Board of Trustees’ Consent Materials
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.
1. Ratify and Confirm Guaranteed Maximum Price for the Student Services Building
2. Ratify and Confirm Portable Back-up Power Generator
3. Ratify and Confirm MedStar Athletic Trainer Services Contract
4. Ratify and Confirm Gas Utility for Belmont
5. Ratify and Confirm Laurel College Center Lab Supplies
6. Ratify and Confirm OCE Copier Contract
7. Ratify and Confirm Pianos for Horowitz Center
8. Ratify and Confirm Steinway Piano for Horowitz Center
9. Ratify and Confirm Change Order for Black Box Theatre and Recital Hall
10. Ratify and Confirm Belmont Landscaping Contract
11. Ratify and Confirm Belmont Rental Equipment Bid
12. 2005 Institutional Mission and Goals Statement for Maryland Higher Education Commission
13. Proposed New Hires
14. Summer II and III Graduates
15. Paper for Print Shop
16. Grants and Scholarships
17. Revised President’s Evaluation Form
18. Succession Plan
1 – Ratify and Confirm Guaranteed Maximum Price for the Student Services Building

**Background:** The college has been working on the design of the Student Services building since the fall of 2003. The 95% construction documents have been reviewed by the Department of General Services and the college is now ready to submit a request to the Board of Public Works (BPW) for the construction portion of the building. Previously, a public bid was performed and Riparius Construction, Inc. was awarded the project as the Construction Manager at Risk. Riparius has now provided the college with the Guaranteed Maximum Price (GMP) for approval. The price is within the budget previously approved by the board, state and county. There were several items that we were unable to include in the GMP that we would like to consider if the contingency is not fully utilized or if savings occur during the course of construction. These are add alternates to the building and would be selected in the order listed on the attached sheet.

**Purpose:** To approve the construction price – GMP for the Student Services building.

**Location:** Main campus – on the western end of the quad.

**Timeline:** Construction to start in July 2005 and will take approximately 20 months, with the expected completion in February-March 2007.

**Specifications:** The purpose of the project is to design and construct a 62,465 net assignable square foot and 103,770 gross square foot building. The departments included in the building are bookstore, dining services, admissions, advising, records and registration, finance office and financial aid, career counseling, test center, counseling, academic support services, security, and welcome and information center.

**Bids:** After a competitive bid process, the board awarded the Construction Manager at Risk contract to Riparius Construction, Inc. As part of the process, they have prepared the GMP on the project.

**Recommendation:**

The administration requests that the board of trustees ratify and confirm the GMP for the Student Services building:
Amount: $24,650,000.00

Vendor: Riparius Construction, Inc.

Source of funds: FY05 Capital Budget

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

Approval: Signed by Roberta Dillow, Chair, June 3, 2005.
1 Stainless Steel Panels, at Walls with Kitchen Hoods 14,400
2 Asphalt/Brick Pavers (in lieu of broom finish concrete walks) 99,457
3 Landscape Plantings (10K Allowance is included in GMP) 59,000
4 Irrigation System 30,000
5 Site Furnishings - tree grates, bollards, & planters 24,029
6 Security System - Door Card Key System (Allowance) 80,000
7 4x4 Porcelain Tile on Kitchen Walls, GMP only has painted drywall. 14,000
8 Servery Walls - 4x4 Glass/Ceramic Tile in Lieu of Painted Drywall 27,200
9 Signage 45,000
10 4th Floor Dining, Large West Wall Wood Panelling & Small North Wall Wood Panelling 55,650
11 Café Counter Allowance 40,000
12 Security System - CCTV (Allowance) 30,000
13 Directories 3,000
14 Bronze Plaques 5,000
15 Fireplace in Dining Room Face with 12x12 Stone Tile 7,500
16 Add Black Acoustical Ceilings @ Serving, Dining, & Bookstore in Open Ceiling Spaces 30,000
17 Cabinet Allowance, 6-8, Built-in Trash Can Enclosures in Dining 8,000
18 Site Furnishings - trash receptacles, benches, carousel tables, bike racks, & ash urns. 80,000
19 Bathrooms - Change Sheet Vinyl to 12x12 or 18x18 Stone Tile @ Levels 1 & 4 15,000
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>4th Floor Dining, Corridor - Add Vinyl Wall Covering</td>
<td>10,000</td>
</tr>
<tr>
<td>21</td>
<td>Bathrooms - Change Sheet Vinyl to 12x12 or 18x18 Stone Tile @ Levels other than 1 &amp; 4</td>
<td>15,000</td>
</tr>
<tr>
<td>22</td>
<td>Dining Terrace - brick Pavers in lieu of Broom Finish Concrete</td>
<td>21,000</td>
</tr>
<tr>
<td>23</td>
<td>Add 2 Book Security Stations.(Career Servics)</td>
<td>25,884</td>
</tr>
<tr>
<td>24</td>
<td>Brick Pavers in lieu of Stamp Concrete @ Circle Drive</td>
<td>7,600</td>
</tr>
<tr>
<td>25</td>
<td>Atrium Railing Glass Panels in lieu of Mesh Panels</td>
<td>25,100</td>
</tr>
<tr>
<td>26</td>
<td>Roof Screen - Change Coregated Panels to Flush Panels</td>
<td>153,000</td>
</tr>
<tr>
<td>27</td>
<td>Trees in Landscaping, Increase Caliper by 1&quot;</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>939,820</strong></td>
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</table>
2 – Ratify and Confirm Portable Back-up Power Generator

**Background:** Horizon Foundation awarded a grant to the college for $50,000.00 to purchase and install a portable back-up power generator to be used for emergencies. Bids were formally solicited in the newspaper just for the generator in May 2005 with the bid opening on May 26, 2005. Penn Power Systems was the only company posting a bid for $34,888.00.

In addition to the purchase of the generator, the college will need to hire Bell Electric (the approved external electrician) to install the generator. This is estimated at a cost of $15,000.00.

**Purpose:** To approve Penn Power Systems as supplier for the generator.

**Location:** Main campus

**Timeline:** June 2005

**Specifications:** A portable back-up power generator.

**Bids:** After a competitive bid process, the administration selected Penn Power Systems as the supplier. This was the only bid received in the public bid process.

**Recommendation:**

The administration requests that the board of trustees ratify and confirm:

**Amount:** $34,888.00 to Penn Power Systems and an estimated installation charge to Bell Electric of $15,000 for a total of $49,888.

**Vendor:** Penn Power Systems

**Source of funds:** Horizon Grant (please note the generator selected has been approved by the Horizon Foundation, Inc.)

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

**Approval:** Signed by Roberta Dillow, Chair, June 18, 2005.
3 – Ratify and Confirm MedStar Athletic Trainer Services Contract

**Background:** The following item is a proposed contract extension from last year to cover the costs associated with providing an athletic trainer at all home contests per the bylaws of the Maryland Junior Conference (MD-JUCO) of which Howard Community College (HCC) is a member. To address the safety and liability concerns for all participating student athletes, an athletic trainer should also be available at practices throughout the year. Howard Community College has the opportunity again to partner with MedStar Health Organization, which is willing to provide HCC with a certified athletic trainer. MedStar would pay the benefits and continued educational training of the athletic trainer in exchange for HCC paying an hourly wage.

**Purpose:** To allow Howard Community College’s athletic department to enter into a renewal of the contract to partner with the MedStar Health Organization for the use of an athletic trainer during the school year for practices and games and for summer camps.

**Location:** Athletic and Fitness Center building and fields

**Timeline:** August 1, 2005 - May 30, 2006

**Specifications:** The total cost for the athletic trainer is $35,000.70 and shall be paid hourly at $23.81 per hour, which equals $833.35 per week for the specified time frame.

**Bids:** Howard Community College will utilize Catonsville Community College Bid #041504A dated 3/25/2004, which is a one-year contract with two one-year options, which allows all other local community colleges to use its purchase orders/bids.

**Recommendation:**

The administration requests that the board of trustees ratify and confirm:

**Amount:** $35,000.70.

**Vendor:** MedStar Health Organization
Source of funds: The money will come from two athletic administration sources – from the student fees account ($32,000.70) and the sport program account ($3,000.00)

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

Approval: Signed by Roberta Dillow, Chair, July 7, 2005.
4 – Ratify and Confirm Gas Utility for Belmont

Background: Amerigas is a sole source provider of gas for utility to Belmont

Purpose: Utility - Gas

Location: Belmont Conference Center, 6555 Belmont Woods Rd

Timeline: FY06

Bids: Sole Source

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $26,400.00

Vendor: Amerigas

Source of funds: Belmont Heat & Gas Utility Budget

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

Approval: Signed by Roberta Dillow, Chair, July 13, 2005.
5 – Ratify and Confirm Laurel College Center Lab Supplies

**Background:** Howard Community College (HCC) and Prince George’s Community College (PGCC) are in the process of installing a lab at Laurel College Center. The primary expenses for constructing and equipping the lab will be paid by a federal grant received through Congressman Hoyer’s office. During the course of submitting the paperwork to the federal government for approval, the colleges learned there is some equipment the federal government will not approve. These items are considered supply-related expenses and not equipment. Based on this mandate from the federal government, HCC and PGCC agreed to pay for these items since these supplies were needed to run the labs. Since PGCC was ordering all other furniture and equipment and handling the construction, HCC agreed to order these supplies and charge them back to Laurel College Center. The cost of these items will be split between the two colleges. Since this issue was known prior to year-end, HCC held over funds to cover its portion of this purchase.

Carolina Biological Supply Company is the vendor for this purchase. It is the supplier that won the bid for the Frederick County Public Schools. PGCC and HCC are able to make purchases from the Frederick County Public School contract and obtained the quotes for this purchase.

The purchase consists of over 100 supply items ranging from specimen slides to skeletal parts used for instructional purposes.

**Purpose:** To purchase supply items for the labs

**Location:** Laurel College Center

**Timeline:** Supplies to be received prior to August 15, 2005

**Specifications:** Over 100 supply items for the labs usage.

**Bids:** The items are being purchased from the bid obtained by the Frederick County Public Schools.

**Recommendation:**

The administration requests that the board of trustees ratify and confirm:

**Amount:** $37,361.26
<table>
<thead>
<tr>
<th><strong>Vendor:</strong></th>
<th>Carolina Biological Supply Company</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source of funds:</strong></td>
<td>Operating budget funds from Howard Community College and Prince George’s Community College, which support the Laurel College Center</td>
</tr>
<tr>
<td><strong>Compliance:</strong></td>
<td>This request is in compliance with college procedure, Purchasing – 62.05.01</td>
</tr>
<tr>
<td><strong>Approval:</strong></td>
<td>Signed by Roberta Dillow, Chair, July 22, 2005.</td>
</tr>
</tbody>
</table>
6 – Ratify and Confirm OCE Copier Contract

Background: The board of trustees approved funding for a new OCE copier lease on March 24, 2004. The new lease provides three high-speed copiers at a monthly cost of $9,500.00 and provides an annual printing allowance of 11,312,009 copies.

Purpose: To obtain approval to continue the existing lease agreement with OCE for high-speed copiers identified on GSA Contract GS-25F-0060M.

Timeline: FY06

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $114,000

Vendor: OCE

Source of funds: FY06 Operating Budget

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

Approval: Signed by Roberta Dillow, Chair, July 29, 2005.
7 – Ratify and Confirm Pianos for Horowitz Center

Background: Proposals were solicited for professional services to provide pianos for the new Arts and Humanities Instructional Laboratory Building. The scope of services includes the construction of specified pianos and accessories, delivery to the site and a service contract for tunings. These pianos were part of the furniture and equipment purchases that were previously approved by the state to go into the new building. The state will be paying 50 percent of the cost and the county will be paying the other 50 percent.

Purpose: To obtain board approval for a contract to provide pianos to the college.

Location: Arts and Humanities Instructional Laboratory Building.

Timeline: To be delivered to the site no sooner than August 1, 2006.

Specifications: To provide 19 pianos with accessories and service contracts.

Bids: The pianos were advertised for competitive bids but only one bid was received due to the specifications of the required pianos and accessories. However, the bid received from the one firm came in $180,000 below the budgeted cost of the items that were approved by the Maryland Department of Budget and Management.

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $588,730

Vendor: Piano Craft, LLC, 18860-G Woodfield Road, Gaithersburg, Maryland 20879

Source of funds: FY05 Capital Budget, Arts & Humanities Instructional Laboratory Building furniture and equipment funds.
Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, August 8, 2005.
8 – Ratify and Confirm Steinway Piano for Horowitz Center

Background: Proposals were solicited for professional services to provide a Steinway piano for the new Arts and Humanities Instructional Laboratory Building. The scope of services includes the specified piano and accessories prepared to concert standards, and delivered to the site. This piano was part of the furniture and equipment purchases that were previously approved by the state to go into the new building. The state will be paying 50 percent of the cost and the county will be paying the other 50 percent.

Purpose: To obtain board approval to award a contract to provide a Steinway piano to the college.

Location: Music Multimedia Lab, Arts and Humanities Instructional Laboratory Building.

Timeline: To be delivered to the site no sooner than August 1, 2006.

Specifications: To provide a Steinway Piano with accessories, prepared to concert standards.

Bids: The piano was advertised for competitive bids but only one bid was received due to the specifications of the required piano and accessories. The bid received from the one firm came in $12,000 below the budgeted cost that was approved by the Maryland Department of Budget and Management.

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $81,765

Vendor: Jordan Kitt Music, Inc., 9520 Baltimore Avenue, College Park, Maryland 20740.

Source of funds: FY05 Capital Budget, Arts & Humanities Instructional Laboratory Building furniture and equipment funds.
Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

Approval: Signed by Roberta Dillow, Chair, August 8, 2005.
9 – Ratify and Confirm Change Order for the Black Box Theatre and Recital Hall

**Background:** This change order is for the Arts and Humanities building requiring additional design services by Design Collective (DCI), the architect of the project, and by Mueller Associates, the project engineer, and Shen Misom Wilke, audio systems consultant of the project, for revisions due to the new audio system in the concert hall and black box theatre. The sound system in the Black Box and Recital Hall was not part of the original scope of the design because the college originally planned to purchase a sound system off the shelf. However, the college has since determined that it would be more cost effective for these systems to go into the base building now. In addition, there are several other smaller miscellaneous items (see specifications below), that were changed in the project to save construction dollars. These items caused changes to the final drawings, which had to be revised.

**Purpose:** To approve the change order for a total of $32,703.00.

**Location:** Peter and Elizabeth Horowitz Visual and Performing Arts Center

**Timeline:** August 2005

**Specifications:**

1. Audio visual consulting services for the concert hall and black box theatre (Shen Misom Wilke Inc.)
2. Infrastructure revisions due to the new audio system in the concert hall and black box theatre (Mueller)
3. Administration and coordination of the black box theatre and concert hall revisions (DCI)
4. Revisions to the telephone/data infrastructure (DCI and Mueller)
5. Sculpture and ceramics studio revisions (DCI and Mueller)
6. Photography suite lighting revisions (Mueller)
7. Costume shop revisions and additions of washer & dryer (Mueller)

<table>
<thead>
<tr>
<th>Specifications</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shen Misom Wilke</td>
<td>$13,000.00</td>
</tr>
<tr>
<td>Mueller Associates</td>
<td>$10,153.00</td>
</tr>
<tr>
<td>Design Collective</td>
<td>$8,600.00</td>
</tr>
<tr>
<td>Total reimbursables</td>
<td>$950.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$32,703.00</strong></td>
</tr>
</tbody>
</table>
**Recommendation:**

The administration requests that the board of trustees ratify and confirm:

<table>
<thead>
<tr>
<th><strong>Amount:</strong></th>
<th>$32,703.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vendor:</strong></td>
<td>Design Collective / Mueller Associates/Shen Misom Wilke</td>
</tr>
<tr>
<td><strong>Source of funds:</strong></td>
<td>Capital Budget</td>
</tr>
<tr>
<td><strong>Compliance:</strong></td>
<td>This request is in compliance with college procedure, Purchasing – 62.05.01</td>
</tr>
<tr>
<td><strong>Approval:</strong></td>
<td>Signed by Roberta Dillow, Chair, August 8, 2005.</td>
</tr>
</tbody>
</table>
10 – Ratify and Confirm Belmont Landscaping Contract

Background: The Brickman Group provides monthly landscape maintenance. The college will be bidding this contract out in December.

Purpose: To obtain board of trustees’ approval of the landscape maintenance bid for July – December.

Location: Belmont Conference Center

Timeline: July – December 2005

Specifications: The Brickman Group provides monthly landscape maintenance including grass cutting, edging, seasonal maintenance, and garden improvements at the Belmont Conference Center.

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $27,290.00

Vendor: The Brickman Group

Source of funds: Belmont contract services operating budget

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

Approval: Signed by Roberta Dillow, Chair, August 8, 2005.
11 – Ratify and Confirm Belmont Rental Equipment Bid

Background: Clients utilize the Belmont Conference Center for weddings, holiday parties, picnics, and large fundraisers.

Purpose: To obtain board of trustees’ approval of the rental equipment bid. Absolute Party Rental continues to provide Belmont with not only outstanding services but also the best prices.

Location: Belmont Conference Center


Specifications: Large events require items such as tents, china, glassware, silverware, tables, and chairs to accommodate the events. The college does pass on the charges to the client for the rental equipment. The number of events fluctuates each year.

Bids: Pricing Quotes for 1 and 20 events using tents, tables and chairs.

<table>
<thead>
<tr>
<th>Company Name</th>
<th>One Event Comparison</th>
<th>Twenty Event Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Party Rental</td>
<td>$2,520.00</td>
<td>$50,400.00</td>
</tr>
<tr>
<td>Capitol Party Rental</td>
<td>$2,605.00</td>
<td>$52,100.00</td>
</tr>
<tr>
<td>Party Plus Party Rental</td>
<td>$4,670.00</td>
<td>$93,470.00</td>
</tr>
</tbody>
</table>

Recommendation:

The administration requests that the board of trustees ratify and confirm:

Amount: $50,400.00

Vendor: Absolute Party Rental

Source of funds: Belmont Pass through expense, Operating Budget

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

Approval: Signed by Roberta Dillow, Chair, August 8, 2005.

**Background:** On September 20, 2000, the board approved Howard Community College’s (HCC) **Extended Mission Statement** created according to the 1999-2000 MHEC Mission Review Statement guidelines that required HCC to align its strategic plan to the 2000 State Plan for Postsecondary Education.

MHEC has now asked for the college to submit an updated **Mission and Goals Statements** by September 25, 2005.

The administration has crafted a response to the latest MHEC document guidelines, using the statements of Mission, Strategic Initiatives, and Goals previously approved by the board of trustees on January 22, 2005, for FY06 and May 24, 2005, for FY07 and beyond.

**Purpose:** To meet a MHEC request.

**Timeline:** Current trend is that this statement is requested every five years.

**Recommendation:**

The administration requests that the board approve the 2005 HCC Mission and Goals Statements for MHEC.
HOWARD COMMUNITY COLLEGE
2005 Mission and Goals Statements for MHEC

Summary Mission Statement

Howard Community College (HCC) creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural, and economic life of its community.

Institutional Identity

Howard Community College’s purpose is to meet the educational needs of its students by providing equal access to high-quality, affordable learning opportunities that result in growth in knowledge, attitudes and skills to allow them to achieve their personal and professional goals. The college values the diversity of the student population, maintains open admissions, and offers a variety of educational options at a reasonable cost. The college provides multiple teaching strategies and support services and calls upon students to accept responsibility for their individual growth. Howard Community College maximizes the use of its resources, fosters the professional development of its staff, and supports academic freedom. The college makes a significant contribution to the cultural, economic, and social development of the community.

HCC as a comprehensive public community college is an “Associate’s College” in the current Carnegie classification scheme. The college anticipates operating within that same definition as long as its students are well served in the transfer process. HCC is open to partnerships that would allow students to complete their bachelor’s degrees at the HCC campus.

Howard Community College emphasizes three broad areas of instruction: transfer programs, career programs, and continuing education. In fall 2004, 6,711 students attended HCC and the proportion of those in transfer programs was 75 percent. About 12 percent enroll in occupational programs to prepare for employment or to update career skills, and approximately 13 percent of the students do not declare majors because they are either undecided or are attending college for personal enrichment. In response to its growing enrollment and its setting in one of the most highly educated counties in the country (ranked number two in the state and fourth nationally in percent of adults with a bachelor’s degree in the 2000 census), Howard Community College has recently increased its credit program offerings. The college now offers 87 associate degree/transfer programs and 70 certificate programs for credit. Six program areas lead to the associate in arts degree and are designed to prepare students for transfer to four-year institutions. In fall 2004, the most popular majors at HCC were in arts and science transfer programs with over 1600 students (within that area the most highly enrolled were: criminal justice, art, liberal arts, psychology, pre-medicine, pre-pharmacy, mass media design and production, music, pre-allied health, English, and theater).
After arts and sciences, the most popular majors were: general studies, nursing, business administration, teacher education, computer science, and engineering. Twenty-one occupational/certificate programs are designed to prepare students for careers in such fields as business management, nursing, computer technology, emergency medical technology, information technology, and office technology. Among HCC’s occupational programs the most popular majors are: business management and accounting, allied health, computer technology, and early childhood development.

Howard Community College annually enrolls over 14,000 individuals in noncredit courses in four general areas within the division of continuing education and workforce development. These areas are: lifelong learning, which addresses the personal and professional needs of Howard County adults; basic skills, which offers adult basic education, ESL, GED, and pre-employment training; career programs and community development, which offers courses for professional certification, licensure and updates, and courses for senior citizens; and the Business Training Center, which offers both credit and noncredit courses designed to meet specific technology, workforce, and leadership needs of Howard County businesses.

Howard Community College views its stellar faculty as one of its primary assets and greatest strengths. Also among the college’s unique strengths is its agility in developing new courses and programs to meet student needs and market demands. The addition of 16 new credit programs in the last five years attests to the college’s responsiveness to student interest and market trends. Also noteworthy is the partnership between HCC and Prince George’s Community College in the Laurel College Center (LCC). Established by the two colleges in fall 2001, the center has been growing in both student enrollments (over 800 in spring 2005) and courses offered. In fall 2005 there will be 111 credit courses offered at LCC, 56 from HCC. In addition, HCC will offer 20 noncredit courses at LCC. The LCC has been designated a regional higher education center and the two community colleges have partnered with Towson University to offer its Bachelor of Elementary and Special Education at Laurel. The three schools have brought a 2+2+1 Masters of Mathematics Education degree to Laurel, especially targeted to help middle school mathematics teachers meet their qualification requirements. In the Spring 2006, Notre Dame will offer accelerated business classes at the site. (State Goal 2, Action Recommendation 2 e; State Goal 4, Action Recommendations 1, 2)

The agility of HCC as an organization is displayed in the recent acquisition of the Belmont Conference Center by the college’s Educational Foundation Board. HCC has incorporated the management of Belmont and its 60+ acre site into its administrative operations, with the division of continuing education and workforce development taking a lead role in maintaining the conference center business. The use of the site for academic and other purposes is being thoughtfully and inclusively approached. Plans are being developed to expand the hospitality management program in the short-term, and research is being done on the possible long-term development of programs that would lend themselves to the unique character of the historic site and its location. These areas of study may include: culinary, holistic/alternative health, and landscape...
management programs. These programs will be developed with university partners and may offer associates, bachelors or masters degrees.

HCC launched a capital campaign in 2001 with a goal of raising $12 million. To date over $9 million has been raised. Since the campaign’s inception, faculty and staff have contributed more than $230,000 with participation rates ranging from 32 percent to 42 percent annually. The campaign has also raised over $2.5 million for the construction of the Visual and Performing Arts Instructional Building. Special fund-raising events, including HCC Educational Foundation events, generated more than $350,000 in FY05. The Foundation’s net assets base increased 13% from $6,012,649 in FY04 to $6,816,219 in FY05. Overall support from the Foundation to Howard Community College for scholarships, programs, and other services was over $2 million. Grants, both competitive and non-competitive, generated close to $6 million. HCC has completed rounds one through four of the Innovative Partnership for Technology Program (IPT) for a total of $657,432 in state matching funds. The total amount of private gifts received through the Foundation was $1,974,955. HCC surpassed the Private Donation Incentive Program (PDIP) match goal of $250,000 prior to FY04. (State Goal 1, Action Recommendation 2)

The college celebrates diversity in its many programs and activities related to international education. HCC’s president worked with Community Colleges for International Development (CCID) on a number of international initiatives, including a visit from a Russian women’s delegation and development of a student exchange program with Turkey. HCC offered study-abroad opportunities for students and community members to Denmark, Mexico, Italy, China, Russia, and Turkey. The college’s program development in international education and critical languages resulted in two important awards this year, the National Association of Foreign Student Advisers’ (NAFSA) Senator Paul Simon Award for Campus Internationalization and the 2005 American Council on International Intercultural Education (ACIE) Achievement Award. (State Goal 1, Action Recommendation 4; State Goal 3, Action Recommendation 1 b)

In the noncredit arena, responsiveness to market demand is well illustrated by the continuing education division’s Kids On Campus (KOC) program. In 1999, 1451 children enrolled in the summer courses offered through KOC. Currently, there are over 3000 children in the Kids On Campus summer program, which also enrolls young students in special courses and programs at other times during the academic year.

HCC’s Enrollment Management Team and its Research and Development Team, which include representatives from both credit and noncredit units, are actively engaged in identifying unmet needs and opportunities for course and program development in transfer, career, and noncredit areas. These teams allow HCC to anticipate and respond to new market trends. Areas being investigated for potential new courses or programs include: computer forensics, TV production, entertainment technology, broadcast networking, world languages, interior design, arts management, entrepreneurship, communications, and areas associated with homeland security. HCC
plans to continue to gauge the interests and needs of its students and to develop courses, programs, new learning/teaching formats and strategies, and partnerships that help them reach their goals. It is clear that an increasing number of HCC students intend to pursue four-year college degrees. One of the best ways to ensure their goal attainment is to make the transition from the two year academic experience to the four-year academic experience as seamless as possible. (State Goal 5, Action Recommendation 3)

**Institutional Capabilities**

**Instruction:** Howard Community College embraces its mission as a comprehensive community college by responding to a wide variety of educational needs in the community, emphasizing student learning and teaching excellence as its foremost priorities. The college has established effective assessment and student outcomes processes and measures to ensure that excellence is maintained. The faculty evaluation system facilitates and rewards excellence in teaching through the college’s pay for performance system and recognition for outcomes assessment projects. (State Goal 2, Action Recommendation 2 b)

HCC continues to expand educational opportunities by increasing programs, delivery methods, sections and space, and analyzes the impact of these changes to ensure effectiveness. HCC delivers programs in a variety of flexible formats to enable students to accelerate their course completion or take courses offered online, through telecourses, or via two-way interactive courses, fast track, and open entry courses. (State Goal 2, Action Recommendation 2 f, 4)

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 evolving 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 activities that address issues of access and evaluate whether the campus meets the changing needs and interests of a diverse and dynamic community. (State Goal 2, Action Recommendation 2 a; State Goal 3)

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. The college has equipped and maintains 67 computer labs that are used to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. A robust distance learning program offers three complete degree programs and 80 Internet courses. The college has integrated the use of technology to provide web access to registration, grades, financial aid, and schedule information and communication. HCC's business processes and operations are managed through a centralized enterprise administrative management database, which runs student accounts, human resources,
finances, purchasing, payroll, scheduling, and registration. Additionally, 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. The college has stayed current with industry standards and practices and has upgraded hardware and infrastructures to meet growth and long-term goals for instruction, services, and business processes of the college. During the last fiscal year, the college completed several important technology initiatives to meet stakeholder requirements and improve the college’s computing infrastructure. These initiatives included continued deployment of wireless networks in common study areas to further enhance student access to computing and learning resources, installation of blown fiber between campus facilities, and implementation of a virtual private network to permit secure access to college computing resources from remote locations. The redesign and installation of a new network infrastructure at the recently acquired Belmont Conference Center supports the college’s new hospitality program and lab component, and the deployment of an integrated point-of-sale system within the college bookstore improves business processes and service to students. A special database has been developed that tracks at-risk students and monitors their academic progress using a combined case management approach. Approximately 350 classroom and lab computers were replaced this year. Together, these technology initiatives and improvements have significantly contributed to enriching students’ learning experiences and enhance the college’s business processes. (State Goal 2, Action Recommendation 2 f, 4)

Howard Community College is dedicated to inspiring learning and providing successful learning opportunities for the lifelong pursuit of personal and professional goals for the citizens it serves. HCC has put into place a number of programs designed to improve the second-year retention rate for first-time, full-time degree-seeking students. New among these initiatives, the StepUp! Program is a mentoring program with the goal of helping a cohort of at-risk developmental students take a more active role in their academic progress and feel connected to HCC. Another program to improve student success is the First Year Experience (FYE), an expanded peer mentoring and leadership program. A number of innovative activities targeted to at-risk students are offered through the Silas Craft Collegians program, such as team building, goal planning, motivation, and college survival, professional and peer mentoring, personal and career counseling, and other personal intervention strategies as needed. With a goal of eliminating current and potential barriers to transfer and facilitating smooth transfer to Maryland public four-year institutions, a number of initiatives have been undertaken by the college. New this year were teacher education and PRAXIS I information sessions for entering freshmen. Besides general transfer information, the advising website contains additional information about minimum transfer requirements for popular state institutions, transfer information for limited enrollment programs, transfer requirements for institutions in and outside of Maryland, transfer institution open house and application due dates, as well as information about transferring to HCC. Articulation agreements for the hospitality management program were expanded. In addition to the strategies to facilitate smooth transfer to four-year institutions, the college’s Enrollment Management Team continues to look at short- and long-term strategies to positively impact graduation
Another way HCC accomplishes its mission of enhancing educational opportunities for stakeholders in the region, is its partnerships at the Laurel College Center (LCC). In addition to providing noncredit occupational and personal enrichment classes and credit courses that allow students to earn associate degrees in applied information technology, business administration, criminal justice, and general studies, higher level educational opportunities have been expanded to include select Bachelor’s and Master’s programs. The LCC also offers on-site placement testing and admissions, advising, registration, and bill payment services. (State Goal 2)

HCC continues to support a statewide initiative to expedite the transfer of teacher education students from community colleges to four-year institutions. HCC was one of the first community colleges in the state of Maryland to offer the Associate of Arts in Teaching (AAT) for elementary education majors, and the number of these majors has more than tripled over the past three years. Additionally, the college has developed new AAT degrees in early childhood education and secondary education majors. Teacher education career changers continue to take courses at HCC to help them become certified to teach in K-12 schools. The college offered PRAXIS I review courses in WebCT format to assist students in passing the exam and allowing transfer to a teacher education program at a four-year institution. (State Goal 5, Action Recommendation 3)

**Research:** To enhance teaching and learning effectiveness, all faculty members at Howard Community College are required to undertake research projects centered on teaching improvement and learning outcomes assessment. The learning outcomes assessment effort at HCC has progressed from course assessments to program assessments. At any given time, more than 100 faculty members are involved in 42 assessment projects at varying stages of completion. Faculty members use the results of the assessments to improve their teaching, to examine program requirements, and to develop new learning strategies. (State Goal 1, Action Recommendation 4)

As part of its own institutional research efforts, the college routinely conducts customer satisfaction surveys for its external and internal customers, including students, faculty and staff. HCC’s student satisfaction survey (YESS) gives students the opportunity to rate their levels of satisfaction with HCC services, the campus environment, and instruction. Areas that receive lower than average ratings are targeted for improvement activities and areas that do well are given special recognition. The annual employee satisfaction survey (QUEST) has evolved since its beginnings in 1990. It is now online and formatted to reflect the Baldrige education criteria for performance excellence. On the latest QUEST Survey employees rated their overall job satisfaction at its highest level ever. (State Goal 1)

Research activities are carried out to identify the need for new programs. Labor market studies and needs assessment surveys are conducted, experts are consulted, and partnership opportunities are explored. The overall effectiveness of career programs is evaluated through graduate and employer surveys. Research is integrated into the
ongoing process of educational improvement for academic programs.  (State Goal 5, Action Recommendation 2 b)  

To better manage growth and the challenges that accompany this growth, the college continues its efforts to improve through self-assessment. After earning the United States Senate Productivity and Maryland Quality bronze award for the past two years, the college has conducted a self-assessment based on the Malcolm Baldrige National Quality Award Education Criteria for Performance Excellence. As faculty and staff continue to utilize the feedback from review by trained examiners to improve the college’s management system and services, they also participate in individual process improvement assessments to examine existing processes and make recommendations for improvements. (State Goal 1)  

Public Service: Howard County continues to be one of the fastest growing counties in Maryland. Its prime location, its business climate, and the high quality of its public school system are contributing factors to the county’s growth. The county population is also becoming more diverse, with its African American, Asian, and Hispanic populations accounting for increasing proportions of the overall population. The college has been meeting its commitment to serve the county’s minority students, as reflected in the following table:

<table>
<thead>
<tr>
<th>Minority Populations</th>
<th>Howard County*</th>
<th>Howard Comm. College**</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**HCC enrollment figures, fall 2004  

HCC’s affordability is undoubtedly a major reason for its enrollment growth (23 percent from fall 2000 to fall 2004). Although located in the county with the second highest median household income in the nation (2000 Census), HCC’s enrollment growth attests to the fact that lower cost alternatives to increasingly expensive four-year institutions are needed. HCC is committed to providing affordable education, but has found it imperative to raise tuition in recent years to meet its budgetary obligations and to make up for declining state contributions. On HCC’s latest annual student satisfaction survey (YESS Survey, spring 2005), over 50 percent of the respondents said they need financial aid to meet their college expenses. In its efforts to improve affordability and minimize financial barriers to higher education, HCC awarded more than $5.1 million to over 2,700 students in FY04. At least $546,000 of this came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided over $84,000 to fund student employment opportunities, and the HCC Educational Foundation provided over $299,000 for student scholarships. (State Goal 2, Action Recommendation 5)
The college has demonstrated agility in planning and program implementation in its continuing efforts to meet workforce demands. To compensate for shortfalls in funding, the college continues to pursue alternative funding for academic initiatives to meet critical state needs. Initial funding for the new accelerated nursing program, still in its first year, came from regional hospitals and health organizations. A Department of Health and Human Services grant will fund the mid-year-start nursing program, which was developed last year but not implemented because of lack of funds. The program will begin in spring 2006. Another Department of Health and Human Services grant is allowing the college to build a biology/anatomy and physiology lab at the Laurel College Center (LCC), increasing its capacity to educate nurses and other allied health majors. (State Goal 1, Action Recommendation 2; State Goal 2, Action Recommendation 2 e)

The college partners with four-year institutions as well as public high schools to enhance its student-centered teacher education learning system. HCC’s teacher education program and Towson University’s Elementary Education/Special Education (EESE) program at the Laurel College Center completed its first year successfully, and community college students have been accepted for fall 2005. In addition, HCC partners with 13 public and private K-12 schools in Howard County to provide over 400 teacher education majors with field experience opportunities each year. For the third year, HCC has invited 90 students from six county high schools to learn about the early childhood development and teacher education programs on campus. (State Goal 4, Action Recommendation 4; State Goal 2, Action Recommendation 2 e)

HCC’s partnerships continue to benefit its students and community. The first group of high school students in the emergency medical services (EMS) paramedic/firefighter pathway program, a partnership between Howard County Fire and Rescue, the Howard County Public School System (HCPSS), and HCC, began taking required college courses this year. Similar pathways for cardiovascular technology and radiological technology majors are being developed. In spring 2005, Towson University began offering its Master’s of Math Education at the Laurel College Center in addition to its Bachelor’s of Elementary and Special Education, which began in fall 2004. The College of Notre Dame of Maryland has committed to start its Accelerated Bachelor’s of Business Administration at Laurel in spring 2006. The college educational foundation’s acquisition of the Belmont Conference Center provides an opportunity to build new Associate’s programs in hospitality management and culinary management in a unique hands-on environment. (State Goal 4, Action Recommendation 4; State Goal 5, Action Recommendation 3 e)

HCC is committed to taking a leading role in workforce training and in supporting economic and workforce development efforts within the county. Using the expert recommendations of nearly 70 civic and business leaders on the college’s Commission on the Future, the college plans ways to better serve the area’s higher education needs. To develop a highly qualified workforce and to respond effectively to shifting workforce needs, HCC continued to expand its list of degree programs this year, including those identified as high demand and workforce shortage areas in Maryland. Among the 16 new AA and AAS degree programs and 12 new certificates this year are hospitality management, culinary management, health education (community/school health and
The college’s Division of Continuing Education and Workforce Development offers companies and individuals a wide variety of credit and non-credit courses providing both entry-level and professional updating of work-related skills. These courses are scheduled year-round at the college, in public schools and at learning centers throughout the county and are offered in a variety of formats. As part of a cooperative effort with all Maryland community colleges, HCC continues to host the Maryland Community Colleges’ Business Training Network, which gives businesses access to every workforce training course at all Maryland community colleges and contributes to a favorable environment for economic development and a well-trained workforce. (State Goal 4, Action Recommendation 4; State Goal 5, Action Recommendation 4) Additional services provided by the college’s Division of Continuing Education and Workforce Development include business and industry training, career programs and community development, and academic and social living skills for both native and foreign-born persons. (State Goal 5)

The college’s English Language Institute (ELI) was established in 2001 with the goal of assisting international students in bringing their English language skills to the level required for college study or to help them become more fluent in the everyday tasks of community living and work. Enrollment in the ELI has grown from six students its first year to 90 in spring 2005. (State Goal 3, Action Recommendation 1 b) The college also meets the needs of county residents with its cultural arts programming, athletic events, a speakers' bureau and by making its facilities available to community groups. HCC has established a Center for Service Learning with the mission to enhance academic and co-curricular learning through the integration of service learning structured to meet community needs. Through the Center the college offers student internships in non-profit agencies and cooperative education for credit. The Center collaborates with the community to create meaningful service experiences that extend classroom and co-curricular learning while encouraging civic engagement, community awareness, and personal development. A number of college departments integrate students’ academic workloads with community service to provide needed assistance and outreach. In spring 2004, 168 students served over 2,000 hours at 66 organizations and public schools in the area. Some students organized a library for an after-school literacy program and adult education, while others helped to paint a house and frame a building. (State Goal 5, Action Recommendation 3 b)

The college continues to partner with the Horizon Foundation, Howard County Government, and key agencies in the Citizen’s Emergency Response Network (CERN) to proactively facilitate the development of a community-based disaster response plan for Howard County. This year the college’s division of Continuing Education and Workforce Development designed and delivered disaster training for CERN volunteers.
HCC’s newly-established Wellness Center cooperates with numerous community partners to offer a variety of educational materials, health screenings and assessments, and seminars and workshops. With a goal to improve community health and wellness in Howard County by increasing awareness of issues that affect the mental and physical health of the general population, HCC hosted a health and wellness fair. The fair provided over 350 participants information about cancer, diabetes, HIV/AIDS, injury and violence prevention, mental health, physical fitness, substance abuse, and tobacco cessation. The overarching purpose of the Wellness Center is to empower students to make informed decisions about their health, ultimately enhancing their wellbeing and quality of life. The Wellness Center has a variety of educational materials, hosts educational workshops, plans awareness activities, and provides students with referrals as necessary. (State Goal 4)

Each year the college sponsors a number of joint community and cultural events on topics ranging from ethics and communication across cultures to wellness and alcohol awareness. This year HCC’s lecture series offered more than two dozen lectures and cultural affairs programs that featured speakers, seminars, films, exhibits, and performances. In ongoing exhibits, the college’s art gallery featured a variety of contemporary artists working in different styles and media. Several campus and community events were tied together by HCC’s first book connection project. The Spirit Catches You and You Fall Down was selected to provide a shared learning experience for the college and community. Events were held for students, faculty, staff, and community members to promote productive dialogue, critical thinking, and intellectual enrichment in an effort to foster greater understanding and appreciation of diverse perspectives and world views. The book connection project is scheduled to operate a second year with the selection of Reservation Blues and a number of planned programs to encourage cultural awareness. (State Goals 1, 2, 3)

Howard Community College is dedicated to joining its many community partners to ensure a valuable contribution to the learning needs of all citizens. On campus or off, the college continuously seeks opportunities to be involved in the community’s life and to cultivate positive relationships with all segments of the community. Faculty and staff have been active in a number of community organizations, often in leadership positions. In addition, they serve on the college’s Speaker’s Bureau, providing expert speakers for community meetings and special events. (State Goals 1, 2)

Institutional Objectives and Outcomes:
In order to realize its mission statement and statement of beliefs, Howard Community College established six strategic initiatives. These are: Learning Community, Access, Economic and Workforce Development, Partnerships, Organizational Excellence, and Growth. Each initiative has goals to be achieved and objectives to accomplish those goals. These are reviewed every year. College units also develop action plans that more specifically designate what will be accomplished within a one year timeframe for accountability purposes. In keeping with the report guidelines, unless otherwise denoted as long-term goals (LtG) or long-term objectives (LtO), the goals and objectives below are to be achieved within the next four years.
Initiative I – Learning Community

HCC will be a learning community that provides possibilities for learning that address the current and ongoing needs of a diverse group of students throughout their lives. Our students will be at the center of our thinking and our planning processes, and we will be responsive to their needs and individual learning styles.

A. Description

Goal A: (LtG)
Improve student academic performance through targeted and coordinated retention efforts and student success systems. (State Goal 4, Action Recommendation 3)
Objectives:
1. Implement the Step-up Program based on pilot study results.
2. Expand the early intervention program to students in all athletic programs.
3. Implement the recommendations of the First-Year Experience Faculty Learning Community.

Goal B:
Develop a systematic approach to promote greater awareness among students that they are responsible for their learning. (State Goal 4)
Objectives:
1. Implement satellite express advising (e.g., ILB, HR).

Goal C: (LtG)
Challenge students to achieve global academic excellence. (Commission on the Future recommendation) (State Goals 3, 4)
Objectives:
1. Hire a director for international studies and create a mechanism for linking all of the college units involved in international/intercultural initiatives.
2. Recruit additional students to participate in the Denmark exchange.

B. Relationship to Institutional Mission
HCC’s mission creates an environment that inspires learning. With this initiative, the college will offer a wide variety of high quality programs and learning opportunities that will help to build a vibrant community, and will help each student to discover their unique strengths and to achieve their goals. Retention in the college’s programs is important to the overall success of its goals. HCC will function as a gateway to professional and personal growth for all citizens, and the priority of the college will be to provide the highest quality teaching and learning opportunities so that each citizen can achieve that growth. Assessment of outcomes and quality of learning will be the hallmarks of credit and noncredit educational programs. International programs will be expanded and created to connect HCC and its students to a “world of opportunities.” The college’s courses, its highly qualified faculty and staff, and its cultural arts programs will make HCC a major positive force in the life of the community.
Initiative II – Access

HCC will attract and retain a rich diversity of faculty, staff, and students into its programs and learning community. The college will strive to eliminate physical and conceptual barriers that inhibit learning, and we will respond quickly to changes in the educational and workplace environments to address the evolving needs of our community.

A. Description

Goal A: (LtG)
Build an endowment to provide scholarships for credit and noncredit students. (State Goals 1, 2)

Objectives:
1. Create additional endowed scholarships directed to student athletes to raise programs above division III level.
2. Increase total level of funding for endowments by 15 percent over last year.

Goal B:
Attract and retain a rich diversity of students that, at a minimum, reflects the county demographics. (State Goal 3)

Objectives:
1. Develop a plan to increase by four the number of female athletes.
2. Revamp and expand the Honors Program to include a sequenced array of courses and co-curricular activities.
3. Increase from three to six the African American student population in the expanded Rouse program.

Goal C: (LtG)
Attract and retain a rich diversity of highly qualified faculty and staff that, at a minimum, reflects the county demographics. (State Goal 3)

Objectives:
1. Increase the pay for adjunct faculty across all three levels by $25 per credit.
2. Continue FY05 objective - achieve 23 percent or greater minority faculty (MHEC benchmark).

B. Relationship to Institutional Mission
HCC’s mission provides open access to provide learning opportunities to all members of the community. It works with the community to develop the courses, programs, facilities and opportunities to ensure that all citizens have access to learning opportunities that best fit their needs. The Commission on the Future has identified a number of untapped markets, opportunities to expand programs, and new expectations for how the college can contribute to the community. To meet these new expectations and to accommodate the rapidly growing number of high school graduates, the college will need to find new human and financial resources,
and ensure that its facilities are of adequate size and are well designed to accommodate these new students and programs.

Initiative III – Economic and Workforce Development

HCC will take a leading role in workforce training and in supporting economic development efforts within the county.

A. Description

Goal A: (LtG)
Integrate work experience into academic programs through partnerships with local businesses and government. (State Goals 4, 5)

Objectives:
1. Increase co-op and internship placements by four students through targeted recruitment activities.
2. Increase student participation in the service learning program by ten students.

Goal B:
Offer seamless solutions to workforce needs via collaboration between credit and noncredit units. (State Goals 4, 5)

Objectives:
1. Investigate options for funding the RENEW program if current grant funding does not continue.
2. Collaborate with HCPSS to develop other career research and development programs on the model of the paramedic pathways program.

Goal C: (LtG)
Offer new academic programs (credit and noncredit) as needs emerge. (State Goals 4, 5)

Objectives:
1. Implement selection committee process for accelerated nursing program.
2. Implement the mid-year program for the traditional RN and LPN programs, including the student selection process.
3. Develop new courses and programs as identified in the Academic Plan.

Goal D:
Provide entrepreneurship skills across the curricula. (Commission on the Future recommendation) (State Goals 4, 5)

Objectives:
1. Complete development of entrepreneurship website.

B. Relationship to Institutional Mission
HCC’s mission states that the college is a major force in the economic life of its community. Driven by advanced technology, heightened global competition, fast-paced innovation, and shifting demographics of the workforce, the workplace and its demands are changing profoundly. The levels and types of skills needed to
accommodate these changes are unprecedented. Even more importantly, workers must be prepared to learn new skills throughout their careers. In trying to build a skilled, productive, dedicated and cohesive workforce, many companies in Howard County are responding by providing their present employees with state-of-the-art training to prepare them for global competition, changing technologies, and increased diversification in the workplace. HCC is well-positioned to relate the comprehensive mission of the college to the programs that will be needed in Howard County. The college’s experience in delivering customized training that can be provided in convenient time frames and locations; its ability to respond through alternative delivery systems in a rapid time frame; the cost effectiveness of the college’s academic, noncredit, and contract training; and its reputation for quality and accountability that focuses on outcomes, skill standards, certification, licensing, and job placement will be critical. Efforts to increase skilled workers in the allied health field will be critical to addressing a shortage in this area.

**Initiative IV- Partnerships**

*HCC will seek to nurture vibrant community, business, and educational partnerships. The college will participate with its many community partners to ensure that it contributes to the learning needs of all citizens. It will seek out opportunities to be involved in the community's life by being a leader in government, business, education, cultural, and service groups, and will cultivate positive relationships with all segments of the community.*

**A. Description**

**Goal A: (LtG)**

Cultivate seamless pathways for students from high school through HCC to other community colleges and four-year institutions at home and abroad. (Commission on the Future recommendation) *(State Goals 2, 4, 5)*

Objectives:
1. Implement the Tech Prep grant.
2. Complete 3+1 articulations with Villa Julie College.
3. Establish a partnership with one of the four targeted Chinese institutions.
4. Investigate the extension of the Denmark partnership into other discipline areas.
5. Continue development of the Belmont and Maple Lawn sites (if pursued).

**Goal B:**

Develop partnerships with upper division institutions and/or other educational providers to offer education offerings in or near Howard County in response to student and regional employer needs. (Commission on the Future recommendation) *(State Goals 2, 4, 5)*

Objectives:
1. Identify additional four-year partners for the Laurel College Center.
**Goal C: (LtG)**
Expand partnerships at the Laurel College Center to meet critical workforce needs. (Commission on the Future recommendation) *(State Goals 2, 4, 5)*

Objectives:
1. Establish an employer recruiter program at the Laurel College Center.
2. Seek separate funding for Regional Higher Education Center.

**B. Relationship to Institutional Mission**
As HCC actively seeks to address community needs, it will involve its community partners in seeking solutions to building new learning opportunities within the community at large, within educational organizations, within businesses, and within the college. In the college’s relationships with educational systems (both K-12 and higher education), and in its collaborations with businesses, HCC will showcase the knowledge and skills of its faculty, staff, and students so that businesses and community groups may profit from their expertise. Recognizing the interconnectedness of people and the impact of globalization, the college will take a leadership role in the county in identifying opportunities for preparing residents to be global citizens.

**Initiative V – Organizational Excellence**

*HCC will be an agile, purposeful organization that nurtures innovation and inquiry and evaluates results against valid and ambitious criteria. It will maintain a climate that promotes the success of each employee and will provide a work environment that recruits, develops, and rewards faculty and staff who are committed to excellence. Because it believes strongly in the idea of community, the college will build a strong sense of ownership and responsibility among all full- and part-time students, faculty, and staff.*

**A. Description**

**Goal A:**
Improve safety and security for the human and physical resources of the college. *(State Goal 1)*

Objectives:
1. Develop a long-term camera and card reader plan for entire campus.
2. Enhance the fire alarm system so that all buildings are tied into one central system.
3. Develop a long range plan to meet all requirements of the ADA.

**Goal B:**
Achieve a technologically-advanced academic and administrative environment as delineated in the Information Technology Plan. *(State Goals 1, 2)*

Objectives:
1. Expand digital imaging to one additional office.
2. Utilize degree audit to clear students for graduation.
3. Initiate implementation of Smart Card technology.
4. Implement online time sheets.

**Goal C: (LtG)**

Improve academic and administrative processes. *(State Goals 1, 4)*

Objectives:
1. Improve the on-time return rate for correction rosters and grade reports from 86 percent to 100 percent.
2. Implement purchasing cards (if pursued).
3. Expand and improve the core competency program to ensure that FY03 budgeted employees have progressed through Phase 3 and 50 percent of first quarter FY05 temporary employees have completed First Day Competencies.

**Goal D:**

Achieve recognition for excellence at state and national levels. *(State Goal 1)*

Objectives:
1. Explore National Association of Developmental Education (NADE) Certification for the learning assistance center and developmental education program.
2. Plan follow-up activities to the college’s Baldrige application.
3. Work with the college community to prepare the Middle States Association Periodic Review.

**Goal E:**

Reward and support faculty and staff who are committed to excellence. *(State Goals 1, 4)*

Objectives:
1. Plan follow-up activities as recommended by the 2005 CQIN summer team.

**Goal F:**

Integrate servant leadership into the organizational culture. *(State Goals 1, 5)*

Objectives:
1. Update board bylaws, policies, and orientation to reflect servant leadership.
2. Develop a core of trainers utilizing servant leadership.
3. Incorporate servant leadership into the EXCEL leadership program.

**B. Relationship to Institutional Mission**

HCC values efforts that encourage continuous improvements to promote the responsible and effective use of resources and that focus the college on organizational and learning criteria for providing world-class learning. The college has many features and operations that serve as bases for achieving this strategic
initiative. The element of change has, from the origin of the college, been generally accepted as part of the college's culture. Most faculty and staff are involved not just in following, but also in leading change. After earning the United States Senate Productivity and Maryland Quality bronze award for the past two years, the college conducted a self-assessment based on the Malcolm Baldrige National Quality Award Education Criteria for Performance. There is an excitement about the many activities operating in the college and an eagerness to participate in activities that foster student learning and servant leadership.

Initiative VI – Growth

HCC will aggressively seek the resources to accommodate growth in the population of Howard County and growth in the numbers of citizens who will seek new learning opportunities from the college.

A. Description

**Goal A:**
Increase the number of full-time faculty and staff. *(State Goals 1, 4)*

Objectives:
1. Increase the number of full-time faculty by ten to show positive movement toward the 50/50 full-time/part-time benchmark. *(LtO)* (COMAR 13B.02.03.11)
2. Develop a staffing plan to accommodate enrollment growth and the opening of the Arts and Humanities building and Student Services building, including consideration of methods to reallocate human resources and/or adjust workloads.

**Goal B:** *(LtG)*
Provide the physical infrastructure as outlined in the master facilities plan. *(State Goals 1, 2)*

Objectives:
1. Work to secure HCC's capital request from the state and county government.
2. Complete the construction of the Arts and Humanities building.
3. Complete the construction of a parking deck.
4. Finalize the design of the Student Services building and begin construction.
5. Continue with the furniture and equipment planning for the Student Services building.
6. Develop student housing project. *(LtO)*
7. Complete Phase V of the athletic field enhancements, including installation of spectator seating area with press box, storage facilities and restrooms.
8. Develop a plan to accommodate the need for office space.
9. Begin the design phase for the renovations to the Administration building instructional space and Smith Theatre. Begin minimal construction work in the Administration building, so that some vacated areas may be utilized until construction begins in July 2006.

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10. Begin the design phase on the Clark library building renovations.
11. Complete the systemic renovations to the campus, including the Hickory Ridge entrance reconstruction, parking lot resurfacing, public restroom upgrades, carpet replacements, and ADA upgrades.
12. Complete an updated ten-year facilities master plan and twenty-year land use plan in FY06 that will guide the college with its capital improvements through FY15.
13. Develop and implement a deferred-maintenance program based on the results from the building assessment study that ties into the ten-year facilities master plan, five-year capital improvements program, and annual capital budget request.

**Goal C:**
Increase the number of credit and noncredit students. *(State Goal 2)*

Objectives:
1. Increase credit enrollment by three percent and noncredit by five percent.

**Goal D:**
Seek new sources of funding for building, scholarships, capital projects, and college programs. *(State Goals 1, 2, 4)*

Objectives:
1. Create a plan to sustain the Wellness Center beyond the first two years of operation.
2. Increase scholarships by 15 percent.

**Goal E: (LtG)**
Increase revenue in continuing education through contract training. *(State Goal 5)*

Objectives:
1. Through external partnerships with other human resource departments in the county, offer two HR/management/coaching programs for the business division.
2. Consistent with the HCC Continuing Education sales plan, expand outreach to Howard County business/agency leaders and increase the numbers of businesses and agencies served to 48 from 50.

**B. Relationship to Institutional Mission**
In order to meet new challenges and to maintain its leadership in technology, quality and responsiveness to community and individual needs, the college will need to work with community, state, and national leaders to improve public funding for facilities and growth. It will need to work with its many community, corporate, and individual partners to ensure support that is adequate for the tasks that are undertaken. Additional faculty and facilities will be critical to an environment that encourages innovation and risk taking. These resources will be needed to meet student growth and program changes.
13 – Proposed New Hires

Background: The following is a summary of the proposed new hires for Howard Community College. Each employee’s salary is determined by objective analysis of the job skills of the position and by placement in the appropriate salary range, as approved by the board. All reclassifications that went into effect as of July 1, 2005, are part of the FY06 budget process.

Purpose: To approve new hires.


Recommendation:

The administration requests that the board of trustees approve:

Item: List of new hires.

Source of funds: The position and/or the funds are in the FY06 budget as approved by the board at its April 27, 2005, meeting.

Compliance: This request is in compliance with college procedure, Selection of Faculty and Staff – 63.02.03, and within the presidential boundaries related to compensation, fiscal conditions, and other appropriate limitations.
### BUDGETED HIRES (Position Control Positions)

#### June 2005

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Associate IV</td>
<td>Arts &amp; Humanities and Science &amp; Technology</td>
<td>Existing Position Replacement</td>
<td>6</td>
<td>$25,686-$41,099</td>
<td>$26,955</td>
<td>McDonald, Marjorie</td>
<td>6/01/05</td>
</tr>
<tr>
<td>Director of Test Center</td>
<td>Test Center</td>
<td>Existing Position Replacement</td>
<td>14</td>
<td>$50,477-$80,763</td>
<td>$54,471</td>
<td>Baird, Nicole</td>
<td>6/06/05</td>
</tr>
<tr>
<td>Office Associate IV</td>
<td>Math/Distance Learning Division</td>
<td>Existing Position Replacement</td>
<td>6</td>
<td>$25,686-$41,099</td>
<td>$26,015</td>
<td>Gotsch, Rebecca</td>
<td>6/06/05</td>
</tr>
<tr>
<td>Coordinator of Co-Curricular Programs (10 month)</td>
<td>Student Life</td>
<td>Existing Position Replacement</td>
<td>10</td>
<td>$36,008-$57,612</td>
<td>$32,423</td>
<td>Palm, Tracie</td>
<td>6/13/05</td>
</tr>
<tr>
<td>Office Associate III</td>
<td>Public Relations &amp; Marketing</td>
<td>Existing Position Replacement</td>
<td>5</td>
<td>$23,607-$37,771</td>
<td>$23,607</td>
<td>Cipolari, Carla</td>
<td>6/14/05</td>
</tr>
<tr>
<td>Office Associate III</td>
<td>Arts &amp; Humanities and Science &amp; Technology</td>
<td>Existing Position Replacement</td>
<td>5</td>
<td>$23,607-$37,771</td>
<td>$24,919</td>
<td>Rudisill, Genia</td>
<td>6/27/05</td>
</tr>
</tbody>
</table>

#### July 2005

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk</td>
<td>Finance</td>
<td>New Temporary with Benefits Position</td>
<td>5</td>
<td>$24,911-$39,857</td>
<td>$24,911</td>
<td>Dorsey, Denise</td>
<td>7/01/05</td>
</tr>
<tr>
<td>Transcript Evaluator (25 hours)</td>
<td>Admissions &amp; Advising</td>
<td>New Position</td>
<td>12</td>
<td>$45,778-$73,245</td>
<td>$23,516</td>
<td>Gray, Jennifer</td>
<td>7/01/05</td>
</tr>
<tr>
<td>Associate Vice President of Enrollment Services</td>
<td>Student Services</td>
<td>Existing Position/Department Reorganization</td>
<td>17</td>
<td>$70,701-$113,121</td>
<td>$90,797</td>
<td>Greenfeld, Barbara</td>
<td>7/01/05</td>
</tr>
<tr>
<td>Associate Vice President of Student Development</td>
<td>Student Services</td>
<td>Existing Position/Department Reorganization</td>
<td>17</td>
<td>$70,701-$113,121</td>
<td>$89,900</td>
<td>Marks, Janice</td>
<td>7/01/05</td>
</tr>
<tr>
<td>Director of the Center for Entrepreneurial and Business Excellence</td>
<td>Business and Computers</td>
<td>New Temporary with Benefits Position</td>
<td>13</td>
<td>$49,936-$79,897</td>
<td>$55,186</td>
<td>Noble, Elizabeth</td>
<td>7/01/05</td>
</tr>
<tr>
<td>Payroll Assistant/Inventory Coordinator (40 hours)</td>
<td>Finance</td>
<td>New Position</td>
<td>8</td>
<td>$34,494-$55,186</td>
<td>$35,976</td>
<td>Ramberg, Arianna</td>
<td>7/01/05</td>
</tr>
</tbody>
</table>

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1. Position Control position hires are those employees hired who are budgeted employees of the core workforce.
2. Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee’s salary may reflect part-time or ten-month employment.
3. Ranges shown are taken from the published salary schedules which include only 12-month salaries for full-time staff. Faculty ranges may be 10 or 12-month as applicable.
4. Current employee of the core workforce who successfully competed for a vacant position within the college.
5. This position is newly created from a position approved in the FY06 budget.
# Howard Community College
## PROPOSED NEW HIRES
### For August 2005 Board Meeting

### July 2005 (Continued)

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Coordinator (18.75 hours)</td>
<td>Health Sciences</td>
<td>New Position</td>
<td>12</td>
<td>$45,778-$73,245</td>
<td>$23,001</td>
<td>Tricoli, Margaret</td>
<td>7/01/05</td>
</tr>
<tr>
<td>ESL Program Assistant</td>
<td>Continuing Education</td>
<td>Existing Position</td>
<td>7</td>
<td>$29,641-$47,426</td>
<td>$31,124</td>
<td>Wang, Chuni</td>
<td>7/07/05</td>
</tr>
<tr>
<td>Senior Computer/Network Support Specialist</td>
<td>Student Computer Support</td>
<td>Existing Position</td>
<td>9</td>
<td>$35,270-$56,431</td>
<td>$39,992</td>
<td>Hamilton, Anna</td>
<td>7/11/05</td>
</tr>
<tr>
<td>Director of International Education</td>
<td>Academic Affairs</td>
<td>New Position</td>
<td>13</td>
<td>$49,936-$79,897</td>
<td>$54,930</td>
<td>Barlos, George</td>
<td>7/18/05</td>
</tr>
<tr>
<td>Security Network Engineer</td>
<td>User and Network Services</td>
<td>New Position</td>
<td>13</td>
<td>$49,936-$79,897</td>
<td>$60,000</td>
<td>Bruno, Perron</td>
<td>7/18/05</td>
</tr>
<tr>
<td>Chief of Housekeeping</td>
<td>Plant Operations</td>
<td>Existing Position</td>
<td>11</td>
<td>$41,967-$67,147</td>
<td>$41,967</td>
<td>Bryant, David</td>
<td>7/18/05</td>
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<tr>
<td>Admissions &amp; Recruitment Counselor</td>
<td>Admissions &amp; Advising</td>
<td>Existing Position</td>
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<td>$41,967-$67,147</td>
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<td>Cannon, Laura</td>
<td>7/18/05</td>
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<tr>
<td>ELI Program Specialist</td>
<td>Continuing Education and Workforce Development</td>
<td>New Position</td>
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<td>$41,967-$67,147</td>
<td>$45,778</td>
<td>Woo, Minah</td>
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<tr>
<td>Continuing Education Assistant</td>
<td>Continuing Education and Workforce Development</td>
<td>Existing Position</td>
<td>5</td>
<td>$24,911-$39,857</td>
<td>$24,911</td>
<td>Innerbichler, Carole</td>
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### August 2005

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher I</td>
<td>Children’s Learning Center</td>
<td>Existing Position</td>
<td>7</td>
<td>$29,641-$47,426</td>
<td>$29,641</td>
<td>Matthews, Latishia</td>
<td>8/01/05</td>
</tr>
<tr>
<td>Instructor, History</td>
<td>Social Sciences</td>
<td>Existing Position</td>
<td>8</td>
<td>$39,030-$53,972</td>
<td>$40,430</td>
<td>Campbell, Frederick</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Composition</td>
<td>English/World Languages</td>
<td>New Position</td>
<td>10</td>
<td>$39,030-$53,972</td>
<td>$41,861</td>
<td>Choi, Laura</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Sociology/Assistant Director of Rouse Scholars Program</td>
<td>Social Sciences</td>
<td>New Position</td>
<td>10</td>
<td>$39,030-$53,972</td>
<td>$39,555</td>
<td>Fleisher, Gregory</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Office Associate III</td>
<td>Math Distance Learning</td>
<td>Existing Position</td>
<td>5</td>
<td>$24,911-$39,857</td>
<td>$25,839</td>
<td>Hairfield, Wendi</td>
<td>8/08/05</td>
</tr>
</tbody>
</table>

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### August 2005 (Continued)

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor, Office Technology</td>
<td>Business &amp; Computers</td>
<td>Existing Position Replacement</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$41,280</td>
<td>Kearns, Joanne</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Assistant Professor, Business/Entrepreneurial Studies</td>
<td>Business &amp; Computers</td>
<td>New Position</td>
<td>Asst. Prof. (10 month)</td>
<td>$43,058-$61,844</td>
<td>$58,000</td>
<td>Kizzie, Judith</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Assistant Professor, Teacher Education</td>
<td>Social Science-Teacher Education</td>
<td>Existing Position Replacement</td>
<td>Asst. Prof. (10 month)</td>
<td>$43,058-$61,844</td>
<td>$47,258</td>
<td>Maestas, Barbara</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Interim Instructor, Accounting</td>
<td>Business &amp; Computers</td>
<td>Existing Position Replacement</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$47,905</td>
<td>Medicus, Suzann</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Assistant Professor, Hospitality Management</td>
<td>Business &amp; Computers</td>
<td>Existing Position Replacement</td>
<td>Asst. Prof. (10 month)</td>
<td>$43,058-$61,844</td>
<td>$49,058</td>
<td>Rege, Vidyanidhi</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Biology</td>
<td>Science &amp; Technology</td>
<td>Existing Position Replacement</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$48,300</td>
<td>Repka, Ann</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Information Technology</td>
<td>Business &amp; Computers</td>
<td>Existing Position Replacement</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$46,605</td>
<td>Schnepf, Dale</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Biology</td>
<td>Science &amp; Technology</td>
<td>New Position</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$48,030</td>
<td>Straube, William</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Assistant Professor, History</td>
<td>Social Sciences</td>
<td>Existing Position Replacement</td>
<td>Asst. Prof. (10 month)</td>
<td>$43,058-$61,844</td>
<td>$45,858</td>
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<td>8/08/05</td>
</tr>
<tr>
<td>Instructor, Mathematics</td>
<td>Math/Distance Learning</td>
<td>New Position</td>
<td>Instructor (10 month)</td>
<td>$39,030-$53,972</td>
<td>$49,905</td>
<td>Tokoly, Loretta ²</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Laboratory Instructional Assistant (30 hours)</td>
<td>Health Sciences</td>
<td>New Position</td>
<td>11</td>
<td>$41,967-$67,147</td>
<td>$31,020</td>
<td>Wilson, Jean</td>
<td>8/08/05</td>
</tr>
<tr>
<td>Athletic Services Technician</td>
<td>Athletic &amp; Fitness Center</td>
<td>New Position</td>
<td>8</td>
<td>$32,333-$51,733</td>
<td>$32,333</td>
<td>Dale, Darrell</td>
<td>8/15/05</td>
</tr>
<tr>
<td>Teacher III</td>
<td>Children’s Learning Center</td>
<td>Existing Position Replacement</td>
<td>9</td>
<td>$35,270-$56,431</td>
<td>$35,270</td>
<td>Elkassem, Angela</td>
<td>8/15/05</td>
</tr>
<tr>
<td>Assistant Director of Disabled Student Services</td>
<td>Acad. Support, Counseling &amp; Career Services</td>
<td>New Position</td>
<td>12</td>
<td>$45,778-$73,245</td>
<td>$52,735</td>
<td>McSweeney, Kathleen</td>
<td>8/15/05</td>
</tr>
</tbody>
</table>

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3 Ranges shown are taken from the published salary schedules which include only 12-month salaries for full-time staff. Faculty ranges may be 10 or 12-month as applicable.
4 Current employee of the core workforce who successfully competed for a vacant position within the college.
5 This position is newly created from a position approved in the FY06 budget.
14 – Summer II and III Graduates

**Background:** The following is a proposed list of candidates who are expected to complete their degrees/certificates at the conclusion of the summer II and III sessions. These candidates are being cleared by the office of records and registration. The faculty will review and approve the attached tentative list of 100 graduates prior to the conferring of these degrees and certificates.

**Purpose:** To enable students to graduate.

**Timeline:** Effective August 26, 2005. This date is the expected one for the clearing of all summer II and III graduates.

**Recommendation:**

The administration requests that the board of trustees approve the proposed list of graduates for August 2005 and empower the college president with the authority to make the necessary adjustments following clearance by the office of records and registration and review and approval by the faculty.

**Compliance:** This request is in compliance with college procedure, Graduation Requirements – 10.04.01.
## Howard Community College
### Graduation Candidates
#### Summer II and III, 2005

## Associate of Arts Degree

### Arts and Science – Art
- Nina Michelle Baker
- Amy Jennifer Greene
- Ji Youn Lim
- Ian Shaun Pfenning

### Arts and Science – Athletic Training
- Ricky A. Wilson

### Business Administration
- Daniel Wayne Brimer
- Jeffrey Jay Hahn
- Brandy Elaine Landin
- Christina M. Mirabile
- Joshua Louis Rubin
- Leila Rose Scott
- Hasham Zahid

### Computer Science
- Daniel Scott Brummett
- Stephen Gregory Griffith
- Sidra Khan

### Criminal Justice
- Darin Joshua Harman
- Steven Louis Dalnekkoff

### Engineering
- Cholmin Choi

### General Studies
- Brian Joseph Beegle
- Katie Brooke Emery
- Celeste P. Gilbert
- Rachel Michella Gleaton
- Megan Patricia Grant
- Sandra Feran Knapp
- Shoma G. Kotwani
- Bryant Jun Lee
- Corrine Alison Leith
- Lauren Michelle Logan
- Paul R. Matthews
- Philip N. Price
- Kirsten Nicole Vieser
- Jennifer Ann Zick

### General Studies – Business Technology
- Michelle Betty Butler
- Trisha Lynn Fleming

### General Studies – Science
- Tiffinie Marie Domer
- Nicole Marie Leizure
- Timothy S. Ousborne
- Jeremy P. Breen

### Human Services – Chemical Dependency
- David R. Wurzel
Information Technologies – Webmaster
Saffron Rose Owen

Liberal Arts
Desiree Rashonda Clark

Life Sciences
Gregory Michael Burzynski

Mass Media Design and Production
Lisette Kamille Brooks
Saffron Rose Owen

Music
Lucy E. Shin
Justin David Thomas

Nursing
Jessica Lauren Burkins
Gemma Nachor Diaz

Psychology
Laura K. Gottschalk
Jessica Cora Green

Pre-Medicine
Hafsa M. Bora

Pre-Pharmacy
Crystal Lynnette Melendez

Teacher Education
Nathan Joseph Deering
Katie Ruth Podson

Associate of Applied Science Degree

Telecommunications Technology
Teri Lynn Dapper
James Patrick Frankowski
Sakurako Narita
Teresa Rose Potorti
Lisa M. Smeltzer

Emergency Medical Technician
David Michael Bell
Michael E. Dunlap

Office Technology
Michelle Lynn Pearson
Malena L. Schmidt
Certificate of Proficiency

Cardiovascular Technology
Charlene Chapman-Muse

Emergency Medical Services
David Scott Dushkin
James W. Hartner
Eugene F. Macaraeg
Dean Charles Thompson
Laura Rose Woolfson

Medical Transcriptionist
Tara Suzette Clark

Network Administration
David Mark Chiarelli

Office Assistant
James Ho

Licensed Practical Nursing
Maame Esi Aggrey
Laureen E. Benjamin
Teisha Yolanda Blackston
Roberta L. DeHaven-Perez
Sara Lyn Eastman
Patricia E. Ejoh
Abraham V. George
McArthur S. Green
Letarshia M. Heman-Ackah
Alicia Marie Hnat
Patricia A. Hnat
Lori A. Jenkins
Dedeh Deryn Lavala
Adedoyin Olufuwa
Ezekiel A. Oni
Jessica Tawanna Randle
Sharon Lynn Rizketts
Theresa Agnes Tucker
Kathy Van Allen
15 – Paper for Print Shop

**Background:** The college is eligible to purchase bulk paper supplies for the print shop through Howard County Contract L9079, dated March 23, 2004. The paper is used for internal copy services offered for offices and instruction. The supplier under the contract is XPEDX Corporation.

**Purpose:** To obtain approval to establish an open purchase order in the amount of $50,000 with XPEDX Corporation.

**Location:** Print Shop

**Timeline:** August 2005 – June 2006

**Recommendation:**

The administration requests the board of trustees approve:

**Amount:** $50,000

**Vendor:** XPEDX Corporation

**Source of funds:** Information Technology operational funds

**Compliance:** This request is in compliance with college procedure, Purchasing – 62.05.01.
16 – Grants and Scholarships

**Background:** The board of trustees’ policies gives the board authority to “apply for and accept any gift or grant from the federal government or any other person.” Every six months (August and February), the administration will bring grants awarded to the college to the board of trustees for its approval.

**Purpose:** To obtain board of trustees’ approval for all grants and scholarships received from January through June 2005.

**Timeline:** January – June 2005

**Recommendation:**

The administration requests that the board of trustees approve the receipt of grants and scholarships:

**Amount:**
- Grants: $209,243 (detail follows)
- Scholarships: $152,015

**Compliance:** This request is in compliance with board policy: governance process – board’s role, #8.
# Competitive Grant Awarded - January 1, 2005 - June 30, 2005

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Grantor</th>
<th>Project Manager</th>
<th>Amount of Award</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Links - Displaced Homemakers*</td>
<td>To provide tuition, books, fees, child care and transportation for low and moderate income students Career Link students.</td>
<td>LaVerna Hahn Charitable Trust</td>
<td>Joy Lanier</td>
<td>$10,000</td>
<td>3/17/2005</td>
<td>3/17/2006</td>
</tr>
<tr>
<td>Emergency Medical Technician (EMT) to Patient Care Technician (PCT)</td>
<td>To provide EMTs with a CNA certificate and skills for basic and advanced Patient Care Technician.</td>
<td>Baltimore City, Mayor's Office of Employment Development</td>
<td>Kathy Jones</td>
<td>$68,902</td>
<td>4/18/2005</td>
<td>6/30/2005</td>
</tr>
<tr>
<td>MindAlert Trainer's Bureau*</td>
<td>The American Society of Aging through the Continuing Education office will offer a one-day training on programs and techniques that stimulate MindAlert training for older adults.</td>
<td>MetLife Foundation</td>
<td>Roxanne Farrar</td>
<td>$1,200</td>
<td>4/20/2005</td>
<td>12/30/2005</td>
</tr>
<tr>
<td>Infant and Toddler Training and Technical Assistance for Child Care Providers</td>
<td>To continue a collaborative innovative scholarship training program that includes offering classes with convenient optional schedules, Core of Knowledge content and one-on-one technical assistance.</td>
<td>Maryland Department of Human Resources-Child Care Administration</td>
<td>Marilyn Estes and Kristin Navarro</td>
<td>$126,394</td>
<td>4/1/2005</td>
<td>4/2/2007</td>
</tr>
<tr>
<td>MACC TEC Professional Development Award</td>
<td>For Marilyn Estes to attend the professional development conference.</td>
<td>MACC TEC Professional Development</td>
<td>Marilyn Estes</td>
<td>$547</td>
<td>4/1/2005</td>
<td>6/30/2005</td>
</tr>
</tbody>
</table>

**TOTAL** $209,243
17 – Revised President’s Evaluation Form

Background: At the June 9, 2005, board retreat, the board discussed the form it uses to evaluate the performance of the president toward the end of each fiscal year. The following revision was suggested:

<table>
<thead>
<tr>
<th>V. President-Board Partnership - #27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previous Wording</strong></td>
</tr>
<tr>
<td>The president seeks to keep the board chair informed, on a need-to-know basis, of all significant day-to-day occurrences.</td>
</tr>
</tbody>
</table>

Purpose: To update the form used by the board of trustees to evaluate the performance of the president.

Timeline: Effective FY06

Recommendation:

The administration requests that the board of trustees approve the aforementioned revisions as discussed at the June 2005 board retreat.

Compliance: This request is in compliance with Board Bylaws: Article VII-Execution and Evaluation of Policy-The President’s Reports and Performance Evaluation.
18 – Succession Plan

**Background:** The board of trustees has requested the college president prepare a succession plan at the executive level and a contingency management plan at the mid-level manager level. The board made this request in order to assure continuous commitment to the plans, policies, values, and culture of Howard Community College.

The board asked the president to name an executive vice president who would become more involved in development, legislative relations, public relations, and planning and organizational development. The president named Dr. Kathleen Hetherington as of June 15, 2005. Dr. Hetherington will also work more closely with board committees.

**Recommendation:**

The president recommends that the board of trustees affirm this appointment for additional responsibilities for Dr. Hetherington as of June 15, 2005.