b>
b. Asian, Pacific Islander	52.4	69.7	62.6	58.9	<b>60</b>
c. Hispanic	n<50	n<50	n<50	n<50	<b>n/a</b>

### **Economic Growth and Vitality, Workforce Development**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
19. Occupational program associate degrees and credit certificates awarded by program area:					
a. Business	17	10	17	30	<b>20</b>
b. Data Processing	10	10	21	8	<b>10</b>
c. Engineering Technology	14	10	14	14	<b>14</b>
d. Health Services	106	148	128	188	<b>110</b>
e. Natural Science	0	0	0	0	<b>0</b>
f. Public Service	6	3	9	2	<b>8</b>
	<b>Alumni Survey 1998</b>	<b>Alumni Survey 2000</b>	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Benchmark Survey 2008</b>
20. Percent of career program graduates employed full-time in a related field.	75	89	95	89	<b>85</b>

	<b>Alumni Survey 1998</b>	<b>Alumni Survey 2000</b>	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Benchmark Survey 2008</b>
21. Graduate satisfaction with job preparation	85	84	85	100	<b>90</b>
	<b>Employer Survey 1998</b>	<b>Employer Survey 2000</b>	<b>Employer Survey 2002</b>	<b>Employer Survey 2005</b>	<b>Benchmark Survey 2008</b>
22. Employer satisfaction with career program graduates	100	91	80	83	<b>90</b>
	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
23. Licensure/certification exam pass rates					
a. NCLEX - RN	91	94.2	92.9	88.5	<b>93</b>
Number of Candidates	43	69	99	122	
b. NCLEX - PN	92	100	94.4	100	<b>97</b>
Number of Candidates	24	15	18	19	
c. EMT -B	94	100	100	100	<b>85</b>
Number of Candidates	17	20	20	4	
	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
24. Enrollment in noncredit workforce development courses					
a. Unduplicated annual headcount	7,010	7,172	7,681	8,926	<b>7,740</b>
b. Annual course enrollments	9,930	10,159	10,391	12,932	<b>10,964</b>
	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
25. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
a. Unduplicated annual headcount	4,025	4,086	4,891	4,897	<b>4,444</b>
b. Annual course enrollments	4,974	4,862	5,807	6,084	<b>5,492</b>

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
26. Number of business organizations provided training and services under contract.	61	45	48	50	<b>65</b>

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
27. Enrollment in contract training courses					
a. Unduplicated annual headcount	5,154	4,458	4,573	5,222	<b>5,690</b>
b. Annual course enrollments	7,311	6,441	6,517	7,809	<b>8,072</b>

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
28. Employer satisfaction with contract training	100	100	100	100	<b>100</b>

### **Community Outreach and Impact**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
29. Enrollment in noncredit community service and lifelong learning courses					
a. Unduplicated annual headcount	5,352	5,307	5,019	5,734	<b>5,909</b>
b. Annual course enrollments	10,248	9,908	9,881	10,825	<b>11,315</b>

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
30. Enrollment in noncredit basic skills and literacy courses					
a. Unduplicated annual headcount	2,368	2,279	2,699	2,927	<b>2,614</b>
b. Annual course enrollments	4,572	4,869	5,713	6,507	<b>5,048</b>

**Effective Use of Public Funding**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
31. Percentage of expenditures on instruction	53.8	53.2	53	51.2	<b>50</b>
	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2010</b>
32. Percentage of expenditures on instruction and selected academic support	61.4	60.1	59.5	57.6	<b>58</b>

**Degree Progress Four Years After Initial Enrollment  
Fall 2004 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1. First-time full- and part-time fall headcount	1339		482		329		528	
2. Number attempting fewer than 18 hours over first 2 years	427		186		19		222	
3. Cohort for analysis (Line 1 – Line 2)	912	100.0%	296	100.0%	310	100.0%	306	100.0%
4. Earned Associate degree from this community college	144	15.8%	62	20.9%	80	25.8%	2	0.7%
5. Earned certificate, but no degree, from this community college	9	1.0%	5	1.7%	1	0.3%	3	1.0%
6. Total associate and certificate graduates (line 4 + line 5)	153	16.8%	67	22.6%	81	26.1%	5	1.6%
7. Transferred to Maryland two-year/technical college	73	8.0%	20	6.8%	17	5.5%	36	11.8%
8. Transferred to Maryland public four-year college	287	31.5%	123	41.6%	126	40.6%	38	12.4%
9. Transferred to Maryland private four-year college or university	14	1.5%	5	1.7%	7	2.3%	2	0.7%
10. Transferred to out-of-state two-year/technical college	24	2.6%	9	3.0%	4	1.3%	11	3.6%
11. Transferred to out-of-state four-year college or university	86	9.4%	25	8.4%	34	11.0%	27	8.8%
12. Total transfers (sum of lines 7 - 11)	484	53.1%	182	61.5%	188	60.6%	114	37.3%
13. Graduated from this college and transferred	116	12.7%	49	16.6%	64	20.6%	3	1.0%
14. Graduated and/or transferred {(line 6 + line 12) – line 13}	521	57.1%	200	67.6%	205	66.1%	116	37.9%
15. No award or transfer, but 30 credits with GPA $\geq$ 2.00	126	13.8%	41	13.9%	60	19.4%	25	8.2%
16. Successful transition to higher ed (line 14 + line 15)	647	70.9%	241	81.4%	265	85.5%	141	46.1%
17. Enrolled at this community college last term of study period	50	5.5%	9	3.0%	18	5.8%	23	7.5%
18. Successful or persisting (line 16 + line 17)	697	76.4%	250	84.5%	283	91.3%	164	53.6%

## **Section 5: Funding Issues**

### **Significant Cost Containment and/or Reallocation Actions Adopted**

#### ***Six Positions will not be filled - \$190,830***

Six vacant positions will not be filled in FY10, and these include: an office associate, a program administrator, a reference assistant, a maintenance mechanic, a floor care specialist, and a personal counselor.

#### ***New Energy contract - \$14,500 annually***

The college negotiated (as part of the Baltimore Regional Cooperative Purchasing Council) a new energy contract with PEPCO Energy Services effective July 1, 2006, reducing the cost per KWH by \$.005. This is a reduction of \$72,500 over five years, so the college can expect to realize approximately \$14,500 in savings per year.

#### ***Benefit cost savings - \$83,546 annually***

The Office of Human Resources negotiated a savings to the term life insurance and Accidental Death & Dismemberment insurance programs by utilizing a broker and combining two policies. This reduced the number of insurance companies from two firms to one firm and generated a savings of \$250,638 over a three-year period. The savings for this third and final year is \$83,546.

#### ***Phased retirement options granted to staff - \$20,000***

Through the college's phased retirement option, one staff person reduced her workload to allow the college to free up funds for other projects.

#### ***Recycling Increase - \$5,850***

College employees were encouraged to recycle more items versus using regular trash since Howard County has single stream recycling. The county's recycling hauling charges are minimal for the college, but trash charges are more expensive. By increasing recycling and reducing regular trash, the college was able to reduce trash hauling charges for a net savings of \$5,850.

#### ***Converting to green cleaning supplies - \$3,100***

The college changed its cleaning supplies to more environmentally friendly materials and saved money in the process. Previous supplies were costing \$15,000 a year, but the new supplies cost only \$11,900 a year.

#### ***Changing the mowing schedule - \$2,000***

By changing the mowing schedule on college athletic fields and allowing the grass to grow longer, the college saved cutting fees from an outside contractor.

#### ***Paper and Supply Usage - \$1,310***

By recycling paper in one office and changing the use of divider tabs to self adhesive tabs, a savings in paper and supply usage was generated. The college's long-term plan is to incorporate these changes in procedures college-wide.

## **B-4 Financial Statements**

**Background:** In May, the college agreed to distribute the monthly financial statements to the county within 4-6 weeks of the end of the month. Since it normally takes two weeks to close out the books for the month, the board has typically received the financial statements two months in arrears due to the timing of the distribution of the board materials. In order to insure that the board receives the statements prior to the distribution to the county, the prior months financial statements will now be sent electronically to the board each month closer to the board meeting, with a paper copy of the statements distributed at the meeting. The schedule below lists the proposed date the statements will be electronically sent prior to the meeting.

**Purpose:** To disclose the new financial statements' schedule to the board of trustees

**Timeline:**

<b>Statement for the Month of:</b>	<b>Electronic Distribution Date</b>	<b>Board of Trustees Meeting Date</b>
August	September 21	September 23
September	October 26	October 28
October	December 4	December 9
November	January 6	January 13
December	January 25	January 27
January	February 22	February 24
February	March 22	March 24
March	April 26	April 28
April	May 24	May 26
May	June 28	No board meeting

**Specifications:** Financial statements which follow the county budget structure for the unrestricted, restricted, plant, student activities, and capital budgets.

◆————— **Recommendation** —————◆

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

**Howard Community College**  
**Financial Results**  
**for the period ending August 31, 2009**

This package and notes are color coded and consists of the following income and expense statements for:

**Unrestricted fund includes:**

**Operating**

**Continuing Education**

**Special Funds and Auxiliary**

**Restricted Fund**

**Debt, Contingency, Other Post Employment Benefits (OPEB), Plant, and Agency**

**Capital Fund**

HOWARD COMMUNITY COLLEGE  
Results for the month ending August 31, 2009

SOURCE OF FUNDS	OPERATING				CONTINUING EDUCATION				SPECIAL				TOTAL UNRESTRICTED		
	Actuals	Approved	Percentage	Notes	Actuals	Approved	Percentage	Notes	Actuals	Approved	Percentage	Notes	Actuals	Approved	
	As of August	Budget FY10			As of August	Budget FY10			As of August	FY10			As of August	FY10	As of August
Tuition and Fees*															
Summer (all sessions)	\$618,991	\$1,435,180	43%	1	\$58,615	\$126,405	46%	1	\$145,358	\$247,027	59%	1	\$822,964	\$1,808,613	46%
Fall	9,332,301	8,613,974	108%	2	167,544	144,249	116%	1	276,998	1,278,138	22%	1	9,776,844	10,036,361	97%
Intersession	114	483,455	0%	3	(240)	45,889	-1%	2	0	51,868	0%	1	(126)	581,212	0%
Spring	(4,703)	7,932,487	0%	3	0	153,261	0%	2	(1,396)	1,175,151	0%	1	(6,098)	9,260,899	0%
Credit Free					1,462,714	3,455,172	42%	3	78,645	917,395	9%	1	1,541,359	4,372,567	35%
Fees	1,356,612	2,500,910	54%	4	571,239	1,373,766	42%	3	67,538	438,600	15%	2	1,995,388	4,313,276	46%
<b>SUBTOTAL - Tuition and Fees</b>	<b>\$11,303,315</b>	<b>\$20,966,006</b>	<b>54%</b>		<b>\$2,259,873</b>	<b>\$5,298,742</b>	<b>43%</b>		<b>\$567,143</b>	<b>\$4,108,179</b>	<b>14%</b>		<b>\$14,130,331</b>	<b>\$30,372,927</b>	<b>47%</b>
Governmental															
Local (Howard County)	\$4,199,246	\$25,195,470	17%	5									\$4,199,246	\$25,195,470	17%
State of Maryland	1,704,113	10,877,853	16%	6	322,268	1,933,605	17%	4	42,002	252,014	17%	3	2,068,383	13,063,472	16%
Other	15,863	525,000	3%	7	29,103	205,175	14%	5	420,996	5,969,527	7%	4	465,963	6,699,702	7%
Continuing Education Contribution	85,164	510,981	17%	8	(85,164)	(510,981)	17%	6					0	0	
Unrestricted Appropriation	693,510	628,687	110%	9		400,000	0%	7	834,256	1,794,614	46%	5	1,527,766	2,823,301	54%
<b>SUBTOTAL</b>	<b>\$6,697,896</b>	<b>\$37,737,991</b>	<b>18%</b>		<b>\$266,207</b>	<b>\$2,027,799</b>	<b>13%</b>		<b>\$1,297,255</b>	<b>\$8,016,155</b>	<b>16%</b>		<b>\$8,261,358</b>	<b>\$47,781,945</b>	<b>17%</b>
<b>AUXILIARY REVENUE**</b>									<b>\$4,182,916</b>	<b>\$8,070,928</b>	<b>52%</b>	<b>6</b>	<b>\$ 4,182,916</b>	<b>\$ 8,070,928</b>	<b>52%</b>
<b>TOTAL</b>	<b>\$18,001,211</b>	<b>\$58,703,997</b>	<b>31%</b>		<b>\$2,526,080</b>	<b>\$7,326,541</b>	<b>34%</b>		<b>\$6,047,313</b>	<b>\$20,195,262</b>	<b>30%</b>		<b>\$26,574,604</b>	<b>\$86,225,800</b>	<b>31%</b>
<b>USE OF FUNDS</b>															
Instruction	\$16,882,884	\$26,909,897	63%	10	\$3,965,561	\$6,660,927	60%	8	\$869,257	\$6,282,348	14%	7	\$21,717,702	\$39,853,172	54%
Public Service	277,100	419,543	66%						0	129,085	0%	8	277,100	548,628	51%
Academic Support	1,817,161	3,535,581	51%	11					259,549	2,021,850	13%	9	2,076,710	5,557,431	37%
Student Services	3,946,403	6,090,578	65%						401,480	1,142,766	35%	10	4,347,883	7,233,344	60%
Plant	5,660,884	8,736,309	65%						104,723	450,000	23%	11	5,765,607	9,186,309	63%
Institutional Support	8,025,825	11,776,381	68%						229,387	1,348,224	17%	12	8,255,212	13,124,605	63%
Scholarships/Waivers	218,487	1,235,708	18%	12	224,870	665,614	34%	9	0	300,000	0%	8	443,357	2,201,322	20%
<b>SUBTOTAL</b>	<b>\$36,828,744</b>	<b>\$58,703,997</b>	<b>63%</b>	<b>13</b>	<b>\$4,190,431</b>	<b>\$7,326,541</b>	<b>57%</b>		<b>\$1,864,396</b>	<b>\$11,674,273</b>	<b>16%</b>		<b>\$42,883,571</b>	<b>\$77,704,811</b>	<b>55%</b>
<b>AUXILIARY EXPENSES</b>									<b>\$4,182,916</b>	<b>\$8,520,989</b>	<b>49%</b>	<b>6</b>	<b>\$ 4,182,916</b>	<b>\$ 8,520,989</b>	<b>49%</b>
<b>TOTAL</b>	<b>\$36,828,744</b>	<b>\$58,703,997</b>	<b>63%</b>		<b>\$4,190,431</b>	<b>\$7,326,541</b>	<b>57%</b>		<b>\$6,047,313</b>	<b>\$20,195,262</b>	<b>30%</b>		<b>\$47,066,487</b>	<b>\$86,225,800</b>	<b>55%</b>
<b>NET</b>	<b>-\$18,827,533</b>	<b>\$0</b>			<b>-\$1,664,351</b>	<b>\$0</b>			<b>\$0</b>	<b>\$0</b>			<b>-\$20,491,883</b>	<b>\$0</b>	

\* Tuition and fees budgets have been adjusted between continuing education and the special funds to better reflect anticipated growth based on FY09 actuals in the continuing education division. In total, the terms balance with the approved budget for each fund and term.

\*\* The actual auxiliary revenues includes fund balance of \$2,021,085 to cover year to date costs. As revenues are earned, use of these funds will be reduced.

HOWARD COMMUNITY COLLEGE  
Results for the month ending August 31, 2009

	TOTAL UNRESTRICTED			RESTRICTED			DEBT, CONTINGENCY, OTHER POST EMPLOYMENT BENEFITS PLANT & AGENCY			GRAND TOTAL		
	Actuals To Date August	Approved Budget FY10	Percentage	Actuals To Date August	Approved Budget FY10	Percentage	Actuals To Date August	Approved Budget FY10	Percentage	Actuals To Date August	Approved Budget FY10	Percentage
<b>SOURCE OF FUNDS</b>												
Tuition and Fees												
Summer	\$822,964	\$1,808,613	46%							\$822,964	\$1,808,613	46%
Fall	9,776,844	10,036,361	97%							9,776,844	10,036,361	97%
Intersession	(126)	581,212	0%							-126	581,212	0%
Spring	(6,098)	9,260,899	0%							-6,098	9,260,899	0%
Credit Free	1,541,359	4,372,567	35%							1,541,359	4,372,567	35%
Fees	1,995,388	4,313,276	46%							2,957,982	6,097,364	49%
<b>SUBTOTAL - Tuition and Fees</b>	<b>\$14,130,331</b>	<b>\$30,372,927</b>	<b>47%</b>	<b>\$0</b>	<b>\$0</b>		<b>\$962,594</b>	<b>\$1,784,088</b>	<b>54%</b>	<b>\$15,092,924</b>	<b>\$32,157,015</b>	<b>47%</b>
Governmental												
Local (Howard County)	\$4,199,246	\$25,195,470	17%	\$17,634	\$145,700	12%				\$4,216,880	\$25,341,170	17%
State of Maryland	2,068,383	13,063,472	16%	1,214,819	5,341,769	23%				3,283,202	18,405,241	18%
Federal				26,619	11,889,106	0%				26,619	11,889,106	0%
Other	465,963	6,699,702	7%	156,438	3,778,792	4%				622,401	10,478,494	6%
Unrestricted Appropriation	1,527,766	2,823,301	54%				\$ -	\$ 1,106,610	0%	1,527,766	3,929,911	39%
Contingency							0	500,000	0%	0	500,000	0%
<b>SUBTOTAL</b>	<b>\$8,261,358</b>	<b>\$47,781,945</b>	<b>17%</b>	<b>\$1,415,510</b>	<b>\$21,155,367</b>	<b>7%</b>	<b>\$0</b>	<b>\$1,606,610</b>	<b>0%</b>	<b>\$9,676,868</b>	<b>\$70,543,922</b>	<b>14%</b>
<b>AUXILIARY FUNDS</b>	<b>\$4,182,916</b>	<b>\$8,070,928</b>	<b>52%</b>				<b>\$0</b>	<b>\$450,061</b>	<b>0%</b>	<b>\$4,182,916</b>	<b>\$8,520,989</b>	<b>49%</b>
<b>DEBT SERVICE</b>							<b>\$0</b>	<b>\$4,365,802</b>	<b>0%</b>	<b>\$4,266,809</b>	<b>\$4,365,802</b>	<b>98%</b>
<b>OPEB</b>							<b>\$0</b>	<b>\$0</b>		<b>\$0</b>	<b>\$0</b>	
<b>TOTAL</b>	<b>\$26,574,604</b>	<b>\$86,225,800</b>	<b>31%</b>	<b>\$1,415,510</b>	<b>\$21,155,367</b>	<b>7%</b>	<b>\$962,594</b>	<b>\$8,206,561</b>	<b>12%</b>	<b>\$33,219,517</b>	<b>\$115,587,728</b>	<b>29%</b>
<b>USE OF FUNDS</b>												
Instruction	\$21,717,702	\$39,853,172	54%	\$1,020,070	\$9,418,749	11%				\$22,737,772	\$49,271,921	46%
Public Service	277,100	548,628	51%	101,665	175,000	58%				378,765	723,628	52%
Academic Support	2,076,710	5,557,431	37%	0	270,000	0%				2,076,710	5,827,431	36%
Student Services	4,347,883	7,233,344	60%	227,198	1,145,618	20%				4,575,081	8,378,962	55%
Plant	5,765,607	9,186,309	63%	0	150,000	0%	\$ 262,587	\$ 1,400,000	19%	6,028,194	10,736,309	56%
Institutional Support	8,255,212	13,124,605	63%	0	1,190,000	0%				8,255,212	14,314,605	58%
Scholarships/Waivers	443,357	2,201,322	20%	138,094	8,806,000	2%				581,451	11,007,322	5%
Contingency							0	500,000	0%	0	500,000	0%
<b>SUBTOTAL</b>	<b>\$42,883,571</b>	<b>\$77,704,811</b>	<b>55%</b>	<b>\$1,487,027</b>	<b>\$21,155,367</b>	<b>7%</b>	<b>\$262,587</b>	<b>\$1,900,000</b>	<b>14%</b>	<b>\$44,633,185</b>	<b>\$100,760,178</b>	<b>44%</b>
<b>AUXILIARY FUNDS</b>	<b>\$4,182,916</b>	<b>\$8,520,989</b>	<b>49%</b>							<b>\$4,182,916</b>	<b>\$8,520,989</b>	<b>49%</b>
<b>AGENCY FUNDS</b>							<b>\$351,470</b>	<b>\$1,079,671</b>	<b>33%</b>	<b>\$351,470</b>	<b>\$1,079,671</b>	<b>33%</b>
<b>DEBT SERVICE</b>							<b>\$195,044</b>	<b>\$5,226,890</b>	<b>4%</b>	<b>\$195,044</b>	<b>\$5,226,890</b>	<b>4%</b>
<b>OPEB</b>							<b>\$0</b>	<b>\$0</b>	<b>n/a</b>	<b>\$0</b>	<b>\$0</b>	<b>n/a</b>
<b>TOTAL</b>	<b>\$47,066,487</b>	<b>\$86,225,800</b>	<b>55%</b>	<b>\$1,487,027</b>	<b>\$21,155,367</b>	<b>7%</b>	<b>\$809,100</b>	<b>\$8,206,561</b>	<b>10%</b>	<b>\$49,362,614</b>	<b>\$115,587,728</b>	<b>43%</b>
<b>NET</b>	<b>-\$20,491,883</b>	<b>\$0</b>		<b>-\$71,517</b>	<b>\$0</b>	<b>8</b>	<b>\$153,493</b>	<b>\$0</b>		<b>-\$16,143,097</b>	<b>\$0</b>	

\*OPEB = Other Post Employment Benefits

**FUND 10 - OPERATING BUDGET**  
**HIGHLIGHTS AND CURRENT DEVELOPMENTS**

Please note that all the information that follows is new information. For ease of reading all information appears in black ink rather than green. Next month, new items will revert back to appearing in green.

**August 2009**

**Tuition and Fees**

- 1) Summer II and III credit tuition revenue is above budget 8%, or \$44,919. Summer II and III are approximately 40% of total summer revenues. Summer I will occur at the end of the fiscal year and accounts for approximately 60% of the summer budget. Overall, a 3% FTE enrollment increase was budgeted with no increase in tuition rates. FTE enrollment for summer II was up 10% and headcount was up 31% from the prior year. Summer III was up 16% and headcount was up 13%. In-county tuition is currently \$114 per credit hour. Out-of-county and out-of-state tuitions are \$197 and \$242, respectively.
- 2) Fall revenues are currently ahead of budget by 8%, or \$718,327. Final fall revenues will be reflected in the September financial statements, as students drop and add classes during the first few weeks of classes. As of September 11, fall enrollment showed an increase in FTE's of 12.54% and an increase in headcount of 11.04% over FY09. However, a 3% FTE enrollment increase was budgeted. (See note #1 for tuition rate information.)
- 3) These small actual amounts represent adjustments for prior year semesters made this year. In addition, the intersession and spring terms will start enrolling later in the year.
- 4) Fee revenues are ahead of budget, 6% or \$143,671; revenues earned were only expected to be 48% of budget to date as compared to the prior year. Fees are tied to courses and services to students. Growth has exceeded expectations.
- A breakdown of operating account fees is as follows: Course fees \$889,534 or 65%; consolidated fees \$416,331 or 31%; other student fees \$50,747 or 4%.

## **FUND 10 - OPERATING BUDGET HIGHLIGHTS AND CURRENT DEVELOPMENTS**

### **Governmental Revenue and Other Revenue**

- 5) Howard County's contribution to the FY10 operating budget did not increase over the prior year and is recognized evenly throughout the year.
- 6) The state's appropriation to the college was to increase by 5.6% over the FY09 final appropriation; however, the college has received a cut of \$653,174 in funding for FY10 or 5.0% of the original appropriation. This leaves \$40,336 in the budget that has not been cut by the state in FY10. In prior years, the college received a cut of \$499,526 and \$118,276 in FY09 and FY08, respectively. The FY10 cut will be absorbed in the operating budget over the next 12 months. This is causing a lower than anticipated variance to budget of 16% as opposed to the expected 17%. (Based on an even distribution throughout the year.)

Based on the knowledge the college has as of this writing and based on enrollment growth and cost containment measures, HCC plans to absorb this decrease in state funding without a tuition increase mid-year. However, further cuts from the state or county could mean a change in tuition mid-year.

- 7) Other income is under budget by 14% at this time, with 17% (2/12 months) expected to date. Investment income represents \$13,733 or 87% of other income. Interest rates continue to remain lower than anticipated in the budget. Service revenues for administration of contracts and small miscellaneous revenue make up the other 13% of other income.
- 8) The \$510,981 for continuing education's contribution to the operating fund will be recognized evenly over the next 12 months.
- 9) The use of \$628,687 from the fund balance was previously planned in the budget for FY10 budget. Due to the state cuts mention in #6 above, many cost savings measures were implemented and resulted in a \$693,510 savings that was carried over from FY09. This savings will be used to fund this budget line item as well as part of the state cut already received in FY10.

### **Expenses**

- It should be noted that encumbrances for annual budgeted salaries and open purchase orders are included in the actuals to date figures. No salary increases were given nor budgeted this year. Currently, the college is bracing for another round of state cuts. Various positions are frozen

**FUND 10 - OPERATING BUDGET**  
**HIGHLIGHTS AND CURRENT DEVELOPMENTS**

**Expenses (continued)**

and travel is being limited. In addition, furniture and equipment budgets are being held to cover the current cuts.

- 10) In the instructional function, it should be noted that adjunct faculty costs are currently 48% above this time last year, or \$613,556. This increase is due to the high rate of enrollment growth mentioned above. Only 3% growth was budgeted; so all cost overruns in this area of the budget will be covered from excess revenues earned to date in the summer and fall terms. Budget is built in the special funds for this type of unanticipated growth in both revenue and expenditures, which will be explained more in that portion of this report.
- 11) Savings have occurred in the academic support function due to limited spending on faculty development due to travel savings. This is causing a lower than average spending variance as compared to the other functions.
- 12) Waivers are charged at the time of registration. Scholarships, however, are disbursed four to six weeks after the start of the major semesters, hence a lower than average percentage of the budget has been spent to date.
- 13) Overall, the operating budget's total expenditures are 63% of budget to date, the same percentage at this time for the same period last year, and are within budget.

**FUND 11 (Continuing Education and General)**  
**Highlights and Current Developments**

**August 2009**

**Tuition and Fees**

- 1) Summer II and III credit tuition revenue is above the expect budget by 5%, or \$2,691. Summer II and III are approximately 44% of total summer revenues for this division. Summer I will occur at the end of the fiscal year and accounts for approximately 56% of the summer budget. Fall tuition revenue is ahead of budget by 16%, or \$23,295 in this division. Credit enrollment in this division is primarily telecourses and tele-web classes. Tele-web classes use an online feature along with the pre-recorded lectures used by telecourses.

Overall, a 3% FTE enrollment increase was budgeted with no increase in tuition rates. FTE enrollment for summer II was up 10% and headcount was up 31% from the prior year. Summer III was up 16% and headcount was up 13%. In-county tuition is currently \$114 per credit hour. Out-of-county and out-of-state tuitions are \$197 and \$242, respectively.

- 2) These small actual amounts represent adjustments for prior year semesters made this year. In addition, the intersession and spring terms will start enrolling later in the year.
- 3) Noncredit tuition and fee revenues are both reflecting 42% of budget earned at this time. Revenues are 1% less than revenues to budget this time last year. Areas that experienced a decline in enrollments included the Kids on Campus lunch program and the motorcycle program. Areas where revenues are exceeding budget currently include open enrollment career programs, General Services Administration (GSA) contracts, and the English Language Institute.

**Governmental Revenue**

- 4) The state contribution for FY10 for continuing education increased 1% over the prior year, and is recognized evenly over the year. Funding for FY10 is based on an FTE formula related to enrollments from FY08. The state cut that the college received for FY10 will not be reduced from this division although they will be impacted by it. Please refer to the operating budget notes for more information concerning the state cut.

**FUND 11 (Continuing Education and General)**  
**Highlights and Current Developments**

**Service and Other Income**

- 5) Service revenues relate to administrative overhead charged to contracts and consulting revenues earned. Currently, this category is approximately 3% under the anticipated 17% collected to date (2/12 months of the budget); however, these revenues are not earned evenly throughout the year. Administrative overhead for grants is often charged at the end of the grant period, so these revenues are anticipated to be within budget later in the year.
- 6) The \$510,981 for continuing education's contribution to the operating fund will be recognized evenly over the next 12 months.
- 7) This unrestricted appropriation allows the division to use carryover funds to support upgrades in labs and repairs to the continuing education areas as needed. Funds in the amount of \$400,000 are included in both the revenue and expense portion of this budget, and will only be recognized as needed.

**Expenses**

It should be noted that encumbrances for annual budgeted salaries and open purchase orders are included in the actuals to date figures. No salary increases were given nor budgeted this year.

- 8) The instructional expense budget includes the \$400,000 expense contingency mentioned in note 7 above. When this \$400,000 is excluded from the annual budget, spending is 63% of budget and matches spending on instruction in the operating fund. This level is approximately 1% ahead of spending from the prior year, but warranted due to the large increase in enrollment and additional costs of providing instruction.
- 9) Scholarships and waivers are currently at 34% of budget and are in line with the prior year at this time. This division has primarily waivers in this category, which occur at the time of registration.

## **Special Funds** **Highlights and Current Developments**

### **August 2009**

These funds represent programs that receive no county and little state funding and therefore are either self-funded or dependent on excess tuition and fee revenues or fund balances to operate. This area of the budget is also one that contains tuition and fees for excess growth over the anticipated enrollment goal of 3% for the operating and continuing education budgets. Budgets are developed for potential unbudgeted growth in the operating, continuing education, and self-funded programs.

Results for major programs, such as the Laurel College Center (LCC), the Belmont Conference Center, the Children's Learning Center, the bookstore, and the food service operations, are compiled and reported quarterly. Statistical information will, therefore, be reported in the September report.

#### **Tuition and Fees**

- 1) Tuition and fees earned in these funds are primarily from the Laurel College Center. LCC is a regional higher education center in Laurel operated in partnership by both Prince Georges' Community College (PGCC) and Howard Community College (HCC).

The tuition and fee budgets also include credit and noncredit growth, should enrollment exceed the base budget in the operating and continuing education funds. For example, fall revenues in both of these funds exceeded expectations and, therefore, this budget allows for that growth in both revenues and expenditures needed to manage that unanticipated growth.

- 2) Miscellaneous fees for special programs are included in this budget to allow for those fees to be maintained for the program. Examples include the Silas Craft Collegians, Rouse Scholars, and Schoenbrodt Honors programs, and special testing fees.

#### **Governmental Revenue**

- 3) The FY10 state contributions for cost centers in the special funds include \$25,396 for the Project Access program and \$226,618 for the Laurel College Center. Funding for FY10 is based on an FTE formula related to enrollments from FY08. The state cut that the college received for FY10 will not impact this division. Please see the notes to the operating budget for more information about the state cut. This state revenue is recognized evenly over 12 months.

## **Special Funds** **Highlights and Current Developments**

### **Other Income**

- 4) Other income comes from service or miscellaneous program revenue. Primary programs include international education, youth arts programs, various camps, music arts, and the theater programs. Each program budgets for all expected and potential growth. In addition, state aid received by PGCC for LCC and all special funding as a regional center is reported in this revenue source because the funds are over and above HCC's basic unrestricted state appropriation. Earnings to date are as expected. The high budget represents potential growth for all programs in the special funds.
- 5) This unrestricted appropriation allows all programs to carry over funds that they earn. A fund balance in the amount of \$834,256 has been recognized to date to cover all anticipated expenditures. As revenues are earned throughout the year, these fund balances will be reduced, if not needed, to cover current expenses. Some programs get support from operating budget surpluses, if they are available at year-end. This source of funding is budgeted from the fund balance since excess earnings are not known at the time of budget development. Funding is determined in late spring after enrollment revenues and excess funds are estimated; transfers are done at year-end.
- 6) Auxiliary revenues and expenses come primarily from the college bookstore, the Belmont Conference Center, the Children's Learning Center, and the food services operation. The bookstore does not receive any support from the operating budget. This year, the Belmont Conference Center is budgeted to break even with no college support. Expenditures will be reduced if earned revenues do not support it. The food service operation continues to run at a deficit, which is supported from the operating budget or the bookstore fund balance if no operating surplus is available. To date, \$2,021,085 of the fund balance has been recognized to cover all anticipated costs to date. As additional revenues are earned, these funds will be reduced if not needed to cover expenses.

### **Expenses**

It should be noted that encumbrances for annual budgeted salaries and open purchase orders are included in the actuals to date figures. No salary increases were given nor budgeted this year. Excess budgets are built in each of these functions for potential unbudgeted growth in the operating and continuing education funds.

**Special Funds**  
**Highlights and Current Developments**

**Expenses (continued)**

- 7) The instructional expense budget includes the Laurel College Center, international education programs, youth arts programs, music arts program, and various smaller instructional-related program expenses.
- 8) These two functions contain funds for growth in the operating and continuing education budgets and currently have no expenses.
- 9) Academic support is primarily spending for the theater programs. Some grant funding is also provided to support expenditures for the Rep Stage.
- 10) The student services function contains expenditures for Project Access, Career Links, tutoring, special accommodations for students, sports programs, and special testing.
- 11) Plant expenditures are for signage, the shuttle service, and security expenses related to managing the college's lack of parking.
- 12) Institutional support expenditures are primarily for special administrative programs, such as the wellness program and core competency training, that depend on surplus revenue or fund balances for support.

**RESTRICTED BUDGET**  
**Highlights and Current Developments**

**August 2009**

The restricted budget contains multiple grants from various funding sources. Some grants are competitive, while others are awarded based on availability of funds or in the case of financial aid and scholarships, student eligibility. Revenue is typically billed for on a reimbursement basis; however, some award funds are sent to the college at the beginning of the grant period. Budgets are built to include all grants applied for regardless of actual notification that the award has been received. In addition, contingencies are developed within each function to allow for the use of unanticipated grants awarded during the year. For budget purposes, funds carried forward in the fund balance are shown in the current year's revenue to match expenditures.

- 1) This amount represents a grant from Howard County Government for the cable studio. Expenditures are reimbursed by the county periodically as billed.
- 2) State of Maryland revenues are for various grants primarily for instructional programs such as Adult Basic Education, English as a second language, nursing, radiologic technology, and student scholarship programs. The state typically forwards funding at the beginning of the grant period.
- 3) Federally-funded programs are primarily financial aid and student work-study. Also included are grants such as the Department of Health and Mental Hygiene training grants, the National Science Foundation Technology grant, student support services, and Perkins grants. All federal funds are drawn down on a reimbursement basis.
- 4) Other grants are from the Howard Community College Educational Foundation, Inc. Also included are grants from miscellaneous non-profit groups for programs such as nursing and STARTALK. These funds typically are reimbursed.

**Expenses**

It should be noted that encumbrances for annual budgeted salaries and open purchase orders are included in the actuals to date figures. No salary increases were given nor budgeted this year.

- 5) These functions have no expenditures to date. Budgets allow for grants obtained during the year.
- 6) These expenditures are primarily for the student services program, which supports various student needs.
- 7) Scholarships are typically disbursed after the first month of classes to ensure student eligibility.
- 8) This amount is a temporary deficit that will clear once expenses are reimbursed or federal funds are drawn down.

**DEBT, CONTINGENCY, OTHER POST EMPLOYMENT BENEFITS (OPEB), PLANT, and**  
**AGENCY FUNDS**  
**Highlights and Current Developments**

**August 2009**

**Revenues**

- 1) Fees revenues in this section of the budget are part of the college's consolidated fee. Fees collected in the amount of \$273,315 are for student government programs in the agency fund and \$689,279 cover plant and debt expenses. To date, 54% of revenues have been collected, which is higher than the 48% expected at this time, when compared to last year. Higher enrollments, discussed in the notes to the operating budget, are causing this variance.
- 2) This unrestricted appropriation allows these budgets to use carryover funds to support programs as needed. Fees collected to date are adequate to cover all expenses, so use of these funds is not required at this time.
- 3) There is a \$500,000 contingency built in the budget should there be a need to request a reallocation of any source and use categories.
- 4) This amount represents an internal adjustment made to balance the auxiliary budgets revenue and expenses. Funds were moved from the unrestricted surplus, which may be needed to cover costs in that area of the budget.
- 5) This budget represents the debt service paid by the county for the college's capital projects. The college does not report these amounts in their financial statements and, therefore, does not record them in the general ledger of the college.

**Expenses**

It should be noted that encumbrances for annual budgeted salaries and open purchase orders are included in the actuals to date figures. No salary increases were given nor budgeted this year.

- 6) The plant function includes small renovations projects that are funded with student fees. Projects are on track as planned to date.
- 7) Agency expenditures include student government programs. Actuals are currently only 33% of the budget. This budget includes spending the available fund balance if needed, but there is no current plan to spend these funds at this time creating a lower than anticipated percentage of budget spent to date.
- 8) Actual costs of \$195,044 represent the first of two annual payments made to repay the county for the college share of debt service on bonds issued by the county on the college's behalf. The county pays \$4,365,802 of this budget and \$861,088 is college paid. The second payment will occur in February. The county portion of these expenses are not recorded on the college's book just as the revenues are not recorded, mentioned in note five above.

**HOWARD COMMUNITY COLLEGE  
CAPITAL PROJECTS  
SUMMARY SHEET**

Results as of August 31, 2009

PROJECTS	STATE, COUNTY & OTHER BUDGETED REVENUE	EXPENDITURES THROUGH FY09	FUNDS AVAILABLE FOR FY10	EXPENDITURES FY10	ENCUMBRANCES FY10	BUDGET BALANCE-TO-DATE
M-0512 Athletic & Fitness Center & Field Renovations	\$5,446,391.00	\$4,638,218.09	\$808,172.91	\$0.00	\$808,172.91	\$0.00
M-0534 Renovations to McCuan Hall & Smith Theatre (A Bldg)	\$12,612,500.00	\$12,536,808.29	\$75,691.71	\$0.00	\$75,691.71	\$0.00
M-0526 Parking Garages	\$1,417,000.00	\$246,493.55	\$1,170,506.45	\$1,653.65	\$677,589.52	\$491,263.28
M-0528 HVAC Replacement and Upgrade	\$1,819,000.00	\$1,414,487.44	\$404,512.56	\$256,408.10	\$148,104.46	\$0.00
M-0530 Rouse Company Foundation Student Services Hall (SSB)	\$28,748,750.00 (A)	\$28,724,647.76	\$24,102.24	\$7,097.04	\$17,005.20	\$0.00
M-533 Renovations to Vacated Student Services Area (CLB)	\$18,980,810.00 (A)	\$13,512,707.43	\$5,468,102.57	\$611,895.93	\$2,983,784.21	\$1,872,422.43
M-0537 Belmont Conference Center	\$10,020,000.00	\$4,914,208.70	\$5,105,791.30	\$0.00	\$131,973.62	\$4,973,817.68
M-0538 Children's Learning Center (CLC)	\$824,000.00	\$824,000.00	\$0.00	\$0.00	\$0.00	\$0.00
M540 - Safety, Compliance & Facility Renewals (New Systemic)	\$3,529,000.00	\$1,571,238.23	\$1,957,761.77	\$112,337.27	\$1,226,625.45	\$618,799.05
Allied Health Instructional Building	\$4,008,000.00	\$0.00	\$4,008,000.00	\$0.00	\$0.00	\$4,008,000.00
<b>TOTAL</b>	<b>\$87,405,451.00</b>	<b>\$68,382,809.49</b>	<b>\$19,022,641.51</b>	<b>\$989,391.99</b>	<b>\$6,068,947.08</b>	<b>\$11,964,302.44</b>

**CAPITAL BUDGET**  
**HIGHLIGHTS AND CURRENT DEVELOPMENTS**

Please note that all the information that follows is new information. For ease of reading all information appears in black ink rather than green. Next month, new items will revert back to appearing in green.

**August 2009**

**Project M-0512 – Athletic and Fitness Center and Field Renovations**

This project was started in FY96 and included the current building renovations and the reconditioning and improvements to the athletic fields. Previously completed areas included the renovation of the athletic and fitness center, a new gym floor and swimming pool upgrades. In addition, a new air conditioning system was added to the building. The athletic fields saw the addition of a new storm water management pond, four athletic fields and a new 400-meter track along with Americans with Disabilities Act (ADA) access to fields and ambulance service to the remaining sections of the building.

Due to budget constraints, this project was phased over a number of years. The college is currently completing phase V in FY10, which includes the installation of a multi-purpose turf field for use by soccer, lacrosse, baseball, softball, and other recreational activities along with the installation of fencing around the field. This portion of the project should be completed by November 2009.

Two more phases are planned in this capital project, which will occur in FY14 and FY15, depending on the availability of funds. These phases include the installation of a field building with spectator seating, completion of exterior lighting, necessary utilities, and additional fencing in FY14. Replacement of exterior building siding and upgrading of building electrical systems are anticipated to occur in FY15.

**Project – M-0534 – Renovations to McCuan Hall and Smith Theatre**

The purpose of this project was to design and renovate McCuan Hall and the Smith Theatre, a total of approximately 33,932 net assignable square feet and 49,860 gross square feet. This renovation is basically complete. The sound system was installed after the major renovations occurred and the Smith Theatre re-opened. The college is currently completing the punch-list items and expects to close out the project this year.

**M-0526 – Parking Garages**

After a thorough analysis of the campus land plans, future building sites, and forest conservation and wetland restrictions, the college determined that construction of parking decks was more feasible than additional surface parking lots. The first 500-space parking garage was constructed in FY05 under capital project M-0529. The current project represents a 750-space parking garage and the funding to date represents the design funding only. The architect has been hired and the site for the garage is currently being studied. Possible sites include the location adjacent to the

Hickory Ridge building, the location at the front entrance field, and the area adjacent to the first parking garage.

#### **M-0528 HVAC Replacement and Upgrade**

The purpose of this project was to replace and upgrade the college's HVAC system, which included renovations to replace air handlers, baseboard radiation, and piping as well as duct modifications and direct digital controls. Renovations were previously done in the James Clark, Jr, Library Hall with current renovations underway for the nursing building. Modifications to the nursing building include the replacement of baseboard radiation and piping as well as induction terminal reheat units.

#### **M-0530 Rouse Foundation Student Services Hall**

The purpose of this project was to design and construct a student services facility of 103,770 gross square feet and 62,465 net assignable square feet. The building provides a one-stop shop approach for students to receive a variety of services, including academic support, admissions and advising, counseling, registration, financial aid, career services, student support services, testing, tutoring, business office, bookstore services, and dining services. Although the building was completed, several adjustments needed to be made to the cashier's area and security. Punchlist items are being finalized and the project will be closed out this year.

#### **M-0533- Renovations to the Vacated Student Services Area (CLH)**

The space that was previously occupied by student services has been vacated, and renovations are currently occurring in the James Clark, Jr. Library Hall. The renovated space totals 53,890 NASF. This includes: (1) the renovation of the vacated space following the move into the new student services building; (2) the expansion of the science and technology disciplines including life sciences, wireless technology, biomedical engineering, engineering transfer, and photonics; (3) the necessary improvements to the library and cultural center; (4) the consolidation of instructional areas; (5) the consolidation of administrative spaces and functions; and (6) the upgrading and/or replacement of building systems including Federal Pacific Energy equipment, HVAC, electrical, telecommunications, ADA accessibility, security structures, restrooms, and elevators.

Renovations for the building were phased to accommodate the continual operations of the network operations center and the library and are expected to be complete next spring. Final furniture and equipment for the building will be delivered at that time.

#### **M-0537 – Belmont Conference Center.**

In August 2009, the college's board of trustees made the decision to sell Belmont. The college received county support toward the acquisition of the Belmont Conference Center and the renovation of the stone barn in FY08. Funds were allocated by both the college and the county to support this project. The funds provided by the county in the capital budget were Paygo funds. On the purchase, \$2,200,000 was spent of county funds and \$2,250,718 was spent with a combination of college and foundation funds.

With regard to the barn renovations, \$2,820,000 had been allocated by the county. The expenditures and encumbrances to date total \$595,465. Although the design of the barn renovation was 75% complete, no construction on the barn was started. The “other” funds of \$2,800,000 authorized in FY09 and FY10 for barn construction have not been put into the project and will not be encumbered as the barn renovations will not occur. Hence the budget balance noted on the sheet of \$4,973,818 needs to be reduced by the \$2,800,000 leaving \$2,173,818 in the project.

#### **M-0538 Children’s Learning Center (CLC)**

This represents the completion of the 4,400 square feet of shell space that was built out in the Children’s Learning Center. The college spent \$32,000 on furniture and equipment from the unrestricted funds in prior years for this project. The project was completed in FY09 and will be closed out this year.

#### **M-0540 Safety, Compliance, Facility Renewals (New Systemic)**

This project began in FY08 and includes improvements to the college’s physical plant as well as major deferred maintenance and facility renewals. Projects in-progress and completed to date include:

- Phased installation of campus-wide security access/camera control system/rekeying;
- ADA renovations;
- Phased public restroom upgrades;
- Phased deferred maintenance per building assessment study;
- Interior improvements (classrooms, offices, and other);
- Conversion of science and technology building lower level spaces to 3 classrooms and 2 labs;
- Conversion of spaces for radiologic technology classrooms and equipment;
- Facilities master plan development; and
- IT upgrades and modifications.

#### **M-0532 – Health Sciences (Allied Health) Instructional Building**

The purpose of this project is to design and construct a health sciences building of approximately 55,650 net assignable square feet (NASF) and 94,830 gross square feet (GSF). Currently, the health sciences division offers programs including cardiovascular technology, emergency medical technician/paramedic, exercise science, life fitness, health care, health education, human services, nursing, radiologic technology, surgical technology, physical therapy, and respiratory therapy. In addition to these offerings, dental assistant/hygienist and occupational therapy are new programs proposed to be housed in the new building. The disciplines above include the state’s workforce shortage areas as reported by the Maryland Higher Education Commission. Of the fourteen disciplines proposed for this facility, twelve support the state’s workforce shortage areas. Funds represent the design for the project and the administration has selected an architect for the building. Approvals are needed from the board of trustees and the state Board of Public Works (BPW) before the project can begin.

## C – President’s Report

### Fall 2009 Enrollment

Enrollment at HCC is up in terms of both headcount and full-time equivalent enrollments (FTE). Final enrollment numbers are reported to the Maryland Higher Education Commission (MHEC) at the end of the third week of the fall semester. The data shown is as of close of business September 11, 2009, compared to fall 2008 census data. Fall 2009 headcount for the Laurel College Center for Howard Community College is 532 compared to 306 for fall 2008 census. Fall 2008 data for incoming Howard County Public School system graduates is also shown.

<b>Term</b>	<b>Headcount</b>	<b>FTEs</b>	<b>Full-time</b>	<b>Part-time</b>
Fall 2009	8,778	2,467.4	3,443	5,335
Fall 2008	7,905	2,192.433	3,046	4,859
% Change	11.04%	12.54%	13.03%	9.79%

<b>Term</b>	<b>Total # of County Grads</b>	<b>Total # of Grads Attending HCC</b>	<b>HCC’s % Share of County Grads</b>
Fall 2009	3,828	971	25%
Fall 2008	3,768	949	25%
Fall 2007	3,522	849	24%
Fall 2006	3,611	882	24%
Fall 2005	3,344	776	23%

The following chart shows enrollment trends for the last nine years. All years are as of the census date for the fall term.

<b>Year</b>	<b>FTE</b>	<b>Increase over previous year</b>	<b>Increase over 2001</b>	<b>Headcount</b>	<b>Increase over previous year</b>	<b>Increase over 2001</b>
<b>2001</b>	1,515.00			5,934		
<b>2002</b>	1,627.33	7.41%	7.41%	6,182	4.18%	4.18%
<b>2003</b>	1,707.63	4.93%	12.71%	6,435	4.09%	8.44%
<b>2004</b>	1,805.53	5.73%	19.18%	6,712	4.30%	13.11%
<b>2005</b>	1,874.90	3.84%	23.76%	6,841	1.92%	15.28%
<b>2006</b>	1,992.53	6.27%	31.52%	7,178	4.93%	20.96%
<b>2007</b>	2,063.23	3.55%	36.19%	7,523	4.81%	26.06%
<b>2008</b>	2,192.43	6.26%	44.71%	7,905	5.10%	31.14%
<b>2009</b>	2,467.4	12.54%	62.86%	8,778	11.04%	41.34%

Additional comparative enrollment data on demographics between the fall 2009 and 2008 semesters census date is listed below:

<b>Demographics Fall 2009</b>				<b>Fall 2008</b>	
<b>Status</b>	Full-time	3,443	39%	3,046	39%
	Part-time	5,335	61%	4,859	61%
	Total	8,778	100%	7,905	100%
<b>Gender</b>	Male	3,760	43%	3,351	42%
	Female	5,017	57%	4,552	58%
	Unknown	1	0%		
<b>Ethnic</b>	Asian	1,079	12%	995	13%
	African American /Black	2,153	25%	1,847	23%
	American Indian	50	1%	38	0%
	Hispanic	438	5%	398	5%
	White	4,437	50%	4,035	51%
	Other	621	7%	592	7%
<b>Age</b>	Under 17	518	6%	513	6%
	18 - 23	4,713	54%	4,236	54%
	24 - 40	2,384	27%	2,084	26%
	41 - 59	812	9%	756	10%
	60 >	349	4%	304	4%
	Unknown	2	0%	4	0%
<b>Credit Hours</b>	1 hr	303	3%	294	4%
	2 - 3 hr	1,203	14%	1,072	14%
	4 - 6 hr	1,569	18%	1,503	19%
	7 - 9 hr	1,669	19%	1,441	18%
	10 - 11 hr	591	7%	549	7%
	12 -15 hr	3,102	35%	2,729	35%
	16 or more	341	4%	317	4%
<b>Financial Aid</b>		3,169	36%	2,552	32%
<b>First-time Full-time Freshmen</b>		1,200	14%	1,136	14%
<b>First-time Part-time Freshmen</b>		641	7%	627	8%

The following chart shows the countries that students have listed on their admissions applications as their place of birth. Last year, the college enrolled 1,150 students from 104 countries outside the United States.

Country		Country		Country	
Afghanistan	3	France	3	Peru	14
Algeria	1	Gabon	2	Philippines	14
Antigua and Barbuda	1	Gambia, The	2	Poland	8
Argentina	3	Germany	5	Portugal	5
Australia	2	Ghana	57	Romania	6
Austria	1	Grenada	2	Russia	10
Bangladesh	4	Guatemala	3	Rwanda	1
Barbados	1	Guinea	4	St. Vincent/The Grenadines	1
Benin	1	Guyana	3	Saudi Arabia	1
Bermuda	2	Haiti	19	Senegal	3
Bolivia	3	Honduras	4	Sierra Leone	18
Bosnia and Herzegovina	2	India	92	Slovenia	1
Brazil	27	Indonesia	2	South Africa	1
Bulgaria	6	Iran	40	Sri Lanka	2
Burkina Faso	1	Iraq	2	Sudan	7
Burma (Myanmar)	17	Israel	1	Sweden	2
Cambodia	2	Jamaica	21	Switzerland	1
Cameroon	71	Japan	2	Taiwan	6
Canada	9	Jordan	1	Tanzania	5
Chile	3	Kenya	13	Thailand	6
China	44	Korea, South	182	Togo	7
Colombia	17	Lebanon	2	Trinidad and Tobago	11
Congo (Brazzaville)	1	Liberia	34	Tunisia	2
Costa Rica	2	Lithuania	4	Turkey	1
Cote d'Ivoire (Ivory Coast)	6	Malawi	1	Uganda	6
Czech Republic	1	Malaysia	1	Ukraine	6
Denmark	1	Mali	2	United Kingdom	9
Dominican Republic	2	Mexico	13	Uruguay	1
Ecuador	4	Moldova	2	Venezuela	6
Egypt	3	Nepal	7	Vietnam	23
El Salvador	19	Nicaragua	2	Zambia	2
Eritrea	2	Nigeria	73	Zimbabwe	1
Ethiopia	27	Pakistan	52	Unknown	12
Finland	1	Panama	3		
				Number of international citizens:	1,145
				Number of countries represented:	101

### **A Very Friendly Campus!**

We are very excited to let you know that the Friendly Campus initiative has been selected to receive a Choose Civility Award as an “outstanding educational institution example of civility in Howard County.” What a great testament to the value of this program! The Friendly Campus Initiative was selected as a winner by a panel of community leaders based on the demonstration of acts of civility that embrace the “15 Principles of Civility.” As an award winner, HCC will be recognized at the Annual Choose Civility Symposium on Thursday, October 8, at the Johns Hopkins Applied Physics Laboratory Kossiakoff Center. Special thanks to Sharon Frey, Kim McNair, Gina Lyon, Dan Pretz, Linda Wu, and Erin Yun for putting together the application, which was submitted early in the summer.

Many thanks also to those individuals who volunteered to meet and greet students as part of the Friendly Campus initiative at the start of the fall semester. Your presence provided students with a warm, welcoming face and the information they needed to have a great start here at HCC. Thank you to committee members for organizing this event: Llatetra Brown, Rickie Coffey, Janet Cullison, Margaret Garroway, Nicole Herr, Heather Joseph, Gina Lyon, Elaine Ott, Kathy-Ann Royster, Cynthia Schultz, Narinder Sharma, Christy Thomson, Linda Wu, and Erin Yun. Thanks also to the staff in Plant Ops and the Welcome Center, and to booth volunteers: Jodi Allaire, Betty Anderson, Brenda Anderson, Sara Baum, Emily Betz-Close, Llatetra Brown, Katrina Burton, Marge Butler, Melissa Cahill, Christele Cain, Marge Cullison, Sandy DeLaney, Alaka Dharmadhikari, Ruth Eichhorn, Marilyn Estes, Pat Fassbender, Sue Frankel, Sharon Frey, Mary Fuller, Margaret Garroway, Evelyn Gary, Belinda Green, Denise Griffin, Farida Guzdar, Carla Hairston, Tara Hart, Mike Hatcher, JoAnn Hawkins, Linda Heinbauch, Susan Hellenbrand, Nicole Herr, Terry Heston, Terry Howard, Lucy Hunter, Marie Janiszewski, Cheryl-Ann Juba, Quent Kardos, Judith Kizzie, Catherine LaFerriere, Jennifer Lee, Stephanie Lemghari, Becky Lessey, Michele Lewis, Barbara Livieratos, Donna Lloyd, Portia Logan, Gina Lyon, Kevin Maffey, Missy Matthey, Ryna May, Lindsay McIlwraith-Kreisher, Kathy McSweeney, Susan Miller, Donna Musselman, Kristin Navarro, Shirin Nazma, Ellen Nichols, Nona Nourbakhsh, Elaine Ott, Connie Pavlovsky, Pat Quinn, Linda Rampolla, Carol Rea, Irma Rosado, Kathy-Ann Royster, Catalina Ruiz, Tara Rupp, Betsy See, Parul Shah, Neetika Sharma, Jane Sharp, Jan Starr, Jackie Taylor, Patti Turner, Genie Wessel, Karlyn Young, and Erin Yun.

### **HCC's New Public Health Transfer Degree Program Is the First in the Nation**

In fall 2009, Howard Community College (HCC) became the first two-year college in the nation offering an arts and sciences associate of arts transfer degree program in public health, a field that focuses on saving lives through disease and injury prevention strategies.

This program is intended for students planning to transfer to a four-year institution to complete a bachelor's degree in public health. The curriculum has been developed to articulate with the health administration and policy program (HAPP) public health track at University of Maryland, Baltimore County.

The field of public health includes disciplines such as epidemiology, biostatistics, health services, environmental health, behavioral health, and occupational health. Recently, public health service organizations have been prominent in the news for their role in surveillance of disease outbreaks, health screenings, and risk assessments. Career opportunities are growing, as are the number of undergraduates declaring public health as a major.

The development of the transfer degree program in public health was spearheaded by Jeanette Jeffrey, associate professor international health and nutrition, with the help of Dorothy Plantz, director of the transfer center, who worked to ensure transferability of courses, as well as Margaret Wedde and Sharon Lyon who assisted in processing the many forms for the curriculum and instruction (C&I) committee.

Jeanette said this was “a six-year labor of love” that she couldn’t have accomplished without those “who steadfastly encouraged and supported my efforts throughout the years.” Thanks to everyone who helped in getting this program up and running. It is an honor to be the only community college in the country with such a program!

### **Vice President of Academic Affairs Search**

**Ron Roberson**, vice president of academic affairs, has announced that he will be retiring at end of June 2010. Ron is a tremendous leader and HCC’s academic excellence as well as its critical programmatic offerings have grown and thrived during his years in the position. He will certainly be missed!

We have a strong team undertaking the search for our next vice president of academic affairs (I avoid the use of the word “replacement” as Ron is truly irreplaceable). The search committee is being chaired by Dan Friedman and other members include: Dave Beaudoin, Greg Fleisher, Sue Frankel, Barbara Greenfeld, JoAnn Hawkins, Paula Mikowicz, Ann Repka, Jennifer Stanford, and Rose Volynskiy. I am excited about this team and the knowledge they will bring to the search.

The search is already underway and will include an opportunity for the college community to meet with the top candidates. This process will be an exciting one and we look forward to keeping you posted as it progresses.

### **Let’s Face It — It’s Official!**

The public relations and marketing office launched an official HCC Facebook page on Tuesday, September 8. The popular social networking site will provide a wonderful way for the college to strengthen its connections with students, faculty, staff, and friends. From posting photos to streaming video to providing key links, HCC’s official Facebook page will enable HCC to create lasting engagements. HCC’s Facebook page will be managed and monitored daily by Mike Scrivener, communications specialist. We hope you will become a fast and avid HCC fan!



### **HCC – Only American Institution Invited!**

Howard Community College students were involved in an American first this summer! As part of a study abroad excursion, four students (Stephen Cox, Charles Gait, Patrick Gotis, and Jaimie Wilder) joined anthropology adjunct faculty member, Dr. Laura Cripps, in a unique archaeological excavation at the Iron Age oppidum (fortified city) of Bibracte, France. These students teamed up with an elite group of undergraduate and postgraduate students from a total of nine European universities, including the University of Paris Sorbonne (France), the University of Lausanne (Switzerland), the University of Mainz (Germany), the University of Durham (England), and the University of Bologna (Italy). The excavations are part of a unique, high-profile international research project sponsored and subsidized by the French government and access is granted only via invitation to specific professors and schools. Howard

Community College is the first and only American institution to be invited to work at Bibracte!

Students uncovered the remains of two late Iron Age/Roman houses and discovered bucketfuls of Roman amphorae, Roman fine wares, nine coins, and a copper bangle. The site was occupied from the second century BC to the mid-first century AD during which time it was conquered by Julius Caesar as part of the Gallic Wars. Working and training alongside Ph.D. students from the Universities of Durham and Mainz, HCC's students worked very hard and put in long days, earning the respect of both the Research Institute at Bibracte and the various University teams. As a result, HCC has been invited back on an initial six-year contract. Huge thanks go to Christele Cain, Dr. Jerry Casway, and Barbara Greenfeld for supporting this study abroad program, and to the students who worked so hard to ensure that HCC was invited back for future seasons.

### Development Update

August Foundation Revenue Gifts and Pledges Only		
	2009	2008
Monthly total <sup>1</sup>	\$71,350	\$578,347
Endowment funds <sup>2</sup>	\$5,661	\$453,226
Scholarship funds <sup>2</sup>	\$5,570	\$53,267
Grant funds <sup>2</sup>	\$0	\$0

<sup>1</sup> Total revenue reflects all incoming funds to the foundation including both restricted and unrestricted funds.

<sup>2</sup>Endowment, scholarship, and grant revenues reflect ONLY funds that have been restricted to those specific types of accounts.



### Think Green, Use the Blue

This fall kicks off HCC's "Think Green, Use the Blue, Recycle" campaign. Thanks to freshman art student Anna Lyon, daughter of faculty member Sharon Lyon, who designed seven different recycling posters for classrooms (example above) and presented me with a signed version of one at convocation. Anna also took a recycling bin inventory so that each classroom and lab

could be supplied with a recycle bin.

### MHEC Faculty Advisory Committee

Dr. Charles Leonard, adjunct faculty member, has agreed to represent non-traditional part-time community college faculty for another three-year term on the Maryland Higher Education Commission (MHEC) Faculty Advisory Committee. Thank you, Charles, for your willingness to serve!

## **New Student Orientation Welcomes Students and Parents to HCC**

HCC welcomed over 900 new students at New Student Orientation, with 480 signing in at the evening session, and 452 signing in at the daytime session. These numbers represent a 16 percent increase from fall 2008 when 316 students signed in at the evening session and 485 signed in at the daytime session, for a total of 801 students. The college also hosted over two hundred parents who accompanied the students to New Student Orientation. Of those parents who attended, over 150 attended a special parent session presented by Julie Knox-Brown. There were 95 parents who attended this parent session in the evening, and 65 attended during the day totaling 160. Last fall, only 129 parents attended the parent session.

Opening presentations were given by Dr. Cynthia Peterka, Janice Marks, and SGA president Giancarlo Simpson. "The Original HCC Duck Tours," debuted during the daytime session, is an interactive campus tour involving competitive teams, with a pizza and ice cream party for the winning group. A special thanks to the student volunteers, plant operations, athletics, auxiliary services, AV, IT, and the print shop. The program would have not been possible without the help of Llatetra Brown, Schnell Garrett, Tara Rupp, Tracie Palm, Dan Pretz, and Chelsey Barrett in the office of student life, as well as Toni Bailum, Robyn Bosica, and Zina Richardson, the student workers in student life. I also provided greetings to students in the form of an avatar. Thanks to Llatetra Brown for her guidance through this process!

In addition, thanks to the dozens of faculty and staff who facilitated workshops and "Meet Your Major" sessions during both programs, including: Robyn Bauer, Llatetra Brown, Christele Cain, Scott Foerster, Suzie Friedman, Mary Beth Furst, Melodie Gale, Schnell Garrett, Dennis Gilbert, Debra Greene, Mark Grimes, Gail Hollander, Errick Hanlon, Mike Heinmuller, Marie Janiszewski, Rachel Jones, Margaret Kahlor, Joanne Kearns, Kate Kenney, Sue Kirker, Judith Kizzie, Julie Knox-Brown, Fran Kroll, Debby Luquette, Paul Martin, Tonya Osmond, Alyssa Putman, Dave Radar, Dale Schnepf, Diane Schumacher, Jane Scott, Parul Shah, Rachel Smith, Cathy Sutton, Loretta Tokoly, and Patti Turner.

Finally, special recognition goes to those student and staff volunteers who ensured that everything ran smoothly throughout the sessions: Oketoun Akangbe, Wendy Alberg, Brenda Anderson, Ruth Anderson, Ama Agyemang, Toni Bailum, Robin Bosica, Bonnie Cohen, Esmerelda Corpus, Michelle Cxarnecki, Collean D'Agrosa, Ryan Dane, Racael David, Valerie Davies, Carlos Diaz, Maureen Evans-Arthurs, Kathleen Fanske, Shawn Fournier, Terri Graham, Belinda Greene, Josh Haynes, Tom Hicks, Blake Johnson, LeJuanda Johnson, Brittany Lewis, Mike Lionikis, Mary Livingston, Derrick Lyons, Lindsey Maley, Robert Mang, Jeanette Martinez, Eric McKnight, Justin Megaughy, Peter Modlin, Sana Nazar, Ellen Nichols, Kwasi Oppong, Connie Pavlovski, Matthew Plantz, Tyree Powell, Zina Richardson, Regina Roberts, Cindy Saavedr, Timothy Shu, Giancarlo Simpson, Steven Wabik, and Ronnie Umland.

### **The Office of Student Life Welcomes Students Back to Campus**

The office of student life hosted its annual "Welcome Back Week," Monday, August 24 – Friday, August 28. Welcome week is a series of events designed to welcome students to Howard Community College. This year's theme was "Welcome to the 1980's" and the events included: "Under the Tent," which was an opportunity for students to learn more about student life and opportunities to get involved as well as receive giveaways; the Retro Movie Theater, which featured movies from the 1980's; a birthday party and tribute to Michael Jackson; a carnival/resource fair that included information tables about campus and community services as well as carnival games, music, food, and giveaways; and a performance by the 1980's cover band, Orange Crush. There were also information boards in the Burrill Galleria that featured information and events about the 1980's.

The week was a tremendous success and I'd like to give a special thank you to Chelsey Barrett, Llatetra Brown, Schnell Garrett, Tracie Palm, Dan Pretz, Tara Rupp, all the members of the student life team, Arla Webb, the Sodexo staff, plant operations, the AV department, and all of the students and staff who participated.

### **HCC Supported Virgin Fest**

On Sunday, August 30, 2009, "Virgin Mobile Free Fest" was held at Merriweather Post Pavilion. Approximately 35,000 people attended the event and HCC's parking lots were used as overflow parking. HCC's security officers and plant operations staff did a fantastic job of keeping the campus secure and getting everything cleaned up and ready for students, faculty, and staff on Monday. Thanks to Buff Kelly, Sameer Khan, Ray Kartanowicz, Tuan Lee, Yasir Maatoug, Ken McGlynn, Clint Thomas, and Jay Weinrich for all of their hard work!

### **Emergency Medical Services Educator**

Please join us in congratulating Lt. Jon Cooper, HCC basic life support program manager, on passing the national emergency medical services' (EMS) instructor certification exam. Jon is now an official nationally credentialed EMS educator. Credentialing promotes excellence in EMS education by offering a certification for EMS education professionals through a valid and uniform process, which assesses the knowledge and skills associated with competent, relevant, and structurally sound educational practices. Excellent work, Jon!

### **Women's Giving Circle Award**

On Saturday, August 29, Carolyn Keleman, adjunct faculty in the arts and humanities division, and five other women from the community were presented with special awards created by a team of Howard County 8<sup>th</sup> and 9<sup>th</sup> grade students from a program called "Journey," which is sponsored by the Women's Giving Circle. The awards were given to the women for their service to the community. Carolyn was honored for her contribution to the arts, especially dance, and benefits such as "A Labor of Love," a benefit that supports the emergency fund of the AIDS Alliance of Howard County. Congratulations, Carolyn!

## **Capital Update**

### Athletic Fields Renovations

The college contracted with Atlas Track and Clark Companies through the Pennsylvania Education Joint Purchasing Council (PAEJPC) contract. Phase five of the field renovations has started and includes the design/build services related to excavation, grading, field restoration, fencing, and installation of FieldTurf multi-purpose athletic field to be used for soccer, lacrosse, softball, and baseball. Change orders are being requested for approval at the September board meeting for walkway re-grading and perimeter fencing. The edge of the walkway to the field needs to be raised and re-graded as the severe drop at the corner is a safety hazard. The perimeter fencing is necessary to protect the field from possible damage and vandalism. It also controls access to events especially when tickets are issued or attendance counts are needed. The project remains on schedule and is expected to be complete by the end of November 2009.

### McCuan Hall and Smith Theatre Renovations

There are a few minor punchlist items in the Smith Theatre pending completion. Once completed, the college will closeout the project.

### The Rouse Company Foundation Student Services Hall

The work associated with the cashiers' area has been completed. A security dispatch center is currently being added to the security office to enhance operations in this department and is approximately 90 percent complete. The smaller renovations are also in the works for the financial aid office and the test center to accommodate changes needed due to new programs. The test center renovations will begin at the end of September and be complete by early October. The renovations needed for the financial aid office is currently in design.

### James Clark, Jr. Library Building Renovations

Construction continues to progress and the project is now 85 percent complete. Phase three, which was completed in July 2009, and phase four, the last phase, has begun. This phase includes the south side of the building encompassing the remaining portion of the library, the information literacy room, and student/faculty training rooms. The project is scheduled for completion in February followed by the development of punchlist items in March 2010.

The college has been very pleased with the progress and coordination throughout the project. Ongoing meetings continue with college staff and the construction management firm to continue to move the project forward.

### Health Sciences Building

The college is recommending that the board award the contract for professional architectural services for the design of the new health sciences building to Ayers Saint Gross. The purpose of this project is to design and construct a new health sciences building of 94,830 gross square feet to support the health sciences disciplines of nursing and allied health, which include cardiovascular technology, emergency medical technician/paramedic, exercise science, life fitness, healthcare,

health education, human services, nursing, radiologic technology, **surgical technology, physical therapy, and respiratory therapy**. The bolded items are currently offered through the mid-Maryland Allied Healthcare Education Consortium.

In addition to these twelve current offerings, the college is planning for dental assistant/hygienist and occupational therapy as two new programs to be housed in the new facility. Per the project specifications, the college is requiring Ayers Saint Gross to manage the certification process to assist it in achieving Leadership in Energy and Environmental Design (LEED) silver certification.

The college is pleased with the proposed team for this building, which includes renowned nursing lab consultants and health sciences planners. The design phase will begin immediately following board approval at the September 23, 2009, meeting and Board of Public Works approval in October 2009.

#### Shuttle Services and Temporary Parking on Grand Prix Field

To help alleviate parking issues on campus, the college has taken several immediate actions. Although the college is currently in the planning phase for a second parking garage, one of the immediate actions to accommodate parking for students and employees was to initiate a parking shuttle service.

The college is offering shuttle services from the Wilde Lake Village Center to the college's campus. Directional signage was installed to assist people in locating the parking area. Even though security is provided by Kimco Realty, which manages the parking site, the college's security department provides regular drive-bys at the Wilde Lake Village Center to enhance the safety of employees and students who park at this location. The Howard County Police also has a new satellite office in the Village Center, which will enhance the security efforts.

Another action was to relocate the Grand Prix event and convert the front lawn to a temporary parking lot. While the college is not moving forward with graveling the lot because of possible changes, it will use the field to its maximum potential by parking cars on the grass.

#### Parking Garage #2

The next parking garage was originally scheduled to be located on the Hickory Ridge parking lot. After reviewing entry and exit points with the architect along with the current road, the team is examining other areas on campus that may be better suited for the next garage. Possible locations include the Grand Prix field or adjacent to the current parking garage. These new locations will be finalized with the master planning process. Although site work has been done on the current Hickory Ridge location, no construction drawings have started so this is a good time to consider the change, if needed.

#### Facilities Master Plan Update

The master plan process was launched over the summer and is well underway. The architect's team has conducted numerous interviews with focus groups. The first set of meetings was conducted in May to support the work by JMZ for the environmental

scan, academic planning, and space utilization study. In early July, the architects from Ayers Saint Gross conducted another set of college-wide meetings to determine campus needs for the future. In late July, the master plan steering committee met with Ayers Saint Gross to review the findings and consider possibilities for the future. During that meeting, the possibility of changing the current campus land use plan for future buildings was proposed, which will be discussed again at future meetings.

The college had a community breakfast on August 19 to get input from its external constituents about the campus. Following this meeting, the steering committee met with the architects again to hear the results of the findings from the traffic consultant (Kittelson), the environmental engineers (Biohabitats), and the civil engineer (KCI). The next meeting is scheduled for September 14 during which the team will inform the college of the results from the environmental scan and the space needs analysis conducted by JMZ.

At the September board meeting, a presentation will be given to the board to update the trustees on the college's progress to date. Following this presentation, a two-day planning session is scheduled in October with monthly meetings thereafter. The college's long-term goal is to have the master plan completed and submitted to the state by April 1, 2010.

#### Campus-wide Safety, Compliance, and Facility Renewal Projects

The college prioritizes and schedules its immediate renovation needs as documented in the facilities condition assessment and identified in the capital budget. The current renovation projects in progress or recently completed are listed below. The college is evaluating and prioritizing its list of projects for fiscal year 2010.

In progress:

- On-going deferred maintenance items;
- On-going interior and exterior signage design and installation;
- Stairway ADA phones; and
- HVAC replacement for nursing building is 80 percent complete.

Recently completed:

- Science and technology building second floor bathrooms.

**D – Board Member Comments**

## **E – Reports of the Legislative and Community Relations and Audit & Finance Committees**

- September 14, 2009, Meeting
- \* September 17, 2009, Meeting

# Howard Community College

## Board of Trustees

### Legislative and Community Relations Committee

Meeting Notes  
 September 14, 2009 – 8:30 a.m.  
 Schoenbrodt Boardroom, MH-256

**Present:** Katherine K. Rensin, committee chair; Roberta E. Dillow, trustee; Mary S. Esmond, trustee; and Kathleen Hetherington, president

**Staff:** Nancy S. Gainer, executive director of public relations; and Jodi L. Allaire, president's office technology manager.

Topic	Outcome
Trustee Rensin brought the meeting to order at 8:35 a.m.	
1. Review of the Maryland Association of Community Colleges President's Retreat	<p>President Hetherington gave the trustees an update on the major actions taken by the Maryland community college presidents relative to the capital budget at the August board meeting. Vice Chair Rensin asked who would be the new co-chair of the strategic goal for advocacy now that Dr. Johnson from Montgomery College will not be serving in that capacity. Dr. Hetherington said the presidents from the Maryland community colleges will be meeting on Friday, September 18 and the determination will be made at that time.</p> <p>Dr. Hetherington told the committee she is also serving on the team for the nursing strategic goal since there is an effort to require a bachelor's degree in nursing instead of an associate's degree as the entry-level degree for nurses at hospitals.</p>
2. Fiscal Year 2011 Howard Community College Legislative Agenda	<p>Dr. Hetherington mentioned that it was important to meet with the legislators regarding HCC's legislative priorities. She recently met with legislators and emphasized how vital it is to make sure the college does not receive another funding cut because if state funding falls below the previous year's funding, then the county can also make reductions.</p> <p>The committee discussed the Cade Funding Formula increases for state funding to continue toward the goal of 29 percent in FY14. Historically, this area has been a place for the state to cut funding.</p> <p>Two important capital budget priorities for HCC are the split funding request for the health sciences building construction from the county (25/75) and state (50/50) and the partial funding from the county for the parking garage. The garage is imperative to complete prior to another building opening to accommodate increased enrollments that will be added within the health sciences disciplines. The balance of the funding for construction will be requested in the FY12 budget.</p> <p>The committee agreed that it is important to continue to find ways to obtain additional funding for HCC including looking at foundations that were not open to giving to community colleges in the past, applying for grants for various areas when there is an appropriate fit in regard to the president's stimulus package, bond funding, private/public partnerships, and any other creative, non-traditional solutions that can be found. The committee also discussed ways to bring back alumni and get them involved at HCC.</p>
3. Howard Community College Legislative Breakfast	<p>The legislative breakfast will take place on Tuesday, January 12, 2010. The same format from last year will be used. Students and a parent will speak. The tables will be marked with districts to match attendees with their elected officials.</p>
The meeting adjourned at 9:47 a.m.	

# Howard Community College

## Board of Trustees

### Audit and Finance Committee

Meeting Notes

September 17, 2009 – 8:30 a.m.

The Rouse Company Foundation Student Service Hall, Room 120B

**Present:** T. James Truby, committee chair; Kevin J. Doyle, trustee; and Kathleen Hetherington, president

**Absent:** Louis G. Hutt, Jr., trustee

**Staff:** Lynn Coleman, vice president of administration and finance; Janet Cullison, associate vice president of finance; and Erin Yun, director of board relations/special projects

**Guests:** Graylin Smith, SB & Company

Topic	Outcome
Trustee Truby brought the meeting to order at 8:35 a.m.	
1. Meeting with Auditors and Review of Draft Financial Statements	<p>Lynn Coleman reported that the draft financial statements would be discussed. Mr. Smith explained that there were a few minor edits that would be made prior to the final version being completed. Additionally, the amount of the Other Post-Employment Benefits (OPEB) contribution that the county will be making on behalf of the college is still not finalized. A footnote will also be added to clarify information concerning the Belmont property.</p> <p>Mr. Smith gave an overview of the audit process and its results. He reported that there were no material findings, adjustments, or deficiencies to be reported.</p> <p>The committee discussed the college's growth and staffing needs in light of the budget situation and the long-term impact on viability.</p>
2. Discussion of Proposed FY11 Capital Budget	<p>The committee reviewed the report, discussed upcoming projects, and prioritized them in the capital budget request. The project prioritization will be forwarded to the full board for discussion.</p> <p>Parking Garages (indicated garage #2): High            Safety, Compliance, and Facility Renewal: High            Campus Roadways and Parking (garage #3): Medium            Renovated Vacated Student Services Areas: Medium            Health Sciences Building: High            Nursing Building Renovations: Medium            Athletic and Fitness Center/Field Renovations (the phase will be indicated): Medium            Science Engineering and Technology Building: Medium            Hickory Ridge Building Renovations: Medium            Mathematics Building: Medium            Business/Computer Systems/Social Science/Teacher Education Building: Medium</p>

<b>Topic</b>	<b>Outcome</b>
	<p>Maintenance Building: Medium</p> <p>The impact of the facilities master plan on these priorities was discussed. The committee asked that the funding request from the county for the parking garage be increased in order to prevent student fees from being raised to cover the project.</p> <p>The revised version will be taken to the full board in September for discussion and then will be brought back for final consideration in October.</p>
<p>3. Quarterly Sole Source Vendors Report (April 1, 2009 – June 30, 2009)</p>	<p>The committee reviewed the report. This item was for information only and no committee action was requested.</p>
<p>4. Semi-Annual Non-Purchasing Agreement Disclosure (January 1, 2009 – June 30, 2009)</p>	<p>The committee reviewed the report. This item was for information only and no committee action was requested.</p>
<p>5. FY09 Cumulative Purchases Greater Than \$25,000 Report</p>	<p>The committee reviewed the report. This item was for information only and no committee action was requested.</p>
<p>The meeting adjourned at 10:20 a.m.</p>	

## **F – Approval of Minutes**

1. August 26, 2009, Work Session
2. August 26, 2009, Regular Session
3. August 26, 2009, Closed Session

**HOWARD COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
WORK SESSION MINUTES  
August 26, 2009**

The Board of Trustees of Howard Community College (HCC) met in work session on Wednesday, August 26, 2009, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair T. James Truby brought the work session to order at 6:10 p.m. Other board members present included vice chair Katherine K. Rensin, trustees Roberta E. Dillow, Kevin J. Doyle, Mary S. Esmond, and Louis G. Hutt, Jr. Kathleen B. Hetherington, secretary-treasurer, was also present. Trustee Patrick L. Huddle was absent.

Chair Truby reviewed items in the board's take-home packet, which included two letters from Senator Mikulski about the status of funding for the Mt. Airy project, an article from the *Chronicle of Higher Education* on HCC's selection as a Great College to Work For, and invitations to the Rouse Scholars reception on September 3 and the major donor party on September 25 (note: this is after the Grand Prix).

**I. Information Session: Leadership Initiatives**

Lynn Coleman, vice president of administration and finance, introduced Dave Jordan, associate vice president of human resources, who gave a brief background of the leadership initiatives offered as part of the employee professional development program.

Cindy Durham, program manager, professional development and training, gave an overview of the *Encouraging eXcellence through Coaching, Empowerment, and Leadership (EXCEL)* forum, which has had 171 participants since its inception in 2003 and *Leading Edge*, established in 2008 to provide new and experienced supervisors with the opportunity to further develop skills leading to high performance supervision.

Tara Hart, professor, English, division chair, English and world languages, talked about the servant leadership model introduced college-wide in 2005; over the years Dr. Hart has conducted 30 workshops for more than 200 faculty and staff and has also conducted the DISC personality assessment tests for various college departments.

Testimonials on the various programs were given by Dave Beaudoin, associate professor, mass media, associate division chair, arts and humanities; Andre Wright, facilities services manager; Ted Davis, environmental services supervisor; and Debra Greene, director, academic support services. They commented that the programs had helped them acquire skills, modify behaviors to adjust to different work styles, meet people from across constituencies, learn the various functions of the college, create a bond with co-participants, and provide them with an ongoing resource for support and information.

Ron Roberson, vice president of academic affairs, added that Dr. Hart's involvement with servant leadership has had an impact on her division by causing behavior modification among faculty and encouraging them to be leaders, resulting in programs like Step Up, First Year Experience (FYE), and globalization across the curriculum.

Trustee Dillow asked if HCC could help other areas of the community to get involved with servant leadership, perhaps through the countywide Choose Civility initiative or Leadership Howard County. In the past, the community has been invited to speaker series on campus, such as Margaret Wheatley's presentation. Future opportunities for collaboration will be explored.

President Hetherington commended and thanked Ms. Durham for initiating and developing the EXCEL and Leading Edge programs.

The work session adjourned at 6:55 p.m.

The above constitutes the official minutes of the August 26, 2009, work session of the Howard Community College Board of Trustees as approved on September 23, 2009, and is a true and correct copy of same.

Kathleen B. Hetherington, secretary/treasurer

**HOWARD COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
REGULAR SESSION MINUTES  
August 26, 2009**

The Board of Trustees of Howard Community College (HCC) met in regular session on Wednesday, August 26, 2009, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair T. James Truby brought the regular session to order at 7:10 p.m. Other board members present included vice chair Katherine K. Rensin, trustees Roberta E. Dillow, Kevin J. Doyle, Mary S. Esmond, Patrick L. Huddie, and Louis G. Hutt, Jr. Kathleen B. Hetherington, secretary-treasurer, was also present.

**A. Approval of August 26, 2009, Agenda**

*A recommendation to approve the August 26, 2009, agenda as amended, was moved by Trustee Hutt, seconded by Trustee Dillow, and unanimously approved.*

**B. Board Priority Items**

**1. Fiscal Year 2009 Board Accomplishments**

Chair Jim Truby mentioned the significant role the board plays in making critical decisions and approving actions that involve working closely with the leadership of the college; he said the president's team sitting at the board table is an endorsement of the collaborative relationship between the board and the leadership. He said the board works to support employee efforts to provide a higher level of service to students.

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

**2. Fiscal Year 2009 Strategic Plan Evaluation and Core Work Highlights**

Zoe Irvin, executive director of planning, research, and organizational development gave an overview. Strategic initiative V, goal D, objective 1 was clarified to indicate that the county is currently focusing on improving the transportation infrastructure to prepare for BRAC.

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

**3. Financial Statements**

Lynn Coleman, vice president of administration and finance, reviewed highlights.

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

**C. President's Report**

Dr. Hetherington welcomed new board member Mary Esmond. She also thanked board members for attending events at the college during the summer. Dr. Hetherington mentioned that state's Board of Public Works has approved cuts to community colleges. HCC received a cut of \$653,174 for FY10. This amount represents almost all of the

\$693,510 increase that HCC received from the state for FY10. This year is the third in a row that college funds were cut by the state. This fiscal year's cut is the largest decrease to date. The college leadership has already taken various cost containment steps this year and will do an assessment of what more needs to be done. She reminded the board that they had not increased tuition in the past two years but may have to consider a tuition increase at mid-year for the spring semester pending a review of final fall enrollment figures and other data. Dr. Hetherington noted the *Chronicle's* recognition of HCC as one of the Great Colleges to Work For. She mentioned that HCC was the only community college in Maryland to receive recognition and one of only nine community colleges nationwide to be placed on the honor roll.

President Hetherington announced that Chair Truby has been appointed to the executive committee of the Maryland Association of Community Colleges (MACC) as trustee-at-large. She said that the Maryland community college presidents have submitted the FY11 state funding request, which includes the design funds for HCC's health sciences building with \$9 million split funded over two years. She concluded with news on the great press the college has been receiving and hoped that board members had a chance to view the links that were forwarded to them.

#### **D. Board Member Comments**

Chair Truby welcomed Mary Esmond. He observed that the budget news from Annapolis was not good but he had faith in the college's ability to come up with creative ways to serve students. He welcomed the opportunity to serve on the MACC executive committee to tell the community college story and bring back information to the board to keep them involved and engaged.

Vice Chair Rensin also welcomed Mary Esmond and was glad she would be joining the legislative committee. Ms. Rensin talked about the summer events she had attended at the college including the largest ever class at nursing graduation. She said she continues to receive positive feedback from the community about the college.

Trustee Dillow welcomed Mary Esmond and wondered if she would teach the board how to dance based on her performance at Howard County Tourism's event. Trustee Dillow talked about the Clark Medal ceremony, which was very touching for the Moxleys. She also talked about positive feedback she had received from Project Access parents.

Trustee Doyle welcomed Mary Esmond to the board. He reflected on his first year as a board member and said that the longer you stay the greater your commitment grows. He also mentioned that his son is a student at HCC so he now has a new perspective as a parent. He regretted the fact that the economic impact of the budget cuts comes at a time when the college needs funding most to address increased enrollment and increased need for financial aid.

Trustee Hutt welcomed Mary Esmond. He talked about the phenomenal commencement ceremony, especially the inspirational stories of the two student speakers and the part HCC had played in their development. He was impressed with the presentations on the leadership development programs at HCC and thanked everyone who played a role in their development and implementation. Regarding the budget, he said the board members are good shepherds and make the appropriate adjustments. It is critical we have strong people in financial positions and we have the best in Lynn

Coleman, vice president of administration and finance, and Janet Cullison, associate vice president of finance. He commended Chair Truby for his committee appointment at MACC so he could now champion the cause for community colleges at the state level.

Trustee Esmond thanked the board members for their warm greetings. She was impressed by the years of hard work that went into the development of the EXCEL leadership program and she feels it is so crucial to “spread the wealth” and build the next generation of leaders.

#### **E. Report of the Audit and Finance Committee**

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

#### **F. Approval of Minutes**

*A recommendation to approve the May 27, 2009, work session, regular session, and closed session, and the June 8, 2009 retreat and retreat closed session, was moved by Trustee Rensin, seconded by Trustee Hutt, and unanimously approved.*

#### **G. Consent Items**

1. Ratify and confirm purchase of sustainable floor-cleaning machines and ice melt in the amount of \$57,759 from Daycon;
2. Ratify and confirm purchase of moving truck with a lift gate in the amount of \$43,363.39 from Bob Bell Pontiac GMC;
3. Ratify and confirm purchase of John Deere electric gators in the amount of \$25,000 from Finch Services, Inc.;
4. Ratify and confirm spending allowance increases (Washington Gas, PEPCO, Fitch, W.W. Grainger, Siemens, and Brickman);
5. Ratify and confirm vehicle purchase for the security department in the amount of \$28,721 from Apple Ford;
6. Ratify and confirm professional research services for continuity of operations planning in the amount of \$48,833 from the University of Maryland Center for Health and Homeland Security;
7. Ratify and confirm network closet switch replacements in the amount of \$71,952 from Digital Intelligence Systems Corporation;
8. Ratify and confirm Hickory Ridge network upgrade in the amount of \$65,633.25 from Digital Intelligence Systems Corporation;
9. Ratify and confirm Websense in the amount of \$39,364 from Patriot Technologies, Inc.;
10. Ratify and confirm increase of MEEC agreement purchases for technology expenditures in the amount of an additional \$492,631 for a total of \$2,342,631 awarded to Dell Computers;
11. Ratify and confirm purchase of work truck in the amount of \$34,175 from Apple Ford;
12. Ratify and confirm parking lot F construction contract in the amount of \$417,236 awarded to Dixie Construction, Inc.;
13. Ratify and confirm purchase of Starcraft Allstar commercial bus in the amount of \$53,766 from Colonial Equipment Company;
14. Ratify and confirm print shop copiers – request for additional funding in the amount of \$18,816 in addition to the \$77,484 approved in May for a total of \$96,300 awarded to Canon Business Solutions;

15. Ratify and confirm increase for Allied Security Services in the amount of \$38,000 awarded to Allied Security;
16. Ratify and confirm summer II and III graduates;
17. Ratify and confirm spending allowance increase (Supreme Maintenance) in the amount of \$30,000;
18. Ratify and confirm dues for MACC in the amount of \$35,579;
19. Ratify and confirm Project Access bus service bid in the amount of an additional \$500 for a total of \$27,800 awarded to Jubb's Bus Service;
20. Ratify and confirm consulting and training services in an amount not to exceed \$60,000 awarded to Choice Consulting & Training Services, Inc.;
21. Ratify and confirm nursing building HVAC renovation change order for abatement of hazardous materials in the amount of \$30,658 for abatement and \$13,602 for sprinkler piping removal and replacement for a total increase of \$44,260 and a grand total of \$592,860 for this project;
22. Ratify and confirm Sodexo management fees for FY2009 for an increase of \$14,307.68 for a total of \$264,307.68;
23. Ratify and confirm report to the Maryland Higher Education Commission on improvement of diversity plan;
24. Ratify and confirm James Clark, Jr. Library building furniture and equipment in the amounts of \$1,050,000 for general furniture for offices, classrooms, labs, and study areas; \$240,000 for specialized furniture for science and technology labs; \$790,000 for information technology and audio visual equipment; for a total amount not to exceed \$2,080,000;
25. Ratify and confirm Children's Learning Center mortgage in the amount of \$85,595 to be paid out on a monthly basis for FY10 to the Howard Community College Educational Foundation, Inc.;
26. Ratify and confirm network load balancer in the amount of \$49,000 awarded to Convergence Technology Consulting;
27. Ratify and confirm amendment to the Laurel College Center (LCC) lease – rent would be abated until December 31, 2010 and the cost for the additional rent from January through August 2011 would be \$26,500 and the annual cost is \$39,750; LCC would be responsible for electricity usage and common area charges; these costs would be split with PGCC – the vendor is 312 Marshall Limited Partnership;
28. Ratify and confirm online course software license renewal in the amount of \$35,600 awarded to Blackboard, Inc.;
29. Ratify and confirm placement tests advance purchase in an amount not to exceed \$80,000 award to the College Board;
30. Ratify and confirm shuttle services for fall 2009 semester in the amount of \$37,440 with a not-to-exceed amount of \$56,640 awarded to Woodlawn Motor Coach, Inc.;
31. Ratify and confirm athletic fields phase V change order 1 in the amount of \$8,190.66 for change order 1 and \$799,982.25 original contract amount for a total of \$808,172.91 awarded to Atlas Track & Tennis, Inc.;
32. Proposed new hires;
33. Grants and scholarships in the amount of \$723,299 for competitive grants and \$205,699.54 for scholarships;
34. Print shop equipment rental charges in the amount of \$30,118 awarded to OCE North America; and
35. Continuing education advertising in the amount of \$30,400 awarded to Patuxent Publishing.

*A recommendation to approve the consent items was moved by Trustee Dillow, seconded by Trustee Hutt, and unanimously approved.*

## **H. Discussion Item**

### **1. Belmont Capital Project Update**

Lynn Coleman stated that with the economic downturn and flat funding from the county along with continuing state cuts, the board of trustees had previously requested that the administration scrutinize areas of the college for the most effective use of college resources. The administration believes the operations at the Belmont Conference Center need to be reviewed by the board. Currently, additional funds are needed for the barn completion and a decision about financing this project with additional debt to be repaid by student fees or operating funds was requested. The board expressed concern that the debt incurred by borrowing an additional \$2.8 million to complete or downsize the Belmont barn project would potentially affect students with a tuition increase at a time when the need for financial aid is at 37 percent for the fall semester. The board discussed if Belmont is an asset that HCC should continue to hold onto, knowing that even when the economy comes out of the current recession, public funding will probably not go back to past levels. When planning for the future and considering whether or not to take on additional financial obligations, the board felt that holding on to Belmont would threaten the financial viability of the main campus. They concluded that the board needed to decide whether or not to make a commitment to move forward, taking into considerations the obstacles to the financial viability of Belmont. The board discussed the potential negative impact of increasing students' financial burden and the many capital needs on the main campus that competed with the capital needs at Belmont. In addition, questions were raised about the operations at Belmont and the fact that the center needs to breakeven in FY10 since the college had not budgeted a subsidy. Expense reductions to operations may need to occur in order for the center to meet budget.

Chair Truby asked Ron Roberson, vice president of academic affairs, his thoughts about the hospitality and culinary management programs. Mr. Roberson responded that Belmont is not the college's only option for the programs and the discussion for alternative facilities could be undertaken as part of the ongoing master planning process. He said that there is no waiting list for the culinary program, which has about 100 majors and 50-75 other students. Trustee Hutt reiterated that even though it sounds draconian, the board should be looking into a suitable buyer unless there is a reasonable expectation of making Belmont viable; the college needs to adjust to the economic environment. Trustee Doyle agreed it was a pragmatic decision considering the fact that the capital campaign is focused on raising money for student scholarships.

Trustee Hutt put forth the resolution "that we explore the feasibility of selling the property barring any feasible alternative to making it economically viable."

*A motion to adopt the resolution put forth by Trustee Hutt was moved by Trustee Rensin, seconded by Trustee Dillow, and unanimously approved.*

The ensuing discussion talked about the current budget cuts as well as potential future cuts and the need to examine the college's debt limit, explore options to continue the culinary and hospitality programs elsewhere, examine the most efficient use of resources, and ways to effect savings, where possible,

In keeping with previous requests, the board would like the president to continuously review operations for additional budget adjustments, as needed.

## **I. Information Items**

### **1. Issue Bin**

As the trustee liaison on the foundation board, Trustee Dillow mentioned the upcoming Grand Prix, the two early drawings for the raffle, encouraged everyone to sell raffle tickets, and reported that there are 23 tables left to sell out and 77 tables have been committed, which is ahead of the number at the same time last year. Trustee Rensin mentioned that one doesn't have to buy a table but could get a group together to purchase a table.

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

### **2. Board Calendar**

Erin Yun, director of special projects and board relations, reminded board members that the invitations for the Rouse Scholars reception on September 3 and the major donor party on September 25 (after the Grand Prix this year) are included in the take-home packet. The legislative and community relations committee meeting is scheduled for September 14 and trustees Rensin, Dillow and Esmond will serve on that committee. Trustees Truby, Hutt and Doyle will serve on the audit and finance committee.

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

### **3. Agreements Signed by the Board Chair Disclosure**

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

### **4. Personnel Summary**

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

## **Adjournment**

Chair Truby read the resolution to adjourn the regular session and move into closed session.

The regular meeting was adjourned at 8:16 p.m.

The above constitutes the official minutes of the August 26, 2009, regular meeting of the Howard Community College Board of Trustees as approved on September 23, 2009, and is a true and correct copy of same.

Kathleen B. Hetherington, secretary/treasurer

**HOWARD COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
CLOSED SESSION MINUTES  
August 26, 2009**

The Board of Trustees of Howard Community College (HCC) met in closed session on Wednesday, August 26, 2009, in room 400 of the Rouse Company Foundation Student Services Hall at Howard Community College, Columbia, Maryland. At approximately 8:16 p.m., Chair Truby read a resolution to enter into closed session at the conclusion of the public meeting, which was supported unanimously by the board. Other board members present included vice chair Katherine K. Rensin and trustees Roberta E. Dillow, Kevin J. Doyle, Mary S. Esmond, Patrick L. Huddie, and Louis G. Hutt, Jr. Kathleen B. Hetherington, secretary-treasurer, was also present. Additionally, Lynn Coleman, vice president of administration and finance and Nancy Gainer, executive director, public relations, were in attendance.

**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 August 26, 2009, at the conclusion of the regular meeting in room 400 of the Rouse Company Foundation Student Services Hall to consult with staff, consultants, or other individuals about pending or potential litigation as permitted under Section 10-508(a)(8) and that such meeting shall continue in closed session until the completion of business.

The meeting was adjourned at 8:50 p.m.

<p>The above constitutes the official minutes of the August 26, 2009, closed session of the Howard Community College Board of Trustees as approved September 23, 2009, and is a true and correct copy of same.</p>
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<p>Kathleen B. Hetherington, secretary/treasurer</p>
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**G – Consent Items were previously distributed to members  
of the Board of Trustees**

## **H-1 Discussion Item: Sodexo Management Agreement**

**Background:** At the May 2008 board meeting, the board of trustees approved the renewal of the Sodexo contract for food service in the Café on the Quad and catering. Subsequent to that approval, Sodexo submitted an amendment to the contract that the administration is now asking the board to approve. The amendment clarifies practices already in existence.

**Purpose:** Approval of the amendment to the Sodexo Agreement

**Location:** Café on the Quad and catering in The Rouse Company Foundation Student Services Hall.

**Timeline:** Effective September 8 through June 30, 2010

**Specifications:** The amendment specifies

- a. The timing of inflation adjustments
- b. A revised equal opportunity and affirmative action clause
- c. Financial limitations

### ◆————— Recommendation —————◆

The administration requests that the board of trustees approve the attached amendment.

**Amount:** Previously approved at an estimated amount of \$275,000 per year.

**Vendor:** Sodexo Management, Inc.

**Source of funds:** Auxiliary and operating budget

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

AMENDMENT

HOWARD COMMUNITY COLLEGE

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated September 8, 2009, is between HOWARD COMMUNITY COLLEGE ("College") and SODEXO MANAGEMENT, INC. ("Sodexo").

W I T N E S S E T H:

WHEREAS, College and Sodexo entered into a certain Management Agreement, dated May 24, 2000, as amended ("Agreement"), whereby Sodexo manages and operates College's Food Services operation in Columbia, Maryland;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. The following shall be added to the Agreement as Section 8.2:

“8.2 Inflation Adjustments. Any fixed or minimum Management Fee and General Support Services Allowance provided for herein shall be increased on July 1, 2009 and on each July 1st thereafter by a percentage equal to the percent of change in the Consumer Price Index, All Urban Consumers, National Average Unadjusted averaged for the preceding twelve (12) month period. “Sodexo and Client shall meet and agree on CPI adjustment in April for Board approval in May.”

2. Section 5.6 is deleted in its entirety with the following substituted therefor:

“5.6 Equal Opportunity And Affirmative Action Employer. Sodexo is an equal opportunity employer and is legally responsible for all of its employment decisions affecting its own employees, which include thousands of extremely talented and diverse managers. As such, Sodexo will not comply with any type of unlawfully discriminatory request or preference by anyone that restricts the opportunities of its workforce. The staffing, promotion, placement or assignment of managers who work on this account must be done without any preference or limitation based on race, color or any other basis prohibited by law, including, but not limited to religion, sex, age, national origin, disability or Vietnam Veteran status. This obligation applies to the recruitment, selection, training, utilization, promotion, termination or other employment-related activities concerning Sodexo's employees. Under no circumstances will Sodexo permit a request or suggestion by a College to place a particular manager in an account to override its non-discrimination policy.

In addition, Sodexo affirms that it is an equal opportunity and affirmative action employer and shall comply with all applicable federal, state and local laws and regulations, including, but not limited to, Executive Order 11246, as amended by 11375 and 12086; 12138, as amended by 12608; 11625; 11758; 12073; the Rehabilitation Act of 1973, as amended; the Vietnam Era Veterans Readjustment Assistance Act of 1974; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans With Disabilities Act; and any additions or amendments thereto.”

3. Section 7.4 is amended so that the first two sentences are deleted in their entirety and shall be replaced as follows:

“7.4 Financial Limitations.” Sodexo shall invoice the College on a monthly basis for General Support Services Allowance, Management Fee and Operating Expenses in excess of net cash receipts.”

Paragraphs A, B, C and D under this Section shall continue to apply.

4. Effective for the 2009 - 2010 academic year, Section 9.11 is hereby amended to reflect a change in address for notices sent to Sodexo as follows:

"To Sodexo: Sodexo Management, Inc.  
Attention: Ernie D. Minor  
Senior Vice President  
7001 Heritage Village Plaza, Suite 245  
Gainesville, Virginia 20155"

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

HOWARD COMMUNITY COLLEGE

By: \_\_\_\_\_  
Name (printed): \_\_\_\_\_  
Title: \_\_\_\_\_

SODEXO MANAGEMENT, INC.

By: \_\_\_\_\_  
Ernie Minor  
Senior Vice President

## I-1 Issue Bin

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

<b>Board Liaisons to Ongoing Projects</b>	
<b>Project</b>	<b>Liaison(s)</b>
Capital Projects	T. James Truby
Entrepreneurial Center	Louis G. Hutt, Jr.
Foundation Board	Roberta E. Dillow
Sustainability	Patrick L. Huddie; Roberta E. Dillow
MACC Board of Directors	T. James Truby
Facilities Master Plan	Roberta E. Dillow
Possible future location of Laurel College Center	On Hold
Student Housing	On Hold

The board liaison role is to represent the board of trustees in tracking various issues/projects, bringing any information of specific importance to the board's attention.

<b>Committee:</b>	<b>Members:</b>
Audit and Finance	T. James Truby, committee chair Kevin J. Doyle, Louis G. Hutt, Jr.
Legislative and Community Relations	Katherine K. Rensin, committee chair Roberta E. Dillow, Mary S. Esmond

## ◆———— Recommendation ———◆

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

## I-2 Fiscal Year 2010 Board Calendar

Date	Event	Tentative Agenda Items
<b>September 2009</b>		
September 25, 2009 Friday 6:00 pm	Major Donor Party <b>Apple Ford Showroom</b>	<ul style="list-style-type: none"> <li>• Major donors will be invited</li> <li>• Remarks by Board Chair</li> <li>• Trustees &amp; Spouses/Guests Invited</li> </ul>
<b>October 2009</b>		
October 2, 2009 Friday 6:00 pm	Chamber Signature Event and ACE Awards Banquet Turf Valley	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• RSVP Required</li> </ul>
October 28, 2009 Wednesday 6:00 pm	Work Session / Regular Meeting RCF-400	<ul style="list-style-type: none"> <li>• Meeting with Auditors</li> <li>• Recognition of Grand Prix Chair</li> <li>• Informational Tour: Strategic Communications Plan/Public Relations</li> <li>• FY09 Audit Report and Response to Management Letter</li> <li>• Approval of FY11 Capital Budget</li> <li>• Report on Board End: Student and Stakeholder Focus</li> </ul>
October 30, 2009 Friday 6:00 pm	Appreciation Event for HCC Boards TBD	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Halloween Theme</li> </ul>
<b>November 2009</b>		
November 4, 2009 Wednesday 8:30 am	Audit and Finance Committee Café on the Quad - RCF-120B	<ul style="list-style-type: none"> <li>• Quarterly Sole Source Report</li> <li>• Parameters of FY11 Operating Budget</li> <li>• Salary and Benefits Committee Recommendations</li> <li>• Tuition and Fees</li> <li>• FY09 Single Audit</li> </ul>
November 8, 2009 Sunday 3:00 pm	Twenty-Fifth Annual Diploma Recognition Ceremony Smith Theatre	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• For students who have successfully completed the general education development program (GED) or the external diploma program (EDP)</li> </ul>
November 11, 2009 Wednesday 12:30-1:30 pm	Student/Donor Luncheon RCF-400/401	<ul style="list-style-type: none"> <li>• Trustees Invited</li> </ul>
November 16, 2009 Monday 8:30-10:00 am	Legislative and Community Relations Committee Meeting Schoenbrodt Boardroom	<ul style="list-style-type: none"> <li>• Planning for Legislative Breakfast</li> <li>• Review of HCC Legislative Agenda</li> <li>• Student Advocacy Day</li> </ul>
November 18, 2009 Wednesday	Work Session / Regular Meeting	<ul style="list-style-type: none"> <li>• HCCEF Annual Report</li> <li>• Informational Tour: Enrollment Services</li> </ul>

Date	Event	Tentative Agenda Items
6:00 pm	RCF-400	(tentative) <ul style="list-style-type: none"> <li>• Recommendations on Sabbatical/Administrative Leave</li> <li>• Report on Board End: Information and Analysis</li> <li>• Proposed FY11 Legislative Agenda</li> </ul>
<b>December 2009</b>		
December 1, 2009 Tuesday 5:00-9:00 pm	Entrepreneurial Celebration RCF-400/401	<ul style="list-style-type: none"> <li>• Trustees Invited</li> </ul>
December 9, 2009 Wednesday 6:00 pm	Consent Items / Closed Session Belmont	<ul style="list-style-type: none"> <li>• FY10 Presidential Mid-Year Evaluation</li> </ul>
December 9, 2009 Wednesday 7:30 pm	Board of Trustees Holiday Dinner Belmont	
December 10, 2009 Thursday 6:00-10:00 pm	Chamber Holiday Party Columbia Sheraton	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• RSVP Required</li> </ul>
December 15, 2009 Tuesday 6:30 pm	Nursing Recognition Ceremony Smith Theatre	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Mid-Year RN</li> </ul>
December 24, 2009 – January 3, 2010	HCC Winter Break	<ul style="list-style-type: none"> <li>• College Closed Thursday - Sunday</li> </ul>
<b>January 2010</b>		
January 12, 2010 Tuesday 7:30 am (tentative)	Annual Legislative Breakfast RCF-400	<ul style="list-style-type: none"> <li>• Legislators Invited</li> <li>• County Council and Executive Invited</li> <li>• Students Invited</li> </ul>
January 13, 2010 Wednesday 6:00 pm	Budget Work Session RCF-401	<ul style="list-style-type: none"> <li>• Review of FY11 Integrated Strategic Plan and Operating Budget</li> </ul>
January 25, 2010 Monday 8:30 am	New Employee Recognition Breakfast Café on the Quad	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• New employees recognized</li> </ul>
January 25, 2010 Monday 10:00 am	Winter Convocation & Clark Building Dedication Smith Theatre	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Welcome from Board Chair</li> </ul>
January 25, 2010 Monday 12:00-7:00 pm	MACC Trustee Leadership Conference and Legislative Reception Calvert House, Annapolis	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Registration begins at 12:00 noon</li> </ul>
January 27, 2010 Wednesday 6:00 pm	Regular Meeting RCF-400	<ul style="list-style-type: none"> <li>• Approval of FY11 Integrated Strategic Plan and Operating Budget</li> </ul>
<b>February 2010</b>		
February 4, 2010	Legislative and	<ul style="list-style-type: none"> <li>• Award Nominations</li> </ul>

Date	Event	Tentative Agenda Items
Thursday 8:30 am	Community Relations Committee Meeting Schoenbrodt Boardroom	<ul style="list-style-type: none"> <li>Progress of Annapolis Session</li> <li>Student Advocacy Day</li> </ul>
February 10, 2010 Wednesday 9:00 am-1:30 pm	Community College Student Advocacy Day Annapolis, MD	<ul style="list-style-type: none"> <li>FYI for Trustees</li> </ul>
February 17, 2010 Wednesday 6:30 pm	Former HCC Boards Social RCF-400	<ul style="list-style-type: none"> <li>Trustees Invite</li> <li>Current and Former HCCEF Board Members, Former Board of Trustees Members, Former Capital Campaign Council Members, and Former Howard Business Ventures Board Members Invited</li> </ul>
February 24, 2010 Wednesday 6:00 pm	Work Session / Regular Meeting RCF-400	<ul style="list-style-type: none"> <li>Informational Tour: Entrepreneurial Program</li> <li>Report on Board End: Faculty and Staff Focus</li> <li>FY09 Workforce Snapshot</li> <li>Award Recipients</li> </ul>
<b>March 2010</b>		
March 8, 2010 Monday 5:00–8:00 pm	Silas Craft Fundraiser Hunan Manor Restaurant	<ul style="list-style-type: none"> <li>Trustees Invited</li> <li>Fundraiser for the College</li> </ul>
March 9, 2010 Tuesday 12:30 pm & 6:00 pm	Dean’s Reception Smith Theatre/HVPA Grand Hall	<ul style="list-style-type: none"> <li>Trustees Invited</li> <li>Recognition for Dean’s List and Distinguished Students</li> </ul>
March 10, 2010 Wednesday 8:30 am	Audit and Finance Committee Café on the Quad - RCF-120B	<ul style="list-style-type: none"> <li>Interviews with Potential Audit Firms</li> <li>Areas for Audit Review</li> <li>Semi-Annual Non-Purchasing Agreement Disclosure</li> <li>Quarterly Sole Source Report</li> <li>Review of Salary Schedules (if necessary)</li> <li>Review of Outstanding College Debt</li> </ul>
March 18, 2010 Thursday 6:00-8:00 pm (Tentative) <b>NEW!</b>	Alumni Social Event TBD	<ul style="list-style-type: none"> <li>Trustees Invited</li> <li>Mingle with Alumni, Faculty, and HCCEF Board Members</li> </ul>
March 24, 2010 Wednesday 6:00 pm	Work Session / Regular Meeting RCF-400	<ul style="list-style-type: none"> <li>Informational Tour: Learning Outcomes Assessment</li> <li>Audit Areas for Review</li> <li>Report on Board End: Educational and Support Process Management</li> </ul>
<b>April 2010</b>		
April 3-9, 2010	HCC Spring Break	<ul style="list-style-type: none"> <li>College Closed Saturday - Friday</li> </ul>
April 17, 2010 Saturday 10:00 am – 4:00 pm	Howard County GreenFest Burrill Galleria	<ul style="list-style-type: none"> <li>Open to the Public</li> </ul>
April 21, 2010 Wednesday	Silas Craft Collegians Graduate and Transfer	<ul style="list-style-type: none"> <li>Trustees Invited</li> </ul>

Date	Event	Tentative Agenda Items
1:30-3:00 pm	Recognition Ceremony RCF-400	
April 28, 2010 Wednesday 6:00 pm	Work Session / Regular Meeting RCF-400	<ul style="list-style-type: none"> <li>• Informational Tour: Police Academy</li> <li>• FY11 Operating Budget Approval (if necessary)</li> <li>• FY11 Faculty Promotions</li> <li>• Candidates for Commencement</li> <li>• Report on Board End: Leadership</li> </ul>
<b>May 2010</b>		
May 1, 2010 Saturday 6:00-10:00 pm	Vino Scholastico RCF-400/401	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Pre-event Tasting 6:00-7:00</li> <li>• Main Event 7:00-10:00</li> </ul>
May 5, 2010 Wednesday 6:00 pm <b>NEW!</b>	Phi Theta Kappa Statewide Recognition Dinner Turf Valley	<ul style="list-style-type: none"> <li>• Board Chair Invited</li> <li>• Ceremony to recognize the All-Maryland Academic Team</li> <li>• Hosted by Howard Community College</li> </ul>
May 7, 2010 Friday 6:30-9:00 pm	Student Awards Banquet Sheraton Columbia	<ul style="list-style-type: none"> <li>• Welcome from Board Chair</li> <li>• Trustees Invited and Participate in Presenting Awards</li> </ul>
May 12, 2010 Wednesday 8:30 am	Audit and Finance Committee Café on the Quad - RCF-120B	<ul style="list-style-type: none"> <li>• Quarterly Sole Source Report</li> <li>• Meeting with Auditors (FY10 Report)</li> <li>• Year-end Purchases</li> </ul>
May 19, 2010 Wednesday 6:30-9:00 pm	Third Annual Student Athlete's Banquet Sheraton Columbia	<ul style="list-style-type: none"> <li>• Trustees Invited</li> </ul>
May 24, 2010 Monday 12:30 pm	Pre-Convocation Lunch Café on the Quad	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Lunch Preceded by Innovation Fair</li> <li>• Trustees' Award for Outstanding Service to Howard Community College Presentation</li> </ul>
May 24, 2010 Monday 1:30 pm	Spring Convocation Smith Theatre	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Welcome from Board Chair</li> <li>• Recognition Event for Retired Employees, Degree Recipients, New Employees, and Career Service Awards</li> </ul>
May 26, 2010 Wednesday 6:00 pm	Work Session / Regular Meeting / Closed Session RCF-400	<ul style="list-style-type: none"> <li>• Informational Tour: English and World Languages</li> <li>• Vision, Mission, Values, and Strategic Goals</li> <li>• Election of FY11 Board Officers</li> <li>• Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting</li> </ul>
May 27, 2010 Thursday 10:00 am	Nursing Recognition Ceremony HCC Campus/Grand Prix Field	<ul style="list-style-type: none"> <li>• Trustees Invited</li> </ul>
May 27, 2010 Thursday 12:30 pm	Reception for Platform Party RCF-400	<ul style="list-style-type: none"> <li>• Trustees Invited</li> </ul>

Date	Event	Tentative Agenda Items
May 27, 2010 Thursday 2:00 pm	Commencement HCC Campus/Grand Prix Field	<ul style="list-style-type: none"> <li>• Trustees Invited</li> <li>• Board Members Confer Degrees</li> </ul>
<b>June 2010</b>		
June 7, 2010 Monday 8:00 am – 2:00 pm	Board Retreat Belmont	<ul style="list-style-type: none"> <li>• Agenda – TBD</li> </ul>

Looking to the Future:


Saturday, December 4, 2010 — President’s Gala to celebrate the college’s 40<sup>th</sup> anniversary

Notes:

Additional audit and finance and legislative and community relations committee meetings may be necessary during the course of the year.

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

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

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

Red denotes information changed from original posting.

NEW! denotes item not on last calendar.



## I-4 Personnel Summary

**Background:** The following document contains personnel summaries.

**Purpose:** Disclosure to the board

**Timeline:** August 2009

◆————— Recommendation —————◆

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

Howard Community College  
**SUMMARY OF PERSONNEL ACTIVITY**

**August 1, 2009 – August 31, 2009**

**Section I – Change in Status**

**CHANGE IN POSITION TITLE ONLY**

Old Title	New Title	Department	Grade	Range for Grade	Compensation <sup>1</sup>	Name	Effective Date
Interim Assistant Professor, English	Assistant Professor, English	English and World Languages	Assistant Professor (10 month)	\$46,503-\$74,237	\$48,690	Leith, Richard	8/03/09

**SPECIAL ASSIGNMENT**

Title	Department	Position Control Status	Grade	Range for Grade	Compensation <sup>1</sup>	Name	Eff. Date	End Date
Interim Director, Mediation & Conflict Resolution Center (25 Hours)	Mediation/Conflict Resolution Center	Existing Position Replacement	13	\$52,522-\$87,187	\$38,727	Rockefeller, Kathryn	9/03/07	Undetermined
Interim Academic Advisor (25 Hours)	Admissions & Advising	Temp with Benefits New Position	12	\$48,363-\$80,283	\$32,247	Cripps, Laura	8/04/08	Undetermined
Acting Director of International Education	International Education	Existing Position Replacement	15	\$61,945-\$102,828	\$61,945	Cain, Christele	2/20/09	Undetermined
Acting Benefits Manager	Human Resources	Existing Position Replacement	14	\$57,039-\$94,685	\$63,410	Cahill, Melissa	3/01/09	Undetermined
Rep Stage Interim Managing Director (22.5 Hours)	Arts & Humanities – Rep Stage	Existing Position Replacement	13	\$52,522-\$87,187	\$32,886	Tarr Hart, Nancy	7/01/09	Undetermined

**PHASED RETIREMENT**

Title	Department	Position Control Status	Grade	Range for Grade	Compensation <sup>1</sup>	Name	Effective Date
Professor, English	English/World Languages	N/A	N/A	N/A	N/A	Wiley, Linda	2/01/09

**SEPARATIONS**

Title	Department	Position Control Status	Grade	Range for Grade	Compensation <sup>1</sup>	Name	Effective Date
Assistant Professor, English	English/World Languages	N/A	N/A	N/A	N/A	Conn, Alice*	8/02/09
Research Support Assistant	Planning, Research, and Organization Development	N/A	N/A	N/A	N/A	Zilberman, Jossef	8/07/09
ELI Information Specialist	Continuing Education Office	N/A	N/A	N/A	N/A	Goldenman, Heidi	8/21/09
Continuing Education Nursing and Allied Health Programs Director	Continuing Education Office	N/A	N/A	N/A	N/A	Jones, Kathleen	8/21/09

\*Deceased

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

Howard Community College  
**SUMMARY OF PERSONNEL ACTIVITY**

**August 1, 2009 – August 31, 2009**

*Section II – Leaves*

**SABBATICAL LEAVE**

<b>Name</b>	<b>Position</b>	<b>Beginning Date of Leave</b>	<b>Ending Date of Leave</b>
Mitchell, Helen	Professor, Philosophy; Director of Women's Studies	8/03/09	12/31/09
Dardello, Andrea	Professor, English	8/03/09	12/31/09

**LEAVE WITHOUT PAY**

<b>Name</b>	<b>Position</b>	<b>Beginning Date of Leave</b>	<b>Ending Date of Leave</b>
Flint, Allie*	Office Assistant III	7/10/09	8/11/09
Gardner, Lucy	Director of Teaching and Learning Services	8/05/09	8/11/09

\*Intermittent

**ADMINISTRATIVE LEAVE**

<b>Name</b>	<b>Position</b>	<b>Beginning Date of Leave</b>	<b>Ending Date of Leave</b>
Lowe, William	Assistant Professor, English	7/01/09	6/30/10

**Resolution for Board of Trustees to Meet in Closed  
Session on September 23, 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 September 23, 2009, at the conclusion of the regular meeting in The Rouse Company Foundation Student Services Hall, room 400 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(a)(1)(i) and (8) respectively and that such meeting shall continue in closed session until the completion of business.