Commission
on the
Future

OF
HOWARD
COMMUNITY
COLLEGE

2012 - 2013

## The Report of the Commission on the Future of Howard Community College

**Chair: Steven Sachs**
**January 2013**

# Contents

# Executive Summary

Every five years, Howard Community College (HCC) launches the Commission on the Future (COF). The commission's purpose is to identify innovative ideas, emerging issues, and alternatives for the future of the college. The objectives of the COF are to: increase HCC's responsiveness to the emerging learning needs of Howard County; establish a process that will serve as a model for continued citizen participation in helping the college prepare for the future; create a widely understood and shared vision for the future of HCC; and promote an understanding of the mission of HCC.

The college's fourth COF took place over the fall 2012 semester. Serving as COF chair was Steven Sachs, former member of the Howard Community College Board of Trustees and the HCC Educational Foundation, Inc. Board of Directors, chair of the college's 40th anniversary gala, HCC honorary degree recipient, and executive vice president and director of real estate and hotel practice for Willis, North America.

The COF involved more than 140 individuals, half of whom were citizens and leaders with interests in the economic, cultural, and educational development of Howard County. Members of the COF also included HCC trustees, faculty, staff, and students who contributed a wealth of knowledge related to HCC's current practices and engaged in discussion related to new opportunities for the college.

The work of the COF was carried out through a task force structure. Seven task force groups explored topics that were initially proposed by the college's planning council, refined by president's team, and endorsed by the COF chair. Those topics included:

- Global competency and civic engagement
- Health care professionals
- Leading edge organization
- Partnerships
- Science, Technology, Engineering, and Mathematics (STEM)
- Sustainability
- Workforce development

Each task force undertook investigation of its topic through a unique process that included a variety of strategies, such as guest experts and literature review. Each group addressed questions specific to its topic; for example, the workforce development task force considered what workforce capital needs to be developed to satisfy major regional employer needs. Additionally, all task force groups considered a mutual set of prompts that included:

- What are the related opportunities for fundraising, resource development, and scholarships?
- Would new programs emerge as a result of this exploration?
- What are the workplace expectations in this topic area?
- How would these suggestions contribute to college completion?

After three months of intensive study and discussion, the work of the COF concluded in January 2013 with this final report to the college community, which includes 23 recommendations. Summaries of the individual task force findings and recommendations are delineated in the body of this final report.

In general, the recommendations support the importance of a student's life journey, spanning from preparing for career, to developing essential soft skills, to nurturing a love of learning. Additionally, a number of common threads emerged across the recommendations. Those commonalities included:

- developing internship, cooperative education, mentorship, and other experiential opportunities with workforce partners that could be infused throughout the curriculum;

- enhancing marketing and packaging of HCC programs and services to target the workforce needs of Howard County employers;

- expanding the relationship between the college and its advisory board members to include less formal, more frequent, and more fluid involvement with the college;

- broadening credit and noncredit career programs through using e-learning and mobile applications, developing "real world" examples and experiences, incorporating inter-generational connections, etc.

- identifying untapped, targeted populations of learners and implementing learning opportunities focused on their unique needs; and

- creating improvements that are data-influenced, sustainable, and scalable for student populations that could be better served by the college.

Recommendations of the COF will be considered fully through the college's strategic planning and budgeting processes, and those that align with the college's mission, vision, and goals and are fiscally feasible and responsible will be identified. Members of the COF, as well as the college community, will receive an annual update from the college on its progress related to the recommendations.

## I.  Task Force:  Global Competency and Civic Engagement

***Chair:*  Mike Jones,** Director, Brand Management, *W.R. Grace*

***Community task force members:***

| | |
|---|---|
| Tom Coale | Associate, Goodell DeVries, Leech & Dunn, LLP |
| Miji Kim | Contract Specialist, Cosmopolitan Incorporated |
| Chris Myers | Chief Executive Officer, Super Book Deals/Traders Library |
| Laura Neuman | Chief Executive Officer, Howard County Economic Development Authority |
| Ken Solow | Founding Partner/CIO, Pinnacle Advisory Group |
| Troy Vincent | Vice President of Talent  Acquisition, W.R. Grace |

***HCC task force participants:***

| | |
|---|---|
| Bobbie Dillow | HCC Board Member |
| Nancy Gainer | Executive Director of Public Relations and Marketing; President's Team Liaison |
| Brittany Budden | Director of Service Learning |
| Christele Cain | Director, International Education |
| Mary Beth Furst | Assistant Professor, Business |
| Yonas Ghebrezgiabher | Research Associate, Planning, Research and Organizational Development |
| Sarah Saxer | Associate Professor, ESL |
| Jean Svacina | Professor, ESL; Associate Division Chair, English & World Languages |
| Brittany Wesselhoff | Communications Associate, Public Relations and Marketing |
| Minah Woo | Associate Director of English Language Center |

### *Top Recommendations:*

1. Create a center for global excellence in order to organize, highlight, and distinguish HCC as a global learning resource for its students, faculty, staff, and community.
2. Expand the current service learning program to create a center for civic engagement in order to involve more students in community-based learning experiences and increase civic engagement among HCC students.
3. Integrate service learning and civic engagement opportunities comprehensively across the college curriculum.

## RECOMMENDATION 1:
**Create a center for global excellence in order to organize, highlight, and distinguish HCC as a global learning resource for its students, faculty, staff, and community.**

### Background:
Through task force research, thought, and debate, task force members determined that there are tremendous resources at HCC and a strong global competency does exist. Many of these programs and opportunities were created as a result of the previous COF. These programs serve to enhance the curriculum and broaden the exposure and inclusion of all people and cultures, as well as create a much richer learning experience for students and faculty.

The task force recommends that a center for global excellence be created at HCC. The center would provide an opportunity for existing and new programs related to global competency to be coordinated and integrated through one location on campus. It will allow HCC to enhance the utilization of its existing programs and appropriately highlight and package its capabilities for corporate partners and potential students, differentiating HCC with regard to potential funding, increased enrollment, and employment opportunities for students.

The center for global excellence will support taking global to the next level by providing the structure and visibility needed to communicate and coordinate global programs, curriculum, and professional development. The center will help achieve two goals. First, it will provide support for internal constituencies to create a sustainable, competitive advantage in global competency and address the demands of the strategic plan of HCC. Second, it will build relationships on behalf of HCC with external partners that can lead to visibility, funding, shared resources, and opportunities for students.

The college should complete a self-assessment to establish a comprehensive institutional profile by reviewing past and current activities, resources, challenges, strengths, weaknesses, opportunities, and aspirations toward the college's global competency efforts. The college should also put in place measures that will help determine the quality, benefit, and dispersion of international education and global initiatives taking place within the college community.

### Available Resources:
The task force recommends utilizing the college's existing faculty and administration to firmly commit to completing an instructional assessment that would lead to a comprehensive action plan for establishing a center for global excellence.

### Needed Resources:
Resources, other than what exists in the current structure, will be determined

once the assessment is complete.


## RECOMMENDATION 2:

**Expand the current service learning program to create a center for civic engagement to involve more HCC students in community-based learning experiences and increase civic engagement among students**.

### Background:

Creating a center for civic engagement with service learning as its cornerstone will support a broader scope of student opportunities in the community than is currently supported by the service learning center alone. One idea repeated by various task force members throughout deliberations was that "service is an entry point to leadership." Employers want and expect leaders. Younger applicants looking for entry-level positions have limited access to leadership opportunities outside of those available through service. In order to foster employability, aptitude, and high-level executive skills, it is critical, if not essential, that HCC incorporate service learning into all levels of its curriculum and student life. This does not come from subjective "feel-good" motivations, but rather an expected qualification for the 21st century work force.

Currently, one of HCC's most powerful vehicles for developing civically engaged students is its center for service learning. The task force strongly believes that the service learning program should be supported and expanded so that more HCC students can participate in community-based learning experiences. The task force recommends expanding the current center for service learning to create a new center for civic engagement and increasing program staff and funding sources in order to engage more students.

In addition to developing civically engaged students, the creation of a center for civic engagement with more service learning activities will also directly support the national college completion agenda, as well as the college's strategic goal of increased student success and lifelong learning.

Student participation in the service learning program has grown exponentially in recent years. In fiscal year 2012, over 1,026 HCC students participated in curricular or co-curricular service learning. Although inspired by the growth in the program, the task force believes that the current center for service learning is at, or exceeding, its current capacity. Without additional resources, student participation is expected to level off or decline over the next five years.

### Available Resources:

The task force recommends utilizing the college's existing faculty and administration to complete an instructional assessment leading to the development of a comprehensive action plan for establishing a center for civic

engagement. This would mirror the self-assessment process outlined for the center for global excellence.

Resources, other than what exists in the current structure, will be determined once the assessment is completed.


## RECOMMENDATION 3:
**Integrate service learning and civic engagement opportunities comprehensively across the college curriculum.**

### Background:
The task force feels strongly that every HCC student would benefit from participating in a community-based learning opportunity that would, in turn, benefit the college as a whole. Integrating civic engagement across the college curriculum to ensure that every degree-seeking student completes a service learning designated course could be accomplished in one of two ways:

1) Include at least one class with a required service learning project in every degree program. (Nursing does this currently and entrepreneurship is moving to this model.); or
2) Require students to take at least one service learning designated class as part of their general education course requirements.

Energizing this initiative will better align HCC with many of the four-year institutions that HCC students transfer to most often. Towson University has committed to a similar long-term goal while University of Maryland College Park has made concrete strides toward achieving it. In recent years, the University of Maryland College Park has redesigned its English 101 course, a general education requirement, to focus on civic engagement topics.

The Carnegie Classification for the Advancement of Teaching offers an Elective Community Engagement Classification that provides an opportunity to feature the college and its commitment to civic engagement. One of the "best practice" requirements of this program is that the institution include a service learning course designation. Not only will this raise the awareness of service learning opportunities among students, but it will also provide a means by which students enrolled in service learning courses receive recognition from four-year institutions and potential employers.

### Available Resources:
The task force does not anticipate this initiative requiring any specific funding, resources, or partnerships outside of those discussed in recommendation 2.

It is anticipated that this recommendation can be achieved through existing college resources.

## Moving Forward:   What would change; what are the intended outcomes?

The task force recommends defining and establishing a comprehensive center that will provide scalability, mitigate duplicative efforts, and enable sharing best practices of the college's global education programs and initiatives. The collaborative approach, through the establishment of a center for global excellence, will ensure that HCC is nimble, allowing for growth and flexibility where needed based on current world events, partnership opportunities, and global competencies for future workplace needs.

HCC graduates will participate in at least one curricular service learning or civic engagement endeavor as part of their HCC educational experience. The task force believes that this long-term commitment to civic engagement will not only increase the quality of HCC graduates, but also support the college's strategic goal of increased student success, retention, persistence, and degree completion.

| | II. Task Force:  Health Care |
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*Chair:*  **Nicolette Highsmith Vernick,** Chief Executive Officer, The Horizon Foundation

*Community task force members:*

| | |
|---|---|
| Dorothy Brillantes | Senior Vice President, Human Resources, Howard County General Hospital |
| Lou Grimmel | Chief Executive Officer, Maryland Health Enterprises |
| Phyllis Madachy | Project Director, The Coordinating Center |
| Ann Mech | Associate Professor, OSHA Coordinator, Legal Affairs, SPI, University of Maryland School of Nursing |
| Harry Oken, M.D. | Internal Medicine |
| Henry Posko | President & Chief Executive Officer, Humanim |
| Jerry Seals, M.D. | Internal Medicine and Infectious Disease |
| Robert Sheff, M.D. | Radiologist |
| Frank Vitale | President, Chief Executive Officer, Tai Sophia Institute |
| Kathleen White | Care First Board of Directors, Associate Professor, John Hopkins School of Nursing |

*HCC task force participants:*

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| Kathy Rensin | HCC Board Member |
| Sharon Pierce | Vice President Academic Affairs; President's Team  Liaison |
| Jay Alperson | Research Associate for Learning Outcomes Assessment |
| Donna Brunne | Executive Assistant to the VP of Academic Affairs |
| Georgene Butler | Professor, Nursing & Division Chair, Health Sciences |
| Jeanette Jeffrey | Professor, Public Health and Nutrition |
| Donna Minor | Associate Professor, Nursing; Associate Division Chair, Health Sciences |
| Mary O'Rourke | Director of Admissions (Nursing & Allied Health) |
| Christine Ward | Continuing Education Nursing & Allied Health Program Director |
| | |
| Lisbet Odou-Lorenzo | HCC Student |

## *Top Recommendations:*

1. Develop modular and adaptable education and training with interchangeable curricula components for both credit and noncredit courses.
2. Integrate community-based health care (evidence-based interventions, social determinants of health, cultural competency, integrative medicine, health navigation and coaching) into existing coursework to embrace a vision of health and wellness that extends beyond the current acute care driven model.

3. Increase educational opportunities for students to experience team-oriented activities with a variety of health care professionals in a variety of health care settings.
4. Link HCC's entrepreneurship and health sciences agendas to support the start and building of new health care enterprises.

**RECOMMENDATION 1:**
**Develop both certificate and non-certificate programs that have interchangeable curricula components. The health care workforce of the future will need education and training that is modular and adaptable as professionals move in and out of different health care career paths. For example, the need for Certified Nursing Assistants (CNA) is growing and coursework taken for CNAs should be able to be applied for more advanced training, such as Licensed Practical Nurse (LPN), Registered Nurse (RN), Physician's Assistant (PA) and Certified Nurse Practitioner (CNP).**

### Background:
As a result of health care reform, approximately 320,000 Marylanders will be newly insured by 2020 and seeking primary care providers. Maryland and Howard County will need to increase the primary care workforce capacity including primary care physicians, nurse practitioners, and physician assistants.

The May 2012 U.S. Bureau of Labor Statistics reports that the health care and social assistance industry is projected to create about 28 percent of all new jobs in the U.S. economy over the next decade. This industry, which includes public and private hospitals, nursing and residential care facilities, and individual and family services, is expected to grow by 33 percent or 5.7 million new jobs from 2010 to 2020.

Employment among health care occupations during the same time is expected to increase by 29 percent or 3.5 million jobs. Two occupations are expected to add a substantial number of jobs: registered nurses, with 711,000 new jobs, and home health aides, with roughly 706,300 new jobs. As the number of older individuals continues to grow and new developments in health care treatments evolve, more health care professionals will be needed.

### Available Resources:
The tasks force believes that this recommendation can be undertaken with existing, talented faculty and staff.

### Needed Resources:
The task force believes that this recommendation can be undertaken with existing, talented faculty and staff.

## RECOMMENDATION 2:

**Integrate the perspective of community-based health care into its existing coursework. Community-based health care should include the concepts of evidence-based interventions, social determinants of health, availability of community services, cultural competency, integrative medicine, and health navigation and coaching.**

### Background:

The health care workforce of the future will need to embrace a vision of health and wellness that extends far beyond the nation's acute care driven-model.

### Available Resources:

The college can leverage existing relationships with Howard County General Hospital and the Howard County Health Department.

### Needed Resources:

The Affordable Care Act is funding initiatives that present opportunities for HCC to be involved in emerging health care roles, especially those that are designed to produce better health outcomes and reduce overutilization of health care services. The college can be proactive in looking for new partners to leverage funding and/or expertise, as well as serve as sites for a practicum or internship. New partners could include managed care companies, such as Kaiser Permanente, agencies focused on older Americans and people with complex medical needs and disabilities, such as the Howard County Office on Aging, The Coordinating Center, and Maryland Access Point, and integrative medicine institutions, such as Tai Sophia. The college can also look for state grant-funded opportunities, which are expected to grow in this area.

## RECOMMENDATION 3:

**Increase educational opportunities for students to experience team-oriented activities with a variety of health care professionals in a variety of health care settings, as well as in alternate settings in which health care is delivered, such as the home or community setting.**

### Background:

The health care workforce of the future must be able to contribute and collaborate within a multi-disciplinary health care team.

### Available Resources:

The college should continue to leverage partnerships with large employers, including hospitals, physician groups, nursing homes, and home health agencies in the county that are also adapting to team-based care models.

Additional state and federal grant opportunities should be available in the near future.  As noted above, Tai Sophia Institute is a resource to expose students to integrative medicine and should be explored.  The Coordinating Center is a resource for internships for health professionals needing to learn community strategies for people remaining at home with complex medical conditions.  Vantage House, a continuing care retirement community, would be valuable as a teaching site for learning about living with chronic conditions and cognitive challenges.

## RECOMMENDATION 4:
**Link HCC's entrepreneurship and health sciences agendas.**

### Background:
Health care jobs will be the single largest source of employment growth in the future.  Health care workers will need entrepreneurial skills to start and build new health care enterprises.

### Available Resources:
The task force believes that this recommendation can be undertaken with existing, talented faculty and staff.

### Needed Resources:
To better link traditional health care with emerging models that deliver services outside institutional settings, HCC can develop strategic relationships with member organizations that support entrepreneurship in the non-profit and for-profit sectors, including the Coalition of Geriatric Services, Association of Community Services, Howard County Chamber of Commerce, and the Economic Development Authority, and federal and state agencies or affiliated non-profits, such as the Small Business Administration and SCORE (formerly Service Corps of Retired Executives, now known as Counselors to America's Small Business).  HCC's center for entrepreneurship and business excellence can guide this effort.

The college can seek new partners to leverage funding and/or expertise.  New partners could include managed care companies, such as Kaiser Permanente, agencies focused on older Americans, such as the Howard County Office on Aging, The Coordinating Center, and Maryland Access Point, and integrative medicine institutions, such as Tai Sophia.  The college can also look for state grant-funded opportunities.

## Moving Forward:   What would change; what are the intended outcomes?

The Health Care Task Force is making recommendations to the college as a reflection of the changing nature of health and health care and the need for the health care

workforce to continually adapt. Health care in the United States is moving from an acute care model to a model focused on community prevention and wellness and on the prevention and management of chronic disease.

The intended outcomes of the task force would be to develop new innovative leaders in health care who have a broader view of health and wellness, who are adaptive as their education and careers evolve, and who can collaborate within a multi-disciplinary health care team. Ultimately, the task force believes that these recommendations will allow students to change career ladders more easily over time, increase employment rates upon graduation, increase the number of students who enter into four-year degree programs, and encourage new entrepreneurial businesses in health care.

| III. Leading Edge |
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*Chair:* **Bob Jeffrey,** Executive Director-Wealth Management, Portfolio Management Director, Financial Advisor, The Jeffrey Group at Morgan Stanley Smith

*Community task force members:*

| | |
|---|---|
| Ilana Bittner | Director of Photography, Editor, Animator, Pixel Workshop |
| Chip Doetsch | President, Apple Ford |
| Gwen Dungy | Executive Director Emeritus, NASPA |
| Patrick Huddie | Partner, Westbury Group |
| Bob Martin | President, RM3 Enterprises |
| Mary Ann Scully | Chief Executive Officer, Howard Bank |
| Richard Talkin | Partner, Talkin & Oh |

*HCC task force participants:*

| | |
|---|---|
| Kate Hetherington | President, HCC Board Member, President's Team Liaison |
| Llatetra Brown | Director of Student Life |
| Jean Frank | Associate Director, Planning Research and Organizational Development |
| JoAnn Hawkins | Associate Vice President, Continuing Education/Workforce Development |
| Dave Jordan | Associate Vice President of Human Resources |
| Melanie Moore | Executive Office Associate, President's Office |
| Betty Noble | Associate Professor, Entrepreneurship & Coaching; Associate Div. Chair, Business & Computer Systems |
| Elizabeth Dean | HCC Student |

## *Top Recommendations:*

1. Explore opportunities for new and more targeted populations (e.g., non-traditional aged students, veterans, job changers, under- or unemployed workers and those with degrees looking for new and updated job-related skills). Create a program targeted toward retiree transition and assessment of interests, and then connect them with employment opportunities through a strictly fee-based program.
2. Become the skills gap "closer." Develop a service for employers to test, interview, and train their employees and offer it via hybrid formats.
3. Develop marketing and branding improvements that are data-influenced, sustainable, and scalable for populations that could be better served (e.g., African American males and students in developmental math).
4. Continue to improve processes for both classroom and administrative operations. Advance the role of technology and social media in HCC's advertising, offerings, and communications. Develop revenue streams beyond grant and foundation funds.

**RECOMMENDATION 1:**

**Explore opportunities for new and more targeted populations (e.g., non-traditional aged students, veterans, job changers, under or unemployed workers and those with degrees looking for job-related skills), create a program targeted toward retiree transition and assessment of interests, and then connect them with employment opportunities through a strictly fee-based program.**

Background:

HCC's competitive advantage is a high quality, economical, and local educational option that is different from a four-year college. This story needs to target particular market segments with a message of "We know you have choices and here's why you should choose HCC." The market segments include:

a. Prospective degree-seeking students;
b. Prospective students for noteworthy, leading HCC degree and non-degree programs (e.g., emergency medical services (EMS), nursing, project management, casino management, and medical billing);
c. Parents, teachers, guidance counselors of prospective HCC students who know little about HCC or have not visited campus;
d. Employers who can use HCC as a source for subject matter expertise and employee recruitment;
e. Adult learners with a focus on career development. These include job changers/advancers, veterans, under- or unemployed workers, people returning to the workforce after a life-related absence (e.g., stay-at-home moms);
f. Adult learners seeking personal enrichment, such as the senior community;
g. Populations requiring particular attention due to achievement gaps (e.g., African-American males, students requiring developmental math);
h. Students/employers from other counties; and
i. Current and prospective employees who will advance in their organization shortly due to succession and turnover.

Available Resources:

The task force anticipates that this recommendation can be undertaken using existing faculty and staff and resources, including the communications management module. The college could use the communications management module to assist in tracking prospects from the point of inquiry to the actual registration, and compare HCC conversion rates over periods of time. It should assess the data that already exist and identify gaps in needed data collection. Finally, it should compare data at designated points of time. Once a pattern has been established, HCC could then determine reasonable rates of increase.

Needed Resources:

It is anticipated that this recommendation can be achieved through existing faculty, staff, and resources as noted above.

**RECOMMENDATION 2:**

**Become the skills gap "closer." Develop a service for employers to test, interview, and train their employees and offer it via hybrid formats.**

**Background:**

HCC should continue to attend to traditional classroom subjects, but with an added focus on "soft skills" that help people succeed in college and beyond. In addition, HCC would benefit from becoming more employer/employment-centric in its offerings. For example, increasingly, employers want to outsource training to community colleges. With Howard County's strong service sector economy, HCC could match existing expertise with local employers and ask local employers to identify new subject matter for program development. Examples include: customer service, sales, contact management, critical thinking, communication, office etiquette, teamwork, confidence building, and personal branding. Such content could also help students compete for scarce jobs or succeed as entrepreneurs. The college needs to be up-to-date on the latest technologies, such as mobile application design and three-dimensional copying. The college needs to evaluate current programs that address achievement gaps and ensure they are effective, sustainable, and scalable. Internships that lead to employment for students need to be expanded. Curricula need to address the learning styles of traditional and adult learners, transitioning them from HCC to a four-year university or career.

Available Resources:

The college's innovative faculty and staff should continue to assess the county's need and the college's current capacity for addressing them.

Needed Resources:

It is anticipated that this recommendation can be achieved through existing staff, faculty, and resources.

**RECOMMENDATION 3:**

**Develop improvements in marketing and branding that are data-influenced, sustainable, and scalable for populations that could be better served (e.g., African American males and students in developmental math).**

Background:

HCC should facilitate informal and create formal organizations around natural "communities" to help make a big school feel small, create identity, and ensure student progress. The college should create various schools of…arts, entrepreneurship, careers, business, project management, and sales and customer service, etc. This could help with content delivery, and enhance targeted fundraising, connections with the business community, student pride, and school identity. The college should also informally encourage and track

"user groups" of students through use of websites and applications that engage students with common interests with each other and with "connected" faculty.

Available Resources:
The task force anticipates that this recommendation can be achieved through existing staff, faculty, and resources.

Needed Resources:
The task force anticipates that this recommendation can be achieved through existing staff, faculty, and resources.

## RECOMMENDATION 4:
**Advance the role of technology and social media in HCC's advertising, offerings, and communications. Develop revenue streams beyond grant and foundation funds.**

### Background:
Budget challenges will likely continue. Increased attention must be paid to expense control and operational efficiency. Programs that generate revenue beyond the usual grants and foundation funds (e.g., business-centric, internship tracks) or development opportunities (e.g., naming of schools of…, asking seniors who benefit from waived tuition to "opt in" to fundraising newsletters/campaigns) need to grow. Business models used effectively to generate revenue at four-year schools and other community colleges should be evaluated. Innovative instructional methods (hybrid programs and "Flip the Classroom") need investigation and experimentation. This could create a role for HCC as a "skills gap closer," be valuable to employers, and turn out to be more economical and effective when compared to traditional instruction. The college should continue to focus on student retention, especially with challenged student populations and the possibility of performance-based funding by the state. HCC should also continue to advance the role of technology and social media in its marketing, class content, and internal communications. The creation of a leading edge workforce should become a priority, on par with attention to students and instruction.

### Available Resources:
Continuous process improvement underpins the work of the faculty and staff at the college using tools such as social media analytics to enhance its efforts.

### Needed Resources:
Increase use of tracking tools and social media analytics to help determine which branding efforts are bringing results and guide placement of marketing dollars.

**Moving Forward:   What would change; what are the intended outcomes?**

In the context of changing demographic and economic conditions, these questions, which became explicit only during the task force's final meeting, implicitly framed the leading edge discussions over the past couple of months.  If HCC can address them explicitly, the college will continue to move toward staying and becoming more of a leading edge organization.

*Chair:* **Kevin Kelehan,** Partner, Carney, Kelehan, Bresler, Bennett & Scherr

### Community task force members:

| | |
|---|---|
| Bill Barnes | Coordinator, Secondary Mathematics, Howard County Public School System |
| Dayna Brown | Administrator, Howard County Office on Aging |
| Drew Clark | Manging Principal and Chief Operating Officer, Evergreen Advisors |
| Mike Davis | Senior Partner, Davis, Agnor, Rapaport & Skalny |
| Hector Garcia | Executive Director, Foreign Born Information and Referral Network (FIRN) |
| Stacie Hunt | President and CEO, Leadership Howard County |
| Jay Kerr | Director of Strategic Programs at 7 Delta, Inc. |
| Pam Klahr | President, Chief Executive Officer, Howard County Chamber of Commerce |
| Yolanda Logan | Life Change AME |
| Feli Sola-Carter | President, Conexiones |
| Dick Story | Senior Vice President, Sales/Marketing, JBP Partners |
| Sang Oh | Partner, Talkin & Oh |
| Brian Walter | Market President, Chesapeake Region, M&T Bank |
| Beverly White-Seals | President and CEO, Columbia Foundation |

### HCC task force participants:

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| Skip Coale | HCC Board Member |
| Cindy Peterka | Vice President of Student Services; President's Team Liaison |
| Alison Buckley | Associate Vice President for Enrollment Services |
| Tara Hart | Professor, English; Division Chair, English & World Languages |
| Consuelo Stewart | Professor, Mathematics |
| Kim McNair | Director of Student Conduct and Executive Associate to the VPSS |
| Patty Remoy | Associate Director of Learning Outcomes Assessment |
| Karlyn Young | Director of Human Resources |

### *Top Recommendations:*

1. Identify a process to include the business and non-profit community more intricately than advisory boards into a discussion about curriculum. Use surveys or focus groups to identify skills needed in the workplace.
2. Develop an Encore Career 50+ program at the college.
3. Develop an extensive paid internship or cooperative education program utilizing the business community to provide "real world" work experience for students.

**RECOMMENDATION 1:**

**Identify a process to include business and non-profit community groups into curriculum discussions, particularly those that identify skills students need in the workplace, be they academic skills to fit changing job requirements, or "soft skills" of work demeanor, dress and comportment as a means to enhance existing program advisory boards. Ensure that a fully inclusive cross-section of the student body benefits from the programs developed and/or augmented by this recommendation.**

Background:

The task force reviewed the list of partnerships that the college has developed, and received comments from Kathryn Jo Mannes, program director, Workforce and Economic Development, American Association of Community Colleges (AACC) on some best practice programs throughout the country. The task force determined to involve and engage groups within the community served by the college, which has expanded beyond Howard County, to enhance and strengthen the partnership programs already in place, to provide a framework for opening up the list of partnership programs to serve a wider range of experiences in the workforce, and to expand real world learning opportunities for students.

Available Resources:

The task force envisions building on the existing advisory board process, at the outset, but adding industry and affinity group input, either from survey and focus group feedback, or participation by representatives to advisory boards, such as chambers of commerce, government contractors, area African-American fraternal organizations, and minority and foreign-born business owners.

Needed Resources:

Grant resources could be obtained possibly through business/affinity groups, volunteer organizations, and sources identified by the American Association of Community Colleges (AACC).

**RECOMMENDATION 2:**

**Develop an Encore Career 50+ Program at the college.**

Background:

According to the "Plus 50 Standards of Excellence" of AACC, "with baby boomers approaching typical retirement age, there is an increased focus on what members of this age cohort will do in its later years. They are less interested in traditional retirement and, at the same time, structural changes in the economy means many may need to work longer than they had planned or re-enter the workforce. Those who do not need the income will want to stay active and engaged through "encore careers." The college may want to engage the 50+ population in more targeted ways. The task force also recognizes the existing

population of students over 60 who currently receive free tuition that the college may want to try to engage in sharing life/work experiences.

### Available Resources:
As noted, AACC is a resource to support expanded efforts with older adults. They have already selected 13 community colleges for Encore Career 50+ program grant funding. The task force suggests that the college would form a local SCORE chapter to encourage the senior population to give back to the college. The task force also suggests reaching out to the AARP (formerly American Association of Retired People), and connecting with existing entrepreneurial programs through government and industry affinity groups.

### Needed Resources:
To start the program, the task force recommends outlining a grant proposal for seed money that could be solicited from business and specific work discipline affinity groups to conduct a needs assessment and outline a program to fill the need determined by the assessment. Based on the determined need, HCC would present a grant request to AACC to develop an Encore Career 50+ program based on successful proposals and specific program needs to serve the college community.

## RECOMMENDATION 3:
**Develop an extensive paid internship or cooperative education program utilizing the business community to provide "real world" work experience for students.**

### Background:
Most college students need to work to pay for part or all of the expense of their education. An appealing work experience to students is paid internships or cooperative education placements in their areas of study. Often, businesses need part-time, temporary staff, and placing students in real world work environments enhances workforce development throughout the region.

A "side effect" of developing/enhancing the program would be facilitating a discussion between the college and the participating employers. This discussion would lead to the employer providing requirements for employment and feedback on the intern experience. The program could facilitate curriculum requirements based on real world workforce requirements.

Business affinity groups such as cyber, accounting, law, and construction and volunteer networks targeting international students, minority student populations, and veterans should be approached to provide "hands-on" mentoring to engage "at-risk" students and populations. This will allow a full range of students, and not just the highly motivated in internship and cooperative work experience, to be reached. The partnerships task force supports the STEM task force's recommendations to develop a cyber internship program, and look for ways to

engage students in "hands-on" work experience, noting the challenges of security clearance faced by cyber career seekers.

Cooperative education programs offer paid work experiences to students, as well as academic credit. The National Commission for Cooperative Education listed LaGuardia Community College in New York and Lane Community College in Oregon as "best practice" colleges for cooperative education.

### Available Resources:
The task force suggested involving the Howard County Public School System as the college engages the community to create a "corporate makeover" of its internship program.

### Needed Resources:
Reaching out to the business and volunteer communities to develop a network of mentoring and internship opportunities would be a first step. It is anticipated that resources would be necessary to hire one position to coordinate the program with faculty and a half-time/internship developer to work with the business community/affinity groups and volunteer networks.

## Moving Forward:   What would change; what are the intended outcomes?

The task force recommendations focus on more "real world" partnerships, utilizing the community's resources to enhance curriculum and developing students' skills. The taskforce recommends taking the already existing and robust partnership programs that the college now has and creating an ongoing process of adding to that list of programs. In doing so, HCC would be doing away with, or merging partnership programs that have "run their course." This could best be implemented in concert with, or as part of, another campus program to ensure the largest possible participation of the college community and outside groups to enhance the college's impact within its community.

| V. Task Force: STEM |
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**Chair:** **Elizabeth Rendon-Sherman,** CEO/CFO, LG-TEK

**Community task force members:**

| | |
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| Teresa Cadden | Chief Operating Officer, Pilar Services, Inc. |
| Thomas Laskowski | President, GANTECH, Inc. |
| Larry Letow | President and Chief Operating Officer, Convergence Technology Consulting |
| Ira Levy | Director, Technology & Communication Services, Howard County Department of Technology & Communication Services |
| Paul Gentile | Senior Vice President, Deputy BU GM, Sciences Applications International Corporation (SAIC) |
| Kent Menser | Executive Director, BRAC, Howard County BRAC |
| Rich Roca | Director Emeritus, Johns Hopkins University APL |
| Sam Seymour | Business Coordinator, Johns Hopkins University APL |
| Carl Strobel | President, FiberPlus |
| Steve Zotti, Col. | Chief of Staff for Marine Forces, Cyber Command |

**HCC task force participants:**

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| Kevin Doyle | HCC Board Member |
| Tom Glaser | Vice President of Information Technology; President's Team Liaison |
| Sung Lee | Director of Student Computer Support |
| Shirin Nazma | Research Associate, Planning, Research and Organizational Development |
| Mary Newberger | IT Services Administrator |
| Dorothy Plantz | Director of Admissions & Advising |
| Loretta Tokoly | Associate Professor, Mathematics |
| Patti Turner | Professor, Anatomy/Physiology; Division Chair, Science, Engineering & Technology |
| Rose Volynskiy | Professor, Computer Science |
| | |
| Danielle Zack | HCC Student |

## Top Recommendations:

1. Develop program of internships, cooperative experiences, and mentorships, perhaps starting with the cyber security field. Partner with employers to provide workplace experience and exposure.
2. Develop cyber and other STEM offerings that emulate the same level of theory and practice that is accomplished in the nursing program. Offerings should be focused on immediate workforce needs at a strategic level with an emphasis on critical thinking and analysis skills.

3. Develop interactive marketing information to attract traditional and adult students into cyber and STEM learning communities and/or programs. Develop a virtual application to attract and mentor students.

**RECOMMENDATION 1:**
**Develop cyber and other STEM offerings that emulate the same level of theory and practice that is accomplished in the nursing program. Expand the tagline "*You can get there from here" to "You get THERE via Academics, Certifications and Experience!" for STEM programs.***

Background:
HCC already has cyber offerings, however the task force discussed an alignment of offering a particular set of courses under one program/curricula area in order for HCC to identify with government organizations, such as the United States Cyber Command, the Defense Information Systems Agency (DISA), the National Security Agency (NSA), Homeland Security, and the Federal Bureau of Investigation (FBI), as well as industry-supporting cyber requirements to develop new employees and provide specific certifications to meet current and future workforce demands. This program would differ from other programs in that it would focus on immediate workforce needs at a strategic level. The key for HCC would be to identify a specific level of offerings for students in their early to mid-level career paths. This would also allow for a "cyber" STEM feeder into the four-year institutions and workforce. One particular area that must be included in this program is the need to develop critical thinking and analytical abilities in students. This is an area that is missing in general and not provided by four-year institutions. Through class offerings and collaborative learning experiences, students could also begin to cultivate critical thinking and analytical abilities that are necessary in STEM fields. These actions would allow HCC to improve its alignment with the labor market skill demands.

Available Resources:
HCC may be able to partner with specific segments of the government and industry to develop courses that would provide content specialists and possible loan of experts to the college to develop and align offerings with their workforce needs. The college has existing faculty resources to assist with curriculum and program development.

HCC would have to continue the relationship among HCC, federal, state, and local governments, and industry to ensure the appropriate offerings would be in place for the skills needed by the workforce. Again, HCC already has a relationship with government and industry through the current STEM task force, but others would need to be included to address the overall needs.

HCC already has people teaching various courses that would be aligned with a cyber offering, but there would be a need for critical thinking and analysis skills.

HCC may need to secure funding for a faculty member or content expert to assist in the design of cyber credit and noncredit offerings. The college could leverage a partner from the government or industry to support this effort, which would provide student feeders to the program and content expertise.


## RECOMMENDATION 2:
**Establish alternative internships, cooperative experiences, and mentorships for STEM collaborative learning experiences.**

### Background:
HCC already has internships in place.  The task force discussed the concept of establishing a more comprehensive STEM internship, cooperative experiences, and mentorship program in line with collaborative learning experiences among the college, industry, and federal, state, and local governments, similar to the nursing program.  This would result in a more realistic STEM environment for HCC students by providing students with real world work experiences on real projects in STEM fields.

First, the college will need to establish a relationship/partnership with industry and government to identify the critical STEM needs/skills. The college should then incorporate STEM collaborative learning experiences that would utilize the students' skills and knowledge in practical work experiences offered by industry and government in order to increase or enhance classroom and lab learning, knowledge, and skills, thus integrating school and work learning experiences. The government and industry partners would provide mentors to work with students and guide them as students become integrated into existing teams working on real projects.  This is similar to the clinical experience approach used in the nursing program. HCC already has a successful internship capability in the nursing program and SAIC, a local company, has successfully established a similar program.  Best practices in this area include the nursing program at HCC and the SAIC internship, cooperative education, and mentorship program, both of which have high success rates in learning experiences and job placements.

Other best practices include Clark State Community College Professor Dan Heighton's project named "Innovative Internships in Cyber Security," which received the 2011 Innovation of the Year Award from the League for Innovation in the Community College.  Professor Heighton's National Science Foundation (NSF) grant, "Meeting 21st Century Cyber Security Needs through Advanced Technological Education," allowed Clark State to develop and implement an associate degree program in the high-demand field of cyber security, including an innovative intern/externship component. Selected students, some who may have never been out of Ohio, are able to work and be mentored by industry professionals in the hotspots of technology innovation, like Silicon Valley and the

Pacific Northwest. Students work as a team in these environments then return to Clark State to share what they have learned with other students. Heighton takes the model even further to use cloud computing and exploding availability of mobile net devices to create real-time team projects involving students and industry professionals, whether in Seattle or Springfield, Ohio. Professor Heighton has been invited to apply for another NSF grant to expand his concept of real-time project teams and to incorporate the model into more technology classes.

### Available Resources:
HCC can use the existing services on campus to assist with promoting and developing STEM collaborative learning experiences and mentoring programs. HCC already has a relationship with government and industry through the current STEM task force and other affiliated boards and advisory groups to the college, but would need to establish and maintain an on-going symbiotic relationship among the college, industry, and the federal, state, and local governments to define the critical needs and skills required for STEM academic programs and careers. The college can develop a pilot partnership for current employees or service personnel who want to enhance career opportunities and fulfill workforce needs come to campus for course work.

### Needed Resources:
The college should investigate grant opportunities to develop a pilot to assist with the development of new STEM collaborative learning experiences and mentoring programs that would mirror the nursing clinical experience.


## RECOMMENDATION 3:
**Develop marketing information to attract traditional and adult students into cyber and STEM learning communities and/or programs.**

### Background:
The STEM task force found that STEM careers are not being marketed adequately to today's generation of young people and potential adult students. The college needs to make STEM careers more appealing to potential students from all types of backgrounds, age groups, and genders. One method that could be used for marketing STEM programs and careers is the use of the *LifeJourney* virtual mentorship tool. This tool provides the opportunity for students to participate in career simulation experiences that could help students explore various career fields in STEM as they relate to the numerous industries in the Baltimore, Fort Meade, and Washington areas. This could also be implemented for guidance counselors as tools to help them provide information to students about STEM programs and career fields. *LifeJourney* is interactive and would connect students, teachers, and mentors.

HCC can also utilize social media such as texting, Skype, Facebook, etc. to become more interactive. The college should continue to explore the use of digital media, which can be exciting, interactive and timely, to reach multiple cohorts of STEM learners from school age students to adult returning students. Additionally, STEM retreats with HCC students, faculty, government, and industry professionals would provide an on-going connection with student studies and college offerings to encourage career development.

The college would benefit from assessing current activities within the public school system directed at STEM career development and partnering in those activities that fit with the college's STEM offerings. An example of activities that could be developed to reach Howard County Public School System students could be the creation of STEM-A-THON. The STEM-A-THON could focus on each of the areas of STEM – science, technology, engineering, and math. Teams would compete on an individual focus area of STEM. Businesses could also lead the various groups in the STEM-A-THON. This would provide an aspect of marketing exposure.

### Available Resources:
HCC would have to continue the relationship among the college, federal, state, and local governments, and industry to ensure the appropriate offerings would be in place for the skills needed by the workforce. Again, HCC already has a relationship with government and industry through the current STEM task force, but others would have to be included to address the overall needs. HCC would work with government and industry to lead various groups in the STEM-A-THONS. STEM professors would also be required.

### Needed Resources:
Long-term corporate sponsorships would need to be developed to provide sustainability to this effort. Funding could come from donations provided by industry to raise money for awards, as well as grants from government and industry to support the creation of the STEM-A-THONS. A tool such as *LifeJourney* could also be paid for through such funding sources. HCC should partner with LifeJourney virtual mentorship's developer Rick Geritz of Business Social, a Howard County business. HCC would work with LifeJourney to establish STEM career paths that would inspire students to find their niche and passion in STEM fields.

## Moving Forward:   What would change; what are the intended outcomes?

The efforts would increase awareness of STEM careers opportunities and areas of study. The task force recommends the college pursue marketing efforts that will create awareness and entice students into STEM fields of study. *LifeJourney* provides a window into a possible connection with area businesses and STEM careers. These efforts would provide multiple avenues for a high level of awareness of career opportunities and academic preparation of STEM majors.

The college is a valuable resource for the workforce demands in the area of cyber security.  Programs directly aligned with area cyber security employers for current and prospective employees would be beneficial to the college and the community.  A focused program will help students and employers matching career opportunities and professional development.  The format of study similar to the nursing clinical experience will enable the college to provide students who are job ready and sought after by the industry.  Students would gain valuable work experiences and pathways for employment especially in the local area where the need for STEM professionals is in high demand.  Students could potentially "walk out of school and walk into work."

| VI. Task Force: **Sustainability** |
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***Chair:* Ned Tillman,** Principal, Sustainable Growth, Inc.

***Community task force members:***

| Earl Armiger | President, Orchard Development Corporation |
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| Linda Huntt | Operations Executive, Johns Hopkins University APL |
| Bob Jenkins | Vice President of Engineering, Howard Hughes, Inc. |
| Del Karfonta | Executive Vice President, The Columbia Bank |
| Sean Keyman | President, Trifecta Industries, Inc. |
| Phil Nelson | President, Columbia Association |
| Stan Sersen | President and Founder , ASG |
| Jared Spahn | Developer, Managing Member, Old Town Construction |

***HCC task force participants:***

| Dennis Schrader | HCC Board Member |
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| Shelly Bilello | Capital Programs Administrator |
| Cheoleon Lee | Associate Director of Institutional Research |
| Richard Leith | Assistant Professor, English |
| Bob Marietta | Facility Renovations, Sustainability, and Safety Manager |
| Catherine Mund | Registrar, Records, Registration and Veteran's Affairs |
| William Straube | Assistant Professor, Biology |
| Brooke Tyson | Instructor, English |
| Brendan Delzin | HCC Student |

## *Top Recommendations:*

1. Develop a transportation demand management plan (TDMP), which should be based on survey data and actively used as a foundation for discussions and decision making.
2. Create a center of sustainable excellence for the growth of small, sustainable cities.
3. Optimize the college's sustainability management system.


### RECOMMENDATION 1:

**Develop a transportation demand management plan. The commuter campus quandary represents a significant social, environmental, and economic challenge to the college. The college should have a detailed transportation demand management plan based on survey data of all students and faculty. It should be used as the foundation for decision making and in discussions with the greater community. This could be incorporated into the next facilities master plan.**

### Background:

Approximately 30,000 students attend the college and most of them drive. About 28 percent of HCC students and many faculty and staff live within five miles of the main campus and could walk or bike to class on the majority of days during the year or could be served better by local transit services. Local bus services, Howard Transit, and the college bus are available, but may not be timely. A rideshare program and carpooling have been initiated and need to be enhanced. HCC may need to consider pick-up nodes around the area where students can meet to share rides. A guaranteed ride home program needs to be implemented possibly in consultation with NeighborRide.

### Available Resources:

The Columbia Association has prepared and Howard County is preparing a bike master plan. The plans for further development/redevelopment of downtown Columbia call for a more walk-able and bike-able infrastructure and a transit center. The college should actively participate and promote the development of affordable housing as close to campus as possible that will serve the student, staff, and faculty populations. This will evolve over the next five to ten years and the college needs a strong plan and to secure a presence at community planning efforts as they occur.

### Needed Resources:

The TDMP would help the college identify, communicate, and advocate its needs to the broader community. Grants for campus charging stations for transit and energy efficient vehicles are available and a master plan that meets the needs of the college and the community is needed. The students, faculty, and neighbors should have access to real time, web-accessible transit information that would reduce traffic in and around the campus. The college should explore department of transportation grants to see if the college could be a demonstration site for a model integrated transit system.

## RECOMMENDATION 2:
**Create a center of excellence for the growth of small, sustainable cities.**

### Background:

Columbia and Howard County will go through significant transformations over the next decade. The college should provide the expertise and the trained workforce for meeting many of these challenges. It should do this by leading in the adoption of best sustainable practices in all of its operations, and by becoming a leader in the evaluation of the effectiveness of these decisions. By developing this capability, HCC can better serve the community and the students it trains. This leadership role will have significant social, economic, and environmental impacts for the campus and the community at large.

The county, the business community, and the college are moving ahead on a wide array of new sustainability initiatives. HCC is in a good position to create a process for fully evaluating these new best practices because it is already implementing Leadership in Energy and Environmental Design (LEED) certification, rain gardens, and Energy Services Company (ESCO) projects that need to be fully monitored and evaluated. From this internal effort, the college will develop a valuable expertise for conducting cost-benefit analysis, life-cycle analysis, and in the maintenance challenges of these new best practices. As a result, HCC will be prepared to train students and share this expertise with the community. The college has the staff, students, and the infrastructure for conducting this monitoring and evaluation. The college could partner with the county, Columbia Association, Howard Hughes, Inc. (HHI), and the University of Maryland in this process. See http://livegreenhoward.com/

Needed Resources:
An ongoing source of funds from local, state, and federal agencies (e.g., the U.S. Environmental Protection Agency (EPA), U.S. Department of Transportation (DOT), U.S. Department of Housing and Urban Development (HUD), Maryland Department of the Environment (MDE), Office of Environmental Services (OES)) and local businesses would be needed to create the center, provide the analysis and the services to the community, and develop the curriculum. The college has developed a set of metrics to track some of its efforts. More collaboration would be required so that all partners are tracking a similar set of metrics.

## RECOMMENDATION 3:
### Optimize the College's Sustainability Management System

Background:
The college has implemented many green options and is pursuing a range of on-going initiatives. It is not clear if this evaluation and implementation process is optimized and whether the college is getting the greatest return for its efforts. The task force suggests reviewing the current process for creating, capturing, vetting, ranking, funding, implementing, tracking, and sharing good ideas. Additionally the college should review the social, economic, and environmental performance indicators being used by the college to confirm that it is measuring the most meaningful items.

Available Resources:
The college has a sustainability coordinator and a Facilities and Sustainability Cross-FunctionalTeam (FAST) that have been pursuing sustainable initiatives for several years with guidance from the Association for Advancement of Sustainability in Higher Education (AASHE) and LEED. The college has committed to lowering its carbon footprint and has tracked its progress. The college is working with an energy performance service contractor to develop a

plan to further reduce its energy usage and expenses. There are other organizations in the community such as Howard County government, the Columbia Association and the Howard County Public School System, that could share experiences and lessons learned.

### Needed Resources:

All of the efforts to date should be pulled together to see where the college stands on its progress toward being more sustainable. Once this is done, it would prove valuable to share goals and experiences with the other players in the community on a regular basis especially when it comes to choosing processes and options. Once the appropriate course of action is determined, it may be necessary to devote more resources to targeting, implementing, and managing all of the projects that the college will be undertaking in the next few years.

## Moving Forward:   What would change; what are the intended outcomes?

A more dependable transit system that operates more frequently would serve both the campus and the downtown community. This would result in the need for less parking on campus and closer community relations. An application could be created for smart phones to access location and timing data on transit options. This may help to decrease the demand for parking.

The college could develop courses based on its expertise and train students with more real world skills for both traditional and green sector firms.  The college could incorporate professional standards and issue completion certification in a wide range of skills, including assessing high performance buildings and energy systems, and rain garden design and construction.

The college could become the sustainability leader in the community and share its best practices and progress with the entire community on a continuing basis.  The college can continue to see its energy and waste stream costs reduced.  The campus could develop greater collaboration and stewardship. By empowering students to participate in this community effort, the college would develop a greater passion for learning among students that would serve the greater community. HCC students would be sought out by employers and four-year institutions, due to the breadth and proficiency of its training and knowledge.

## VII. Task Force: Workforce Development

*Chair:* **Shirley Collier,** President, Optemax, LLC

**Community task force members:**

| | |
|---|---|
| Michelle Benvenga | Project Manager, PQRS (Physician Quality Reporting System), Computer Sciences Corporation |
| Paul Capriolo | President, Social Growth Technologies |
| Mike Galiazzo | President, Regional Manufacturing Institute |
| Sean Keller | Founding, Managing Partner, and Chief Operating Officer, Sage Management |
| Eric Lewis | Area Executive, BB&T |
| Mike McCarthy | President, Riparius Construction |
| David Powell | Vice President & Chief Operating Officer, Federal Business Council |
| Marc Rubin | Managing Partner, Berman Goldman & Ribakow |
| Dan Schrider | President & Chief Executive Officer, Sandy Spring Bank |
| Francine Trout | Director, Howard County Office of Workforce Development |
| Debbie Zients | President, The Alternative Board of Central MD |

**HCC task force participants:**

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| Mary Esmond | HCC Board Member |
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| Melissa Paper-Garthoff | Research Specialist , Planning, Research & Organizational Development |
| Susan Hellenbrand | Research Associate, Planning, Research & Organizational Development |
| Sharrie Hornak | Business Training Contacts Specialist II |
| Bev Johnson | Director of Technical Training & Business Services |
| Patty Keeton | Executive Director, Workforce Development |
| Janice Marks | Associate Vice President for Student Development |
| Tonya Osmond | Assistant Director, Career & Employment Counseling |
| Sharon Schmickley | Professor, Computer Systems & Division Chair, Business & Computers |
| Kevin Scott | HCC student |

## Top Recommendations:

1. Expand career programs to utilize e-learning and mobile applications for outreach to credit and noncredit classes. Create a list of campus and community members willing to provide training and resources for faculty, real world examples for the classroom, "video" workshops of community members, and inter-generational mentors.
2. Create a one-stop career E-shop that automatically aggregates and organizes webprofiles of all Howard County employers and their evolving workforce needs, allowing for social networking among all participants.

3. Enhance training for general management, project management, process integration skills, critical thinking, and skills such as communication, office etiquette, teamwork, and personal branding.  Incorporate problem-based projects in current curricula for credit and noncredit offerings.


## RECOMMENDATION 1:
**Expand career programs to utilize e-learning and mobile applications for outreach to credit and noncredit classes. Create a list of campus and community members willing to provide training and resources for faculty, real world examples for the classroom, "video" workshops of community members, and inter-generational mentors.**

### Background:
The task force suggests HCC offer additional networking, interviewing, writing, team building, interpersonal, social media, and technology skill development courses and programs to credit and noncredit students. The college should help students to personally "brand;" understand their core competencies that can be leveraged in other industries to prepare themselves for the volatility and sudden changes that happen in the work world.

The college should utilize mobile applications, e-learning, and intergenerational mentors.  College alumni could serve as mentors, as well as program participants. Members of the local business community could discuss via video various career opportunities in their industries, and the skills required for success.  These videos could be made available in a variety of contexts, courses, and programs throughout the college.

The college should require that career perspectives and discussions are integrated into all curricula throughout the college.  It should continue to ensure that what is being taught by the college reflects real world examples through case studies and applications. HCC could create lists of potential community volunteers willing to assist in this endeavor.  It could provide training on how to integrate career perspectives into lectures and laboratories.  The college should encourage faculty to network in the business community by attending local business events, and creating active, involved, business advisory boards.

Examples of these items can be found at:
http://www.forbes.com/sites/trudysteinfeld/2012/09/28/the-best-ways-to-use-social-media-in-your-job-search/
NOVA (Northern Virginia) Community College – Career Services
http://www.nvcc.edu/current-students/career-services/index.html
NOVA Community College – Co-op/Internships
http://www.nvcc.edu/academics/co-op/index.html
http://www.nacce.com/?Introduction

HCC can leverage existing business relationships (i.e., Howard County Economic Development Authority (HCEDA), Howard County employers, Department of Labor, Licensing and Regulation (DLLR), COF participant experts, Howard County Chamber of Commerce, Baltimore Washington International Airport (BWI) region groups, Base Realignment and Closure-BRAC) and professional user groups. Recruiting can be aligned with curriculum areas and advisory groups in career programs can be leveraged.

HCC Job Connection provides internships, part-time jobs, and full-time career opportunities as advertised by local employers in the community.

### Needed Resources:
Funding is needed to expand career services to all students and community members. Businesses could help sponsor courses or other programs because they benefit by finding more qualified candidates, as well as having a resource for outplacement services. State and federal grants can be sought to improve workforce development services.


## RECOMMENDATION 2:
**Create a one-stop career E-shop that automatically aggregates and organizes webprofiles of all Howard County employers and their evolving workforce needs, allowing for social networking among all participants.**

Form a partnership among the college, large and small regional employers, professional associations, and community groups to develop a web-based environment that facilitates job placements. Unlike existing online job boards, the program would automatically search the web to identify and aggregate local jobs and required skills. Students, faculty, staff, and employers could interact within the system to post and analyze job availability, skills required, industries that are growing, and employment trends. The career E-shop should be designed to entice businesses and entities outside of the college, benefiting everyone. Businesses' job openings would automatically post, but they could enhance postings to communicate to the college their future skill requirements. Internships and part-time and full-time jobs would be included in this online system, as well as incorporating social media and matching features to bridge the gap encouraging interaction, job placements, and other career oriented interactions among students, job seekers, faculty, and the local business community.

### Background:
The Booz Allen registry of "preferred" entities provides a localized perspective and can strengthen the relationship between the college and local large employers.

The Howard County Chamber of Commerce, HCC information technology, HCEDA, Howard County employers, DLLR, and rotary clubs are COF participant experts that could make introductions and participate in current career panels. The Maryland Workforce Exchange resources could be helpful.  HCC should join the Armed Forces Communications and Electronics Association (AFCEA) to meet government contractors.   Current job-related information could be centralized through the career center (e.g., maintaining lists of: all job fairs for the school year, of students interested in interning (and their majors); of campus contacts for business people; of all activities on campus related to specific majors where businesses could participate if they wanted, etc.) in preparation for and as a complement to the online system.

Needed Resources:

Application and program development funding is needed to utilize computer science students to develop the web scanning program.  Businesses benefit by finding qualified job applicants so they may be willing to help underwrite, sponsor, or buy subscriptions to the online system, or pay for job placements to help defray costs for the college.  HCC should partner with local recruiting firms.

## RECOMMENDATION 3:

**Enhance training for general management, project management, process integration skills, critical thinking, and skills such as communication, office etiquette, teamwork, and personal branding.   Incorporate problem-based projects in current curricula for credit and noncredit offerings**

In response to published statistics indicating growth in unfilled management jobs (in the retail, health care, information technology, government, and manufacturing industries) in our region, HCC should provide courses in general management. These courses could include, but not be limited to, such concepts as an understanding of all stakeholders, competition, negotiation, managing people and budgetary constraints, etc., project management, and process integration skills to look at things from multiple disciplines.  Make these courses available to credit and noncredit students of all ages in a variety of platforms and venues including e-learning and mobile formats to reach wide audiences.  These skills are essential for career advancement at all stages of one's life, encompassing a variety of professions and industries.

Background:

These skills reflect the current and projected job market shortages.

See Bunker Hill Community College for examples.
http://www.pmi.org/Certification/Project-Management-Professional-PMP.aspx
http://unex.uci.edu/areas/business_mgmt/project_mgmt/
http://www.linkedin.com/title/process+integration/

http://www.processintegrationinc.com/services.asp?services=1

Available Resources:
Explore new ways to package and market HCC's continuing education and workforce development's (CEWD) customized business training and current offerings (e.g., existing cyber security program and relationship to NSA) to additional government agencies and contractors. HCC should expand to include local companies in the health care and manufacturing sectors utilizing connections of the COF participant experts.

Needed Resources:
Additional teachers and curriculum are needed to offer courses in general management, project management, and process integration skills that are relevant to regional industries. Community leaders could help find qualified teachers. See previous examples of connecting to the business community.

**Moving Forward:    What would change; what are the intended outcomes?**

As a result of recommendation 1, HCC would offer expanded availability of relevant, timely career services and courses that help students of all ages and life and time constraints develop the skills necessary to find and keep today's and tomorrow's jobs.  Interns and other job seekers who are well-rounded and better qualified to obtain jobs and advance in high demand professions, including the growing demand for general and project management and process/problem solving skills covering multiple industries, would be infused into the community.  There would be more awareness and involvement of and support for faculty to help students understand and prepare for high demand jobs as they are taking academic courses.  Expanded job preparation/search offerings in the CEWD would be offered to reach additional audiences.  This would culminate in strengthening and expanding partnerships among faculty, students, and regional businesses.

If recommendation 2 were implemented, HCC would provide a more efficient way to connect students and other job seekers to local jobs.  Students, faculty, and staff would have an easier way to stay abreast of current and emerging skills in demand within the local market.  In an effort to satisfy the business community's hiring needs, HCC would ultimately provide a more efficient mechanism to link business recruiting efforts to the college.

Recommendation 3 would facilitate HCC's offering a more robust supply of skilled workers of all ages to satisfy the market demand for general and project management, as well as, process and problem solving skills and specific technical skills.  Relationships with businesses for multiple, mutually beneficial purposes would be strengthened.