Board of Trustees’ Work Session and Board Meeting Materials

February 22, 2006
Kittleman Room – 6:00 pm
1. Board members practice respectful dialogue that serves the best interests of the college.

2. Each board member works to integrate servant-leadership into the board culture.

3. Each board member has the opportunity to speak uninterrupted.

4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.

5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.

6. Board chair speaks for the board to the media.

7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.

8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.
Board of Trustees
February 22, 2006
Instructional Laboratory Building
Kittleman Room: ILB 100

Part I. Work Session and Dinner 6:00 pm (A light dinner will be served at 5:30 pm)
A. Introduction of New Employees
B. United Way Contributions from Students
C. EXCEL Leadership Forum
D. Facilities Master Plan

Part II. Regular Meeting – Immediately following the work session
A. Approval of February 22, 2006, Agenda
B. Approval of:
   1. January 25, 2006, Budget Work Session Minutes
   2. January 25, 2006, Regular Session Minutes
C. President’s Report
D. Board Member Comments
E. Consent Items
   1. Proposed New Hires
   2. Grants and Scholarships
   3. Schedule of Credit Classes Printing
   4. Professor Emeritus Recommendations
   5. Master Plan Change Order
   6. Horowitz Center Construction Budget Add Alternate #2 Card Access System
   7. Baltimore Regional Cooperative Purchasing Committee Energy Procurement
F. Discussion Items
   1. Issue Bin
   2. Board Calendar
   3. Honorary Degree Recipients
   4. Academic Freedom and Proposed Board Policy
   5. Columbia Campus Facilities Master Plan
G. Information Items
   1. Agreements Signed by the Board Chair Disclosure
   2. Financial Statements
   3. Report on Board End: Faculty and Staff Focus
   4. The Howard Community College Fiscal Year 2005 Workforce Snapshot
   5. Board of Trustees’ Memorandum to County Executive
   6. Personnel Summaries
H. Closed Session
I-A Introduction of New Employees

For the trustees’ information, newly hired employees approved by the board at its December 14, 2005, and January 25, 2006, meetings will be introduced to the trustees by Dr. Duncan and area vice presidents.
I-B United Way Contributions from Students

Students being introduced:

Sandra Clausen, chair, student programming board, Daniel Pretz, president, student government association, Aladdin Ibrahim, Ali Lewis, Maham Mansoor, Daniel Stevens, and Dudley Taylor.

Background:

Several students planned activities to raise money for the United Way. The student programming board raised funds by selling popcorn and candy during “Movie Mondays,” selling items at a student-sponsored bake sale and through concession and ticket sales for their annual Halloween party held in October 2005. The students raised a total $358.34. At the February 22, 2006, meeting the students will make a formal presentation of their proceeds to the board of trustees.
I-C EXCEL Leadership Forum

Background: The Encouraging eXcellence through Coaching, Empowerment, and Leadership (EXCEL) forum is a comprehensive leadership development program that has been offered to Howard Community College budgeted employees since FY03. The program is managed and funded by the office of human resources with initial development support in FY03 from the division of continuing education and workforce development. The program has evolved each year based on participant and president’s team feedback. Topics have covered the full range of issues relevant to developing leader competency including the recent addition of servant leadership and the DISC profile in FY06. The Dominance, Influence, Steadiness, Consciousness (DISC) profile is a work-style evaluation tool that supports the college’s value of appreciating differences. Training includes a variety of interactive learning activities to enhance the participants’ ability to effectively lead, motivate, and inspire groups and individuals toward achievement of Howard Community College’s strategic and operational goals. Approximately 25 participants are selected each year by their area vice president or the president and invited to participate with a total of 96 employees participating to date. Specifically, FY03 had 22 participants (6 administrators; 12 professional/technical; 4 faculty); FY04 had 26 participants (7 administrators; 11 professional/technical; 8 faculty); FY05 had 21 participants (6 administrators; 11 professional/technical; 1 faculty; 3 support group); FY06 has 26 participants (7 administrators; 12 professional/technical; 6 faculty; 1 support group).

Purpose: The purpose of this program is to:

- provide a better understanding of supervisory and team leader roles and the roles of the people that work with them;
- effectively manage conflicts and proactively solve workplace problems;
- enhance understanding of alignment of activities with the college’s mission and strategic priorities;
- encourage continuous self-evaluation, open communication, and feedback;
- provide tools to build high performance work teams and empower employees to become excellent performers;
- develop coaching skills and offer periodic opportunities for coaching and sharing; and
- strengthen work relationships and enhance communication across functional work groups and within the college governance partnerships.

Length of Program: The program begins with a kick-off luncheon session in late January led by either the president or executive vice president. During the kick-off program, participants are provided a light program overview and opportunity to meet
and get to know one other with a group icebreaker activity and a team building activity. Participants receive journal and reading assignments, which are threaded into the curriculum. The reading assignments led the office of human resources to develop a leadership library for participants, which is available to all employees.

The first session is a full-day program that includes a self-assessment. The self-assessment has helped participants become more aware of their leadership style and better recognize how their work style connects with others. The new DISC profile is meaningful since it easily applies to everyone even if they do not have an explicit leadership position. Increased awareness and the impact of interpersonal interactions can support participant growth into leadership positions.

Participants typically meet every other Friday for a half-day over the next four months, participating in a variety of interactive sessions covering a broad range of topics. The program has enjoyed consistent support and presentations made by members of the president’s team that are threaded throughout the semester.

In addition to the initial spring program, follow-up sessions are offered to participants throughout the year to provide opportunities for continuous learning and to obtain feedback to shape the ongoing development of the program to best meet organizational needs. This ongoing experiential learning process strengthens program results and increases return on investment. Several EXCEL modules including “FISH! Motivating Your Staff” and “Effective Communication Techniques,” have evolved into on-going programs offered to every employee and have been used to support core work planning discussions and functional area business retreats.

Comments on programs: The leadership forum has received very positive feedback from participants and has been recognized in various venues including Leadership Howard County, human resources associations such as the College and University Professional Association for Human Resources (CUPA-HR) and the regional professional development consortium. Specific participant comments about the program include:

“This session was excellent. The group activities were very engaging and kept interest throughout the session.”

“Great! I enjoyed it and it was great reinforcement.”

“All of the sessions have been informative and thought provoking.”

“This has been very empowering.”

“The EXCEL program gave me the knowledge and confidence to proceed to serve on the college council and as a representative on the professional/technical group.”
“My sabbatical research in best practices for academic leadership training, as well as my own EXCEL experience, has convinced me that our on-site leadership program is not only excellent but a model for other institutions, and that we should continue to increase participation at all levels, in all college areas, to continue to nurture our culture of good and humane leadership at HCC.”

Speakers: The president and vice presidents present a session each year. The program has hosted local and national speakers at discounted rates. Most presenters have been internal to HCC, including some past participants.

Cost (including food and drink):
- FY03 $5,222.89 Included development costs and partnership with the continuing education and workforce development department
- FY04 $1,403.28 Utilized all internal speakers
- FY05 $2,505.50 Utilized external speakers and purchased new materials including leadership books
- FY06 $1,200.00 Estimated cost: using in-house speakers and already own books and materials

Program Evolution: Based upon feedback from past participants, the following changes have been made over the years:

- the number of sessions was increased and the length of the sessions decreased to accommodate half-day programming, which was determined to be preferable to full-day programming;
- more time has been allotted for each topic, decreasing the number of topics presented during each session;
- there has been increased emphasis on the HCC connection to topics covered;
- the recommended reading list and office of human resources library resources has been expanded;
- participants are notified of additional learning opportunities; and
- external and internal presenters are included in the program.

Recommendation

This item is for information only and requires no board action.
I-D Facilities Master Plan

Background: Working with Design Collective, Inc., the college began the process to update the comprehensive facilities master plan (FMP) in March 2005. The final master plan will establish a framework for the orderly development of all capital improvements to support the role and mission and educational plans of the college. The plan covers a minimum period of ten years with a twenty-year land-use plan. Two plans were developed, one for the Columbia campus, which includes the Charles I. Ecker Business Training Center at Gateway and the Laurel College Center in Laurel, and one for the Belmont Conference Center.

On February 22, 2006, the administration will present to the board the final land-use plans for both the main campus and Belmont Conference Center. In addition to numerous internal meetings with all departments and students, the administration also held meetings with the external community to obtain ideas, review the plans, and obtain feedback. The land-use plans that will be discussed have incorporated feedback the college has received from these various meetings.

The final draft documents for the comprehensive facilities master plan will include current and projected planning trends, current and planned academic programs, current facility conditions and needs assessments, analysis of existing grounds and infrastructure, access and circulation patterns and plans for future campus development and projects. The final draft comprehensive document for the Columbia campus is being presented at the February board meeting for review and approval and the final draft comprehensive plan for the Belmont Conference Center will be presented at the April board meeting.

Purpose: To review the land-use plans for the college’s main campus and Belmont.

Location: The land-use plan for the college’s main campus in Columbia, Maryland and a separate land-use plan for the Belmont Conference Center.

Timeline: FY05-FY15

Specifications: The land-use plan includes designations for academic programs, athletic programs, student housing, parking buffers, and circulation patterns.
Recommendation

This item is for information only and requires no board action. Action on the facility master plan document for the main campus will be taken at the February board meeting.
II-A Approval of February 22, 2006, Agenda
Part II. **Regular Meeting** – Immediately following the work session

A. **Approval of February 22, 2006, Agenda**

B. **Approval of:**
   1. January 25, 2006, Budget Work Session Minutes
   2. January 25, 2006, Regular Session Minutes

C. **President’s Report**

D. **Board Member Comments**

E. **Consent Items**
   1. Proposed New Hires
   2. Grants and Scholarships
   3. Schedule of Credit Classes Printing
   4. Professor Emeritus Recommendations
   5. Master Plan Change Order
   6. Horowitz Center Construction Budget Add Alternate #2 Card Access System
   7. Baltimore Regional Cooperative Purchasing Committee Energy Procurement

F. **Discussion Items**
   1. Issue Bin
   2. Board Calendar
   3. Honorary Degree Recipients
   4. Academic Freedom and Proposed Board Policy
   5. Columbia Campus Facilities Master Plan

G. **Information Items**
   1. Agreements Signed by the Board Chair Disclosure
   2. Financial Statements
   3. Report on Board End: Faculty and Staff Focus
   4. The Howard Community College Fiscal Year 2005 Workforce Snapshot
   5. Board of Trustees’ Memorandum to County Executive
   6. Personnel Summaries

H. **Closed Session**
II-B Approval of Minutes

- January 25, 2006, Work Session Minutes
- January 25, 2006, Regular Session Minutes
- January 25, 2006, Closed Session Minutes
The Board of Trustees of Howard Community College (HCC) met in work session on Wednesday, January 25, 2006, in the Schoenbrodt Boardroom (A225) of the administration building at Howard Community College, Columbia, Maryland. Roberta E. Dillow, chair, brought the work session to order at 5:13 p.m. Other board members present included vice chair Patrick L. Huddie, trustees Roger N. Caplan, Katherine K. Rensin, and T. James Truby. Mary Ellen Duncan, secretary-treasurer, was also present. Trustee Louis G. Hutt, Jr. was absent. Trustee Mary B. Tung was on a leave of absence.

Budget Work Session
Lynn Coleman, vice president of administration and finance, outlined the agenda and Zoe Irvin, executive director of planning, research, and organizational development, reviewed the strategic master planning process, emphasizing the input received from the college community and the feedback from the board of trustees on the college’s mission, vision, and values. She presented the FY07 strategic plan, discussing major initiatives and associated costs. Most of the funds associated with the FY07 strategic plan reflect the need for additional faculty and staff to keep pace with growth.

Lynn Coleman then reviewed anticipated sources of funding, including state and local support as well as tuition and fees. She showed several charts showing the tuition and fees paid by HCC students for a full course load in comparison with students at other Maryland community colleges as well as contribution per FTE by the state and county for all Maryland community colleges. HCC has the third highest tuition for a full course load; only Montgomery and Prince George’s are higher. However, it has the least contribution per FTE from the state of any of the community colleges and ranks sixth in county funding per FTE.

A chart comparing HCC’s employees’ merit increases over the past five years with those received by Howard County public school employees and Howard County government employees showed that HCC’s merit increases have not kept pace with those received by the other employee groups.

Lynn Coleman commented that of HCC’s total county request, ten percent (or about half of the increase requested) is just to account for the additional utilities and staff necessary to open the two new buildings and the parking garage. The board asked that the administration examine various ways that heating/cooling costs could be reduced campus wide, especially in some of the older buildings.

The budget for continuing education/workforce development, special funds, and auxiliary funds, including the Belmont Conference Center, were also reviewed.
The board also discussed information presented by Lynn Coleman that showed how much adding additional faculty or merit to the county request would enlarge the percentage increase requested. The options were discussed and board members felt that the request should include 10 new faculty positions and the merit request should be increased to 8 percent.

The board expressed a need to make a strong statement with the budget request to the county about the most important needs of the college: merit to retain skilled faculty and staff and additional full-time faculty to instruct students. A white paper will be drafted by staff to further outline these needs.

**Adjournment**

The work session adjourned at 6:28 p.m.

The above constitutes the official minutes of the January 25, 2006, budget work session of the Howard Community College Board of Trustees as approved on February 22, 2006, and are a true and correct copy of same.

Mary Ellen Duncan, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met in regular session on Wednesday, January 25, 2006, in the Schoenbrodt Boardroom (A225) of the administration building at Howard Community College, Columbia, Maryland. Roberta E. Dillow, chair, brought the regular session to order at 6:40 p.m. Other board members present included vice chair Patrick L. Huddie, trustees Roger N. Caplan, Katherine K. Rensin, and T. James Truby. Mary Ellen Duncan, secretary-treasurer, was also present. Trustee Louis G. Hutt, Jr. was absent. Trustee Mary B. Tung was on a leave of absence.

A. Approval of January 25, 2006, Agenda

Chair Dillow asked for a discussion item to be added - #4 Expansion of Maryland Educational Enterprise Consortium (MEEC) Services.

A recommendation to approve the January 25, 2006, agenda as amended, was moved by Vice Chair Huddie, seconded by Trustee Truby, and unanimously approved.

B. Approval of Minutes

A recommendation to approve the November 30, 2005, work session, regular session and closed session minutes; the December 14, 2005, regular session and closed session minutes; and the January 5, 2006, closed session minutes, was moved by Vice Chair Huddie, seconded by Trustee Truby, and unanimously approved.

C. President’s Report

Dr. Duncan reminded board members of two upcoming presentations by Margaret Wheatley on January 26 and John Izzo on April 7.

D. Board Member Comments

- Chair Dillow commended the world languages faculty and Rep Stage on their recent awards. She also commented on the recent trip to Ghana by Dr. Sharon Pierce, health sciences division chair and director of nursing, and Georgene Butler, professor, nursing, to visit a nursing school in Kumasi that Howard Community College supplied books and equipment so it could receive accreditation. She mentioned that the health retreat for women at Belmont, which Kaiser Permanente helped organize, was a success. She also mentioned the Maryland Association of Community Colleges (MACC) trustee workshop that she attended along with trustees Kathy Rensin and Jim
Truby and staff members. Chair Dillow attended a session on best practices that highlighted Chesapeake College practice of distributing board materials to board members on CD’s, which they can view on laptops provided by the college.

- Vice Chair Huddie mentioned that surplus equipment stored in warehouses in the area could be shipped from the Port of Baltimore to countries needing it if shipping companies would cover the freight charges. He also commended the finance office staff for their work in preparing the budget materials.

- Trustee Caplan thanked everyone for their love and support on the death of his son, Scott Caplan, and said that it was a great source of comfort to him and his family.

- Trustee Rensin commended student Eric Hall’s presentation at the MACC workshop; it was a great story and well articulated. She attended the federal practices session, which explained the Cade formula.

- Trustee Truby also commented on the MACC trustee workshop and the importance of trustee advocacy.

E. Consent Items

1. Proposed new hires
2. College Phone Service contract awarded to Verizon Maryland Inc. for $69,600.
3. Telephone Switch Maintenance Contract awarded to Verizon Network Integration for $33,723.04.
4. Audit Contract awarded to Clifton Gunderson for $43,475 for the college audit. Note: $5,350 for the foundation audit will be approved by the foundation board.
5. Motorcycles for Motorcycle Safety Foundation Courses awarded to Ellicott City Motorsports for $90,104 from continuing education funds.

A recommendation to approve the consent items was moved by Trustee Truby, seconded by Vice Chair Huddie, and unanimously approved.

F. Discussion Items

1. Issue Bin

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

2. Board Calendar

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

3. Fiscal Year 2007 Integrated Operational and Strategic Plan and Budget
Vice Chair Huddie proposed two amendments: increasing the number of new full-time faculty from 8 to 10 and merit pay from 6 to 8 percent.

A recommendation to approve the FY07 integrated operational and strategic plan and budget, as amended, was moved by Trustee Truby, seconded by Vice Chair Huddie, and unanimously approved.

4. Expansion of Maryland Educational Enterprise Consortium (MEEC) Services

Tom Glaser, vice president of information technology, gave an overview.

A recommendation to approve the purchase of computer hardware from participating MEEC vendors, such as Dell Computers, was moved by Vice Chair Huddie, seconded by Trustee Caplan, and unanimously approved.

G. Information Items

1. Agreements Signed by the Board Chair Disclosure

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

2. Financial Statements for October-November 2005

Lynn Coleman, vice president of administration and finance, gave an overview.

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

3. Personnel Summary for December 2005

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

Adjournment

A recommendation to adjourn the meeting and go into closed session, was moved by Vice Chair Huddie, seconded by Trustee Caplan, and unanimously approved.

The meeting was adjourned at 7:00 p.m.

The above constitutes the official minutes of the January 25, 2006, meeting of the Howard Community College Board of Trustees as approved on February 22, 2006, and are a true and correct copy of same.

Mary Ellen Duncan, secretary/treasurer
Present: Roberta E. Dillow, chair, Patrick L. Huddie, vice chair, and trustees Roger N. Caplan, Katherine K. Rensin, and T. James Truby. Louis G. Hutt, Jr., trustee, was absent and Mary Beth Tung, trustee, was on a leave of absence from the board. Also present were: Mary Ellen Duncan, secretary/treasurer; Kathleen Hetherington, executive vice president; Tom Glaser, vice president of information technology; Lynn Coleman, vice president of administration and finance; Steve Horvath, associate vice president of academic affairs; and Erin Marek, director of board relations/special projects.

At approximately 7:02 p.m., Chair Dillow read a resolution to enter into closed session, which was supported unanimously by the board:

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

NOW, THEREFORE, BE IT RESOLVED, that the board of trustees of Howard Community College hereby conduct its meeting in closed session beginning on January 25, 2006, at the conclusion of the regular meeting in the Schoenbrodt board room (A225) to consider the acquisition of real property for a public purpose and matters directly related thereto as permitted under Section 10-508 and that such meeting shall continue in closed session until the completion of business.

The resolution was approved unanimously by the trustees. The trustees entered into closed session at approximately 7:03 p.m.

During the closed session, the trustees discussed the acquisition of real property for a public purpose. The closed session was adjourned at approximately 8:01 p.m.

The above constitutes the official minutes of the January 25, 2006, closed meeting of the Howard Community College Board of Trustees as approved on February 22, 2006, and are a true and correct copy of the same.

Mary Ellen Duncan, Secretary/Treasurer
II-C President's Report

News from Development

*January Campaign revenue*
$48,018

*January Foundation revenue*
$127,624

News from Belmont

Partnerships
Belmont staff is working with continuing education and workforce development to incorporate training and facilitation options into Belmont packages to provide “added value.” Package inserts are being developed to highlight offerings.

Three-credit courses are currently being offered at Belmont: introduction to culinary arts, introduction to meetings and conference operations, and legal issues in the hospitality industry.

Five non-credit courses are being offered during the spring semester including: wine appreciation, salsa under the stars, landscaping do’s and don’ts, verismo opera in action, and building blocks for small business success.

Howard County Iron Bridge Hounds, Inc. will be holding a steeplechase at Belmont on March 25, 2006. Belmont will be providing catering for the event.

Summer Concerts will be held on July 23rd featuring Leone Brown and the Panama Band and on August 20th featuring TanDem Country Band.

Belmont Business Plan
Staff needs to review the business plan and provide feedback to the consultant before the final draft is prepared. By the end of February a draft will be circulated to various advisors from the Hospitality Committee, Entrepreneur Committee, and foundation board.

Maryland Historic Trust (MHT)
Belmont received approval from MHT for the restoration and renovation of the barn with alterations.
MHT ruled against the installation of a paver patio and walkway in the rear of the Manor House. The administration is requesting that the committee reconsiders the project.

Belmont is submitting for approval installation of a satellite TV antenna near the Manor House. The antenna is currently located 100 yards from the Manor House and no longer works due to damage caused by lightning. With the antenna located closer to the house, it will be less likely to be struck by lightning and would be easier to service. Currently, the system is not working due to the problem.

Belmont Financials
Belmont will receive a refund on the property tax that was paid.

Convocation and Wheatley Business Luncheon
Thanks to the convocation committee for organizing another great convocation! The committee includes: Arla Webb; Daryl Beard; Donna Doughty; Erin Marek; Farida Guzdar; Heather Joseph; Karlyn Young; Melanie Moore; Nanette Douglas; Susan Hellenbrand; and Shirin Nazma.

Additional thanks to those who were instrumental in getting Margaret Wheatley here and for organizing and setting up the business luncheon that took place after convocation: Kate Hetherington, Zoe Irvin, Tara Hart, Randy Bengfort, Carla Cipolari, Erin Marek, Daryl Beard, Karen Paris, Quent Kardos, and Terry Howard.

Special thanks go to the plant operations crew under the able direction of Andre Wright, who set up these and numerous other events on campus. They work all hours to set up and break down back-to-back events and we appreciate their hard work and dedication.

Dr. Wheatley and our other convocation speakers (Zoe Irvin, CB Lovell, Linda Wiley, Margaret Garraway, Tara Hart, Kate Kenney, Roger Stott, Karlyn Young, and Bob Marietta) did a wonderful job!

Spring 2006 Enrollment
The chart below shows that enrollment at HCC is up in terms of both headcount and full-time equivalent (FTE) enrollment. This data represents enrollments as of February 5, 2006. Final enrollment figures are calculated at the end of the third week of classes and will be available at the February 22 meeting. The highest enrollments are in transfer programs (75 percent with 4,829 students), with the majority of students enrolled in arts and science programs (24 percent with 1,529 students). Most students are enrolled in day classes (72 percent with 4,616 students) and 29 percent of the total number of students receive financial aid. Female students comprise 60 percent (3,838 students) of the total population and most students are under the age of 24 (53 percent with 3,411 students).
<table>
<thead>
<tr>
<th>Term</th>
<th>Headcount</th>
<th>FTE</th>
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<tbody>
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<td>Spring 2006</td>
<td>6414</td>
<td>1690.6</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>6314</td>
<td>1659.4</td>
</tr>
<tr>
<td>% Change</td>
<td>+2%</td>
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As of February 7, 2006, non-credit enrollments for the Laurel College Center were 806 with 554 representing Prince George’s County enrollments and 252 representing Howard County enrollments, representing a 12 percent increase.

Credit enrollments were 1096 with 790 for Prince George’s and 306 for Howard. Laurel College Center credit enrollments rose significantly this year. Overall, combined enrollments from PGCC and HCC were 36 percent higher than the same time period last year, with HCC’s enrollments doubling in number.

**Belmont promotional materials win quality award**
The marketing brochure and accompanying inserts for the Belmont Conference Center won the Best of Category 2006 Print Quality Awards sponsored by the Printing Association of the Mid Atlantic. Becki Fisher of The Art Litho Company, which printed the publications and submitted them for the competition, said “the spectacular concept and design from HCC staff certainly contributed to this award.” The concept was developed by staff from the office of public relations and marketing, continuing education, and the Belmont Conference Center. Margie Dunklee designed the publications.

**Rep Stage Garners Recognition**
Rep Stage was honored with two Helen Hayes Award nominations for its production of Richard Greenberg’s "The Violet Hour" (directed by Kasi Campbell):

- Outstanding Supporting Actor: Bruce Nelson (HCC adjunct faculty member)
- Outstanding Set Design: Richard Montgomery

These calendar year 2005 recognitions are selected from all professional theatres in the Washington, DC area (out of a field of close to 200 different productions). Therefore, many of the artists recognized this year have worked at Rep Stage, but to highlight some of the artists you may have seen most recently here in Columbia, we applaud the following Rep Stage "regulars" --- Marybeth Wise (HCC adjunct faculty member) for Lead Actress in "Miracle Worker" at Olney Theatre, Tony Cisek (who is designing our “Hamlet”) for Set Design in "Hannah and Martin" at Theatre J, Karl Miller (who IS our “Hamlet”) for Lead Actor in "columbinus" at Round House, and Deidra Starnes (who appeared in "Violet Hour") for "A Young Lady from Rwanda" at African Continuum Theatre.

The Washington Post covers these nominations each year and in Wednesday's edition, saluted those productions that the critic felt were deserving but did not get a nod from the theatre awards society. This year the Post was kind enough to mention our production of “Kimberly Akimbo” as a worthy contender.
Additionally, Rep Stage received seven nominations for the Greater Baltimore Theatre Awards, including:

- **Outstanding Play:** “Kimberly Akimbo”
- **Outstanding Director:** Kasi Campbell for “Kimberly Akimbo”
- **Outstanding Actress:** Helen Hedman in “Kimberly Akimbo” & Deidra Lawan Starnes in “The Violet Hour”
- **Outstanding Actor:** Lance Coadie Williams in “The Children’s Hour”
- **Outstanding Scene Design:** Daniel Ettinger for “The Children’s Hour”
- **Outstanding Costume Design:** Kathleen Geldard for “The Violet Hour”

Additionally, adjunct faculty member Bruce Nelson was also nominated for Outstanding Actor for “The Merry Wives Of Windsor” at the Baltimore Shakespeare Festival.

**VA Night a Success**
On January 19, Toni Riley, the VA Certifying Official for Howard Community College coordinated the first VA night. At the event, students using the Montgomery GI Bill had the opportunity to meet with an advisor, register for classes, learn about financial aid, submit certification paperwork, and meet other veterans. Thank you to the staff of records and registration, the Welcome Center, student life, and the development office for their assistance. A special thank you to Greg McPhee in advising and Michele Henninger in financial aid services for counseling veterans at the event. Future VA Nights will be held prior to each major semester. Thanks to Toni Riley for a job well done.

**HCC Welcomes New Students!**
HCC welcomed a total of 116 new students at New Student Orientation, with 61 attending the daytime session and 55 attending the evening session. Each session offered a mini-orientation that included a welcome from Dr. Kate Hetherington, executive vice president, a review of the many services at HCC by Janice Marks, associate vice president of student development, and a call for student involvement by Daniel Pretz, SGA president. Students were then given the opportunity to attend workshops that addressed a variety of topics including study skills for success, surviving school stress and keys to transferring to a four-year college. Special thanks to the office of student life and the following offices that were invaluable in making this event a success: plant operations, auxiliary services, AV, IT and the print shop. In addition, a heartfelt thanks to the many faculty and staff who facilitated workshops and “Meet Your Major” sessions during both orientations.

**Capital Projects Update**

**Arts and Humanities Instructional Building**
The construction of The Peter and Elizabeth Horowitz Visual and Performing Arts Center continues to make good progress. The building is now closed-up and the
temporary heat is operational. Outstanding issues including the catwalk, acoustics, air diffusers, light rail and south wall intersection with the stage floor have been resolved. The schedule has been updated and the building will be ready for the fall semester.

College staff met with Riparius and Design Collective to review the furniture and equipment schedule. Some items are being purchased earlier as they require more lead time than others. The final equipment list is being reconciled with the approved budget and the schedule for orders and deliveries will be completed by the end of February 2006.

The project budget continues to be monitored closely with monthly financial reviews involving the college, Design Collective, and Riparius. Staff continues to meet every two weeks with the contractor, architect, and necessary consultants to resolve issues and address concerns.

Athletic Fields Renovations
As was previously explained, the county is requiring a formal site development plan (SDP) before any other renovations can take place. Patton Harris Rust & Associates was retained to develop the SDP but has been delayed several weeks due to its reorganization and high staffing turnover. The engineering firm has indicated that they expect the SDP to be complete by March 2006. Following submission of the SDP and approval by the county, the college will be able to initiate the bidding process in April and have a contractor recommendation in May 2006. The next stage of renovations is Phase IV, which includes the following components in order of importance:

1. ADA paths to and around the fields;
2. Ambulance access to the fields;
3. Handicapped parking adjacent to the fields;
4. Correcting any remaining drainage issues; and
5. Construction of Athletic Field Building (building will be constructed to allow for permanent grand stands and press box to be added on top of structure for Phase V). Contents of facility for Phase IV include:
   a. Public bathrooms with door connecting to locker rooms.
   b. 50 full lockers with some storage for uniforms.
   c. Showers for each locker room (5 stalls or gang-like).
   d. First aid/ training room with sink and ice machine.
   e. Laundry area.
   f. Concession area.

All other aspects of the prior phases of renovation for this project have been completed.

Student Services Building
Construction of the student services building has progressed but not as quickly as expected. The weather sensitive operations of waterproofing and backfilling the
structure were slowed because of wet conditions. However, the contractors were able to complete the erection of the keystone retaining walls at the west side of the site in the loading dock area. The chilled water and gas line installation between the students services building and the Horowitz Center is near completion and the emergency power lines were installed.

The foundations for the building were completed and the concrete decks for the north wing were poured. Fireproofing of the structural steel has commenced and will be completed by the end of the month. Finally, the main electrical switchgear and transformer for the building was hoisted into the basement. Rough-in plumbing and electrical is continuing throughout the building as space opens for the work. The contractors’ dedication to the project and commitment to working evenings and weekends during the mild weather conditions were significant in keeping the project on schedule.

College staff met with the architects and furniture representatives to review the furniture and equipment list and start the specification process. As bi-weekly meetings continue with Design Collective and Riparius, staff continues to work closely with the firms to address issues and move the project forward.

**Exterior Lighting Replacement**
Due to heavy rains and inclement weather, the contractors are still completing the final punchlist items. In addition, some landscaping is also required with the completion of the project. The final items will be reviewed by college staff and the project is expected to be completed by March 2006.

**Parking Garage**
The request for state participation for the construction of the parking garage was approved by the Board of Public Works on February 1, 2006. Although the college immediately issued a Notice to Proceed, progress has been slowed due to the delay with the county issuing the building permit. The college is working with county officials to try to secure the appropriate permits so that work can commence. Even if the college can only obtain the foundation permit, caisson construction can begin.

Riparius continues to do an excellent job administering this project and expects completion in time for the fall semester.

**‘A’ Building and Smith Theatre Renovations**
The kick-off meeting with Murphy & Dittenhafer was held in December followed by the program meeting in January. Regular meetings with college staff and the architects began February 8, 2006, and are being held every three weeks. Current discussions include review of the construction budget, the project timeline, and renovation phasing.
Campuswide Systemic Renovation Projects

The immediate needs identified in the facilities assessment study have been evaluated and are being prioritized and scheduled accordingly. The following renovation items are in progress or have recently been completed:

- Hickory Ridge Building Men’s and Women’s Restrooms;
- ADA upgrades including rail extensions and concrete repair;
- First floor nursing building carpet replacement with tile;
- Parking lot cameras bid proposed for March board meeting;
- Overflow parking lots at the tennis courts and athletic fields; and
- Pedestrian pathway from athletic fields parking lot to campus.
II-D Board Member Comments
II-E Consent Items were previously distributed to members of the Board of Trustees
F-1 Issue Bin

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

<table>
<thead>
<tr>
<th>Date Originated</th>
<th>Project</th>
<th>Board Contact</th>
<th>Completed By</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/6/05</td>
<td>Meeting Frequency</td>
<td>Patrick Huddie</td>
<td>TBD</td>
<td>Determine necessary frequency of mtgs.</td>
</tr>
</tbody>
</table>

### Board Liaisons to Ongoing Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Liaison(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Campaign</td>
<td>Roberta Dillow</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>James Truby</td>
</tr>
<tr>
<td>Entrepreneurial Center</td>
<td>Louis Hutt</td>
</tr>
<tr>
<td>Foundation Board</td>
<td>Roger Caplan/Katherine Rensin</td>
</tr>
<tr>
<td>Maple Lawn</td>
<td>Roberta Dillow/Jim Truby/Roger Caplan</td>
</tr>
</tbody>
</table>

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

**Recommendation:**

This item is for discussion and information and does not require board approval.
# F-2 Board Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Tentative Agenda Items</th>
<th>Trustees to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6, 2006</td>
<td>Hunan Manor Fundraiser</td>
<td>- Trustees Invited&lt;br&gt;- <strong>Board Chair Remarks</strong>&lt;br&gt;- Fundraiser for the college</td>
<td></td>
</tr>
<tr>
<td>Monday 5 – 8:30 pm</td>
<td>Hunan Manor Fundraiser</td>
<td>- Trustees Invited&lt;br&gt;- <strong>Board Chair Remarks</strong>&lt;br&gt;- Fundraiser for the college</td>
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<tr>
<td>Tuesday 12 noon</td>
<td><strong>Schoenbrodt Boardroom</strong></td>
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<tr>
<td>March 14, 2006</td>
<td>Dean’s Reception</td>
<td>- Trustees Invited&lt;br&gt;- Recognition for Dean’s List and Distinguished Students</td>
<td></td>
</tr>
<tr>
<td>Tuesday 12:30 pm &amp; 6 pm</td>
<td><strong>Smith Theatre / Burrill Galleria</strong></td>
<td></td>
<td></td>
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<tr>
<td>March 16, 2006</td>
<td>Hard Hat Tour</td>
<td>- Call 410-772-4450 To RSVP&lt;br&gt;- Meet at the President’s Office&lt;br&gt;- Tour the Peter and Elizabeth Horowitz Visual and Performing Arts Center</td>
<td></td>
</tr>
<tr>
<td>Thursday 3:30 pm</td>
<td><strong>President’s Office</strong></td>
<td></td>
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<tr>
<td>March 16, 2006</td>
<td>Howard County Commission for Women</td>
<td>- Howard County Women’s Hall of Fame&lt;br&gt;- 2006 Inductees include:&lt;br&gt;- Board Chair, Roberta E. Dillow and adjunct faculty member, Carolyn R. Keleman</td>
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<tr>
<td>Thursday 7:30 pm</td>
<td><strong>Banneker Room, George Howard Building</strong></td>
<td></td>
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<tr>
<td>March 22, 2006</td>
<td>Work Session</td>
<td>- Introduction of New Employees&lt;br&gt;- Student Leaders</td>
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<tr>
<td></td>
<td>Regular Meeting</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Tentative Agenda Items</td>
<td>Trustees to Attend</td>
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</tbody>
</table>
| April 7, 2006         | Servant Leadership Presentation | • Presenter - John Izzo  
                     | 12 noon                            | • Trustees Invited  
                     | **Kittleman Room**                 | • Workshop from 2-4 pm             |
| April 10-16, 2006     | HCC Spring Break              |                                                                                         |                    |
| April 20, 2006        | Hard Hat Tour **President's Office** | • Call 410-772-4450 To RSVP  
                     | Thursday 3:30 pm                    | • Meet at the President's Office  
                     |                                   | • Tour the Peter and Elizabeth Horowitz Visual and Performing Arts Center |
| April 26, 2006        | Work Session Regular Meeting **Children's Learning Center** | • Introduction of New Employees  
                     | Wednesday 6 pm                      | • Informational Tour: Children's Learning Center |
| May 5, 2006           | Student Awards Banquet **Sheraton Columbia** | • Welcome from Board Chair  
                     | Friday 6:30 - 9 pm                  | • Trustees invited and participate in presenting awards |
                     | Wednesday 12 noon                   | • Meeting with Auditors (FY06 Report)  
                     |                                   | • Probable Bids for Summer |
| May 18, 2006          | Hard Hat Tour **President's Office** | • Call 410-772-4450 To RSVP  
                     | Thursday 3:30 pm                    | • Meet at the President's Office  
<pre><code>                 |                                   | • Tour the Peter and Elizabeth Horowitz Visual and Performing Arts Center |
</code></pre>
<p>| May 19, 2006          | Nursing Recognition Ceremony <strong>Merriweather Post Pavilion</strong> | • Trustees Invited |
| May 19, 2006          | Reception for Platform Party | • Trustees Invited                  |                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Tentative Agenda Items</th>
<th>Trustees to Attend</th>
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</thead>
<tbody>
<tr>
<td>2:30 pm</td>
<td><em>Merriweather Post Pavilion</em></td>
<td></td>
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<tr>
<td>May 19, 2006</td>
<td>Commencement <em>Merriweather Post Pavilion</em></td>
<td><em>Trustees Invited</em></td>
<td></td>
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<tr>
<td>4 pm</td>
<td></td>
<td><em>Board Members Confer Degrees</em></td>
<td></td>
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<tr>
<td>May 24, 2006</td>
<td>Work Session</td>
<td><em>Introduction of New Employees</em></td>
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<tr>
<td>Wednesday 6 pm</td>
<td></td>
<td><em>Informational Tour: Public Relations</em></td>
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<tr>
<td></td>
<td>Regular Meeting</td>
<td><em>FY08 Vision, Mission, Values and Beliefs and Strategic Initiatives and Goals</em></td>
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<td></td>
<td><em>FY07 Faculty Appointments</em></td>
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<td></td>
<td><em>Election of FY07 Board Officers</em></td>
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<td><em>Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting</em></td>
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<td></td>
<td><em>Approval of MHEC Indicators</em></td>
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<tr>
<td></td>
<td>Closed Session <em>Kittleman Room</em></td>
<td><em>Review President's Contract</em></td>
<td></td>
</tr>
<tr>
<td>May 20, 2006</td>
<td>35th Anniversary Alumni Reunion <em>Kittleman Room</em></td>
<td><em>Trustees Invited</em></td>
<td></td>
</tr>
<tr>
<td>Saturday 4 pm</td>
<td></td>
<td><em>First all inclusive reunion for HCC graduates</em></td>
<td></td>
</tr>
<tr>
<td>May 25, 2006</td>
<td>Annual Retiree and New Employee Recognition Lunch <em>Burrill Galleria</em></td>
<td><em>Trustees Invited</em></td>
<td></td>
</tr>
<tr>
<td>Thursday 12 noon</td>
<td></td>
<td><em>Reception to Honor College Faculty and Staff who Retired During FY06</em></td>
<td></td>
</tr>
<tr>
<td>May 25, 2006</td>
<td>Convocation</td>
<td><em>Trustees Invited</em></td>
<td></td>
</tr>
<tr>
<td>Thursday 1:30 pm</td>
<td><em>Smith Theatre</em></td>
<td><strong>Welcome from Board Chair</strong> (1:30 pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition event for retired employees, degree recipients. New employees recognized at lunch.</td>
<td></td>
</tr>
<tr>
<td>May 25, 2006</td>
<td>Employee Appreciation Activity <em>TBD</em></td>
<td><em>Trustees Invited</em></td>
<td></td>
</tr>
<tr>
<td>Thursday 3:30 pm</td>
<td></td>
<td><strong>Annual activity to thank employees for core &amp; strategic work efforts and volunteerism</strong></td>
<td></td>
</tr>
<tr>
<td>June 10, 2006</td>
<td>Barbecue and Boots <em>Horowitz Center</em></td>
<td><em>Trustees Invited</em></td>
<td></td>
</tr>
<tr>
<td>Saturday 4 pm</td>
<td></td>
<td><strong>Sneak preview for donors</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Tentative Agenda Items</td>
<td>Trustees to Attend</td>
</tr>
<tr>
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</tr>
<tr>
<td>June 14 Wednesday Time - TBD</td>
<td>Board Retreat Belmont</td>
<td>• Agenda – Green Buildings and Sustainability</td>
<td></td>
</tr>
<tr>
<td>August 21, 2006 Monday TBD</td>
<td>Grand Opening of the Peter and Elizabeth Horowitz Visual and Performing Arts Center Horowitz Center</td>
<td>• Trustees Invited&lt;br&gt;• Event held after convocation</td>
<td>NEW!</td>
</tr>
<tr>
<td>September 16, 2006 Saturday 6 pm</td>
<td>Major Donor Party TBD</td>
<td>• Trustees Invited&lt;br&gt;• Event held one week earlier this year</td>
<td>NEW!</td>
</tr>
<tr>
<td>September 24, 2006 Sunday 10 am – 4 pm</td>
<td>19th Annual Columbia Classic Grand Prix HCC Grounds</td>
<td>• Trustees and Spouses/Guests Invited&lt;br&gt;• Major Community and Fundraising Event</td>
<td>NEW!</td>
</tr>
<tr>
<td>The weekends of October 13, 20, and 27, 2006 Friday, Saturday and Sunday Time: TBD</td>
<td>Haunted Attraction TBD</td>
<td>• Trustees Invited&lt;br&gt;• New fundraiser for scholarships&lt;br&gt;• Haunted Hay Rides, concessions, other attractions</td>
<td>NEW!</td>
</tr>
<tr>
<td>December 2, 2006 Saturday 6 pm</td>
<td>President’s Gala Horowitz Center</td>
<td>• Trustees Invited&lt;br&gt;• Black Tie Event</td>
<td>NEW!</td>
</tr>
</tbody>
</table>

Notes:

All work sessions and regular meetings will be held in the Kittleman Room (ILB-100) at 6 p.m. unless otherwise noted. All Audit & Finance Committee and Legislative Committee meetings will be held in the Schoenbrodt Boardroom (A225). Additional Audit and Finance and Legislative Committee meetings may be necessary during the course of the year.

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

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

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

Red denotes change from original posting.

NEW! denotes item not on last calendar.
F-3 Honorary Degree Recipients

**Background:** At its February 27, 2002, meeting, the board of trustees approved the awarding of honorary degrees by Howard Community College. The administration developed an administrative policy and procedure including the following information:

Honorary degrees will be awarded to an individual for one or more of the following reasons:

- to recognize an exceptional scholarly, intellectual or artistic achievement;
- to recognize extraordinary service to the institution, and/or
- to recognize outstanding contributions to the community.

Because of their exceptional service to Howard Community College and in recognition of the dedication to the Howard County community, the administration submits the following names to the board of trustees for consideration for honorary degrees. These degrees will be awarded at the May 19, 2006, commencement.

a. Joan I. Athen;
b. James R. Moxley III; and

**Purpose:** To determine honorary degree recipients for 2006.

**Timeline:** May 19, 2006, Commencement

**Recommendation**

The administration requests that the board of trustees approve Joan I. Athen, James R. Moxley III, and Richard B. Talkin to receive honorary degrees in 2006.

**Compliance:** This request supports Board Policy: Governance Process – Board’s Role.
F-4 Academic Freedom and Proposed Board Policy

**Background:** On August 22, 2005, during its summer retreat, the board of trustees reviewed case studies concerning academic and artistic freedom. The trustees examined controversial events that took place at other colleges and universities around the country and discussed the actions taken by these college's governing boards.

The result of this discussion was that the board asked the college administration to examine the development of a statement supporting academic and artistic freedom for inclusion in the board bylaws.

Currently, the college policy on academic freedom is found in the college catalog (2005 – 2006, page 41). The statement in the college catalog reads:

“Institutions of higher education exist for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. It shall be the policy of Howard Community College to maintain and encourage full freedom, within the law, of inquiry, teaching and research for all faculty.

Although academic freedom is fundamental to the rights of the teacher and the student, it carries with it related duties and responsibilities. The faculty member is entitled to freedom in the classroom in discussing subject matter but should be careful not to introduce controversial topics which are not related to the course. The faculty member is responsible for insuring that the course content includes material specified by the college in the course description and course objectives.

The college faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline. However, the special position of the faculty member in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge the institution or the profession by statements made by individual faculty members. Therefore, accuracy, exercise of appropriate restraint and respect for the opinion of others should be displayed on- and off-campus. The faculty member should also make every effort to indicate that the opinions expressed are not necessarily those of the institution.”
After reviewing this academic freedom statement and consulting with the college attorney the administration does not believe that additional statements on academic freedom are necessary.

**Purpose:** To discuss the need for additional statement on academic freedom in the bylaws

**Recommendation**

The administration, in conversation with the board chair, recommends that the board leave the board of trustees' bylaws unchanged and support the statement of academic freedom in the college catalog.

**Compliance:** This request is in compliance with Bylaws of the Board of Trustees - Article V: Board Meetings and Procedures – Amendment to the Bylaws.
F-5 Columbia Campus Facilities Master Plan

**Background:** Proposals were solicited for professional services to develop a comprehensive facilities master plan (FMP) that will establish a framework for the orderly development of all capital improvements to support the role and mission and educational plans of the college. The college awarded the contract for the FMP revision to Design Collective in February 2005. The planning process began last March and has taken a year to complete. The plan covers a minimum period of ten years with a twenty-year land-use plan. As planning progressed, two plans were developed, one for the Columbia campus, which included the Charles I. Ecker Business Training Center at Gateway and the Laurel College Center in Laurel, and one for the Belmont Conference Center. The FMP for the Columbia campus is being presented for review and approval. Following this item is the executive summary outlining the contents of the final plan.

The Belmont FMP will be submitted at the April 2006 board meeting for endorsement. The proposed schedule for completion is as follows:

- March 8, 2006 – first draft submission
- March 22, 2006 – second draft submission
- April 5, 2006 – final executive summary submission
- April 18, 2006 – final draft document submission
- April 26, 2006 – board meeting

Attached to this item is the executive summary which outlines the contents of the entire master plan. The plan assesses existing facilities and analyzes current programs and strategic initiatives including targeted planning trends, academic programs, and institutional context. This assessment assists in the identification of projected capital projects and campus needs over the next ten years.

**Purpose:** To obtain board of trustees endorsement of the facilities master plan for the Columbia campus. Once approved, the final document will be submitted to the state per Code of Maryland Regulations Title 13B.07.04.02.

**Location:** The college’s main campus in Columbia, Maryland with modified information included for the Charles I. Ecker Business Training Center and the Laurel College Center.

**Timeline:** FY05-FY15
Specifications: To complete the Columbia campus facilities master plan per the scope of work described in the request for proposal documents and contract. Once endorsed by the college’s board, the final master plan will be submitted to the state for review and approval per Code of Maryland Regulations noted above.

Recommendation:

It is requested that the board of trustees approve and adopt the final facilities master plan document for the Columbia Campus including the Charles I. Ecker Business Training Center at Gateway and the Laurel College Center.

Vendor: Design Collective, Inc.

Source of funds: FY05 Capital Budget, Systemic Renovations.

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.
Howard Community College (HCC) is located on a 120-acre campus in the city of Columbia, in Howard County, Maryland. The College was first established in 1970 as an integral part of the planned community of Columbia and continues to be an integral part of the fast-growing community that lies within the heart of the Baltimore-Washington region. Today, the campus is home to arts exhibits, concerts and performing arts events, athletic events, and conferences and lectures that are open to the general public and support both youth and adult programs in the community. HCC understands its role in Howard County where new businesses, science and technology industries, and health and bio-medical industries are attracted to a community that is well educated and includes a high quality of life.

The College offers Associate of Arts, Associate of Applied Science, and Associate of Arts in Teaching degrees as well as the Certificate of Proficiency and the Letter of Recognition in specialized areas. Nearly 7,000 students from diverse backgrounds pursue studies at HCC in a variety of academic programs that lead to transfer to four-year institutions or to employment upon graduation. Another 14,000 take noncredit courses for personal or professional development.

PURPOSE

The Facilities Master Plan establishes the framework to guide the orderly development of campus capital projects. The purpose of the Master Plan is to anticipate growth in student enrollment and where such growth is likely to occur, to identify necessary changes in technology and teaching methods, and to determine physical plant improvements needed to meet these changes. This Master Plan addresses Howard Community College’s 10-year needs, through the year 2014.
The master plan assesses existing facilities and analyzes current programs and strategic initiatives. An assessment of targeted planning trends, academic programs, and institutional context is also included.

The facilities master plan includes an inventory and analysis of the existing campus and facilities as well as a review and analysis of building conditions based upon The Facilities Condition Assessment of Howard Community College prepared by EMG, an independent mechanical, electrical, plumbing consultant hired by the College. Importantly, the facilities master plan includes an assessment of facility needs and the identification of projected facility and capital projects. An illustrative master plan, together with a series of diagrams that outline parking, circulation, phasing, and recreation needs, respects these considerations.

VISION AND MISSION

Vision -- Howard Community College is a dynamic, creative learning community that strives to meet challenges by providing innovative solutions leading to learning breakthroughs for all students. We are dedicated to establishing strong student and community connections and to working together to stimulate students, faculty, and all members of our learning community to develop their talents and to discover their greatness.

Mission -- Howard Community College 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.

PLANNING METHODOLOGY

The master plan for Howard Community College has been prepared over a one-year period with extensive input and evaluation from a selected Steering Committee, with critical review by the College’s Board of Trustees. Monthly Steering Committee meetings and periodic review by key College staff has ensured an accurate documentation and analysis of planning data, a full understanding of teaching methods and needs, and a precise identification of space needs and necessary facility and capital projects. Moreover, Columbia and community leaders have provided input during a focus group workshop, ensuring the master plan reflects the needs, expectations, and desires of the broader community.
SUMMARY OF PLANNING DATA

*Student enrollment to grow from 6,711 in fall of 2004 to 8,483 by fall 2014:*

Parallel with Howard County’s growth and general trends among community colleges, HCC has seen its credit enrollment increase from 5,252 in the fall of 1999 to 6,711 in the fall of 2004; a 28% increase over the past five years. Credit enrollment is anticipated to increase by another 1,772 to 8,483 by fall 2014, a ten-year period.

*Transfer programs to grow by 24% to 31%, reaching 6,362 by 2014:*

Most of the College’s students enroll in transfer programs (75%) and this predominance is expected to continue, reaching a level of 6,362 students by the year 2014. Enrollments in the transfer programs have grown by 60% since fall 1999, with the greatest increases occurring in General Studies and Nursing. Enrollments in transfer programs are expected to increase by 24% to 31% over the next ten years.

*Career programs to grow by 30%, reaching 1,018 by 2014:*

Enrollment in the college’s career programs have declined overall during the past five years with the exception being allied health programs which have grown by 135% from fall 1999 to fall 2004. Enrollments in career programs are anticipated to grow by 30% over the next ten years, reaching a level of 1,018 students by 2014, with the greatest increase expected for allied health career programs.

*Library resource needs expected to grow by 23% by 2014:*

In addition to instructional units, the Teaching and Learning Services division supports Howard Community College’s academic programs. The library includes a current book collection of 60,550 Physically Bound Equivalent Volumes (PBEV) and a network of electronic data-bases and internet resources. This collection is expected to grow by 23% over the next ten years.

*Student credit hours to increase 36% by fall 2015, from 53,544 in 2005 to 72,946 by fall of 2014:*

Howard Community College students are increasingly enrolling on a full-time basis. The average student credit hour (SCH) increased from 7.8 in fall 1999 to 8.4 in fall 2004. The 2014 average SCH is anticipated to reach 9.1. Overall, the total number of student credit hours is anticipated to increase by 36% over the next ten years, from 53,544 in 3004 to 72,946 by 2014.

The Health Science division will increase the most, by 42%. English and World Languages will continue to have the largest program demand, and will increase by 38%. Social Sciences will increase by 38%, Science and Technology by 37%, Business and Computers by 29%, and Continuing Education by 26%.
Ratio of Weekly Scheduled Contact Hours to Student Credit Hours to increase from 1.16 to 1.2 by 2014:

Instructional delivery changes, together with new and enhanced programs and the increases projected for enrollment can be expected to have impact on the HCC contact hour production. As more class laboratory environments become available, students will be increasingly expected to remain in contact with these learning environments. The result will be that the ratio of weekly scheduled contact hours (WSCH) to student credit hours (SCH), which shows the extent to which time is scheduled in learning setting will increase from a current ratio of 1.16 to 1.20. As a result, the total number of WSCH will increase 42% by fall 2014, to 62,394 in 2014 from 44,050 in fall 2005. New lab-based programs in Business and Computers and in Science and Technology are expected to produce significant increases in total WSCH; 74% and 51% respectively.

HCC campus anticipates a net new need of 233,757 net assignable square feet, over the next ten years:

Howard Community College has a current on-campus inventory of 298,194 net assignable square feet (NASF). However, there currently exists an overall deficiency of 207,358 NASF. Even with the addition of two major buildings (Performing Arts and Student Services), the deficiency is expected to increase to 262,592 NASF by 2014. 28,895 NASF can be applied from vacated space, resulting in a net new need of 233,757 NASF by the year 2014. Almost every department on campus, with the exception of student development and arts and humanities, will require capital projects to meet these facility needs.

Programs expecting the greatest growth in enrollment and contact hours, needing new buildings, include Allied Health, Science and Technology, Mathematics, and Business and Computer Science.

Existing campus buildings require upgrades:

A facility conditions assessment has been prepared by EMG for every building on campus. This includes the Arts and Administration Building, the Nursing Building, the Science and Technology Building, the Student Activities Building, the Central Storage Building, the Athletic and Fitness Center, the Children’s Learning Center, the Hickory Ridge Building, and the Instructional Laboratory Building. The Carpentry Building was not included in EMG’s assessment. Virtually every building on campus has some deficiencies, some major and some minor, at various levels of priority. A detailed list and description of deficiencies and recommendations is provided in chapter 4.

Major site improvements needed as buildings are constructed:

The Howard Community College campus has virtually no undeveloped land to accommodate new buildings and, further, has a current parking shortage of approximately 600 to 700 parking spaces. Undeveloped land and open space areas are either needed for athletic and recreation needs or are encumbered by environmental constraints. Property values in Howard County are high, making acquisition a challenging, if not impossible, proposition. Therefore, construction of buildings will continue to be in areas where surface parking lots exist, requiring the construction of multi-level parking structures to replace lost parking. Additionally, as buildings come on line, new roads and circulation routes are needed to better organize campus buildings, prevent pedestrian-vehicular conflicts, and to enable safe pedestrian movement on campus. Moreover, the existing power supply is inadequate to serve the future needs of the College, requiring a major investment and extension to accommodate future buildings. A SCUB is recommended as part of the first phase of development for the south campus quadrangle. These infrastructure improvements, including how they may be phased, are identified in chapter 6 as part of the master plan description.
### RECOMMENDED PROJECTS

#### Projects Funded or Under Construction:

1. **Arts and Humanities Building**  
   - NASF: 42,408  
   - GSF: 78,000
2. **Student Services Building**  
   - NASF: 57,016  
   - GSF: 103,770
3. **Renovation Administration Building and Smith Theatre**  
   - NASF: 27,998  
   - GSF: 50,956
4. **Renovations of Clark Library**  
   - NASF: 48,000  
   - GSF: 77,159
5. **Parking Garage (East)**  
   - Spaces: 518
6. **Athletic Fields**

#### Phase One – 5-Year Plan:

1. **Allied Health Building**  
   - NASF: 48,305  
   - GSF: 87,830
2. **Science Building**  
   - NASF: 71,435  
   - GSF: 129,880
3. **Renovation of Nursing Building for Expansion of Administration Building Occupants**  
   - NASF: 18,410  
   - GSF: 22,097
4. **Renovation of Science and Technology Building for Continuing Education**  
   - NASF: 37,504  
   - GSF: 67,997
5. **Student Housing**  
   - Beds: 300 +/-
6. **Parking Garage North**  
   - Spaces: 750 +/-
7. **Parking Garage (Southwest)**  
   - Spaces: 750 +/-

#### Phase Two – 10-Year Plan:

1. **Renovation of Hickory Ridge Building**  
   - NASF: 40,859  
   - GSF: 60,000
2. **Math Building**  
   - NASF: 39,215  
   - GSF: 71,300
3. **Business and Computer Science and Social Science Building**  
   - NASF: 48,305  
   - GSF: 87,830
4. **Expansion of English and World Languages and Other Academic Centers in Instructional Lab Building**  
   - NASF: 61,819  
   - GSF: 105,035
5. **Parking Garage (Southeast)**  
   - Spaces: 750 +/-
G-1 Agreements Signed by the Board Chair Disclosure

**Background:** The agreements included in this disclosure are representative of the following categories:

1. Non-purchasing - As resolved by the board of trustees at its December 16, 1998, meeting, the administration discloses any non-purchasing agreements that have been signed by the board chair to the full board on a monthly basis. All other non-purchasing agreements will be disclosed to the board on a semi-annual basis.

2. Pass-Through Contracts - At its September 19, 2001, meeting, the board of trustees approved a revision to the college's administrative purchasing procedure that would permit approval of "pass-through" contracts greater than $25,000 by the board chair. "Pass-through" contract approvals made by the board chairman are disclosed to the full board on a monthly basis at its public meetings.

**Purpose:** This disclosure lists those purchasing and non-purchasing agreements that have been signed by the board chair.

**Timeline:** January 13, 2006, through February 9, 2006.

**Disclosure**

<table>
<thead>
<tr>
<th>Agreement Name</th>
<th>Agreement Type</th>
<th>Owner</th>
<th>Sent to Attorney</th>
<th>BOT Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Success Training</td>
<td>Non-Purchasing</td>
<td>Noreen Golden</td>
<td>No</td>
<td>1/23/06</td>
</tr>
<tr>
<td>Workforce Investment Act Youth Services</td>
<td>Non-purchasing</td>
<td>Noreen Golden</td>
<td>No</td>
<td>2/9/06</td>
</tr>
</tbody>
</table>
G-2 Financial Statements for December 2005

Background: The following documents contain monthly financial statements. New notes within these statements are highlighted in red print for ease of identification and trustee review.

Purpose: Disclosure to the board of trustees.

Timeline: December 2005

Recommendation

This item is for information only and requires no board action. Lynn Coleman, vice president of administration and finance, will briefly review this information with the board.
## Howland Community College

### Current Income & Expense Summary - Fund 10

- **Date:** 12/31/2005
- **Fund:** 10

<table>
<thead>
<tr>
<th>YTD Expended &amp; Encumbered**</th>
<th>YTD Budget</th>
<th>YTD Variance Total</th>
<th>12/31/2005</th>
<th>Percent</th>
</tr>
</thead>
</table>

### Operating Budget Revenue

#### Tuition

- **Summer II & III**
  - YTD: $384,162
  - YTD Budget: 450,000
  - Variance: ($65,838)
  - Percentage: -14.63%
  - Total: 1 $450,000

- **Fall**
  - YTD: 6,524,151
  - YTD Budget: 6,083,600
  - Variance: 440,551
  - Percentage: 7.24%
  - Total: 2 6,083,600

- **Intersession**
  - YTD: 333,621
  - YTD Budget: 294,900
  - Variance: 38,721
  - Percentage: 13.13%
  - Total: 3 294,900

- **Spring**
  - YTD: 3,722,943
  - YTD Budget: 3,607,549
  - Variance: 115,394
  - Percentage: 3.20%
  - Total: 4 5,362,300

- **Summer I & Extended**
  - YTD: (1,585)
  - YTD Budget: (1,585)
  - Variance: na
  - Total: 3 642,000

- **Fees**
  - YTD: 1,612,116
  - YTD Budget: 1,867,008
  - Variance: (254,893)
  - Percentage: -13.65%
  - Total: 4 2,237,800

- **Total Tuition and Fees**
  - YTD: $12,575,409
  - YTD Budget: $12,303,057
  - Variance: $272,352
  - Percentage: 2.21%
  - Total: 2 $15,070,600

#### Governmental and Other

- **Howard County**
  - YTD: $8,520,372
  - YTD Budget: $8,520,372
  - Variance: $0
  - Percentage: 0.00%
  - Total: 5 $17,040,732

- **State of Maryland**
  - YTD: 3,677,620
  - YTD Budget: 3,677,620
  - Variance: 0
  - Percentage: 0.00%
  - Total: 6 7,355,240

- **Other Income**
  - YTD: 265,561
  - YTD Budget: 151,004
  - Variance: 114,557
  - Percentage: 75.86%
  - Total: 7 302,008

- **Unrestricted Appropriations**
  - YTD: 0
  - YTD Budget: 0
  - Variance: 0
  - Percentage: 0.00%
  - Total: 8 140,569

- **Continuing Education Support**
  - YTD: 0
  - YTD Budget: 0
  - Variance: 0
  - Percentage: 0.00%
  - Total: 9 343,051

- **Total Government and Other**
  - YTD: $12,463,554
  - YTD Budget: $12,348,996
  - Variance: $114,558
  - Percentage: 0.93%
  - Total: 8 $25,181,600

- **Total Operating Revenue**
  - YTD: $25,038,962
  - YTD Budget: $24,652,053
  - Variance: $386,909
  - Percentage: 1.57%
  - Total: 2 $40,252,200

### Operating Budget Expenses

- **Instruction**
  - YTD: $13,357,478
  - YTD Budget: $13,401,798
  - Variance: 44,320
  - Percentage: 0.33%
  - Total: 9 $18,669,800

- **Public Service**
  - YTD: 52,324
  - YTD Budget: 70,467
  - Variance: 18,143
  - Percentage: 25.75%
  - Total: 10 82,200

- **Academic Support**
  - YTD: 2,517,831
  - YTD Budget: 2,524,615
  - Variance: 6,784
  - Percentage: 0.27%
  - Total: 11 3,072,500

- **Student Services**
  - YTD: 3,167,398
  - YTD Budget: 3,178,280
  - Variance: 10,883
  - Percentage: 0.34%
  - Total: 12 4,338,400

- **Institutional Support**
  - YTD: 5,880,377
  - YTD Budget: 5,883,226
  - Variance: 2,849
  - Percentage: 0.05%
  - Total: 13 8,115,100

- **Plant**
  - YTD: 3,618,748
  - YTD Budget: 3,632,692
  - Variance: 13,943
  - Percentage: 0.38%
  - Total: 14 4,919,200

- **Scholarship/Waivers**
  - YTD: 547,657
  - YTD Budget: 753,814
  - Variance: 206,156
  - Percentage: 27.35%
  - Total: 15 1,055,000

- **Total Operating Expenses**
  - YTD: $29,141,813
  - YTD Budget: $29,444,893
  - Variance: $303,079
  - Percentage: 1.03%
  - Total: 16 $40,252,200

---

**n/c = not comparable**

**Please note that encumbrances include unpaid contracted salaries for the entire year and unpaid purchase orders.**

Finance Office

02/10/2006
Tuition and Fees

- 1) Summer II & III tuition revenue is under budget by 14.63%, or $65,838. Overall, a 3% FTE enrollment increase was budgeted, however, FTE enrollment for Summer III was down 13% from the prior year. Summer II had an 18% FTE enrollment increase, but that session is smaller than Summer III which had a larger impact on tuition revenues. In-county tuition increased from $100 per credit hour to $105 per credit hour, or 5%. Out-of-county and out-of-state tuition increased by $5 each to $188 and $233, respectively. For each credit hour of tuition paid, $3 goes towards the cost of the Horowitz Arts & Humanities building.

- 2) Fall revenues are ahead of budget by 7.24%, or $440,551. A 3% FTE enrollment increase was budgeted; however, FTE enrollment growth was 4% in FTE’s and 2% in headcount. Higher than anticipated out-of-county and out-of-state tuition has impacted the budget variance. (see note # for tuition rate increase information.)

- 3) These figures represent pre-registrations for intersession and spring as well as some adjustment to prior year summer I. Final intersession revenues will be shown on the January statements and final spring on the February statements.

- 4) Fee revenues are under budget by 13.65%, or $254,893. The fee budget is developed to allow for unanticipated revenue growth. Currently, budget in the instructional function is being held to cover this deficit; however, excess revenues in tuition currently offset this variance. A breakdown of operating account fees is as follows: Course fees $1,044,922 or 65%; consolidated fees $499,945 or 31%; other student fees $67,249 or 4%.
Fund 10 - Operating Budget
Highlights and Current Developments

Governmental Revenue and Other Revenue

- 5) Howard County’s contribution to the FY2006 operating budget increased by 7.13% over the prior year and has no variance to the budget.
- 6) The State’s appropriation to the FY2006 operating budget increased by 8% over the prior year and has no variance to the budget.
- 7) Other income is ahead of budget by 75.86%, or $114,557. Investment income represents $234,033 or 88% of other income. Interest rates are rising and interest revenue is currently causing this excess budget balance. Service revenues for administration of contracts and small misc. revenue make up the other 12% of other income.
- 8) $140,569 of unrestricted appropriations from the continuing education fund will be taken at the end of the fiscal year along with continuing education’s annual support contribution.

Expenses

- It should be noted that encumbrances for annual salaries and open purchase orders are included in the expended to date figures.
- Salaries increased by an average of 5% over FY2005.
- 9) The public service function is under budget by 25.75% or $18,143. This is due to savings in hourly support year to date.
- 10) Scholarships are showing a variance to budget of 27.35% due to a change in awarding from this fall to last fall. Last fall, a higher percentage of aid was distributed, leaving less for the spring term. For FY06 each term will be awarded approx. the same percentage of aid.
### HCC - CONTINUING EDUCATION AND GENERAL FUND 11
### CURRENT INCOME AND EXPENSE SUMMARY

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>FUND 11 REVENUES</strong></td>
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<tr>
<td><strong>TUITION</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Credit Fall/Summer II &amp; III</td>
<td>$142,148</td>
<td>125,300</td>
<td>$16,848</td>
<td>13.45% 1</td>
<td>$125,300</td>
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<tr>
<td>Credit Intersession</td>
<td>43,017</td>
<td>44,500</td>
<td>(1,483)</td>
<td>-3.33% 2</td>
<td>44,500</td>
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<tr>
<td>Credit Spring/Summer I &amp; Extended</td>
<td>73,478</td>
<td>44,566</td>
<td>28,912</td>
<td>64.88% 2</td>
<td>127,200</td>
<td></td>
</tr>
<tr>
<td>Non-Credit/Continuing Ed</td>
<td>1,502,424</td>
<td>1,354,282</td>
<td>148,142</td>
<td>10.94% 3</td>
<td>2,457,800</td>
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<tr>
<td>Fees</td>
<td>478,178</td>
<td>422,619</td>
<td>55,558</td>
<td>13.15% 4</td>
<td>760,300</td>
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<tr>
<td><strong>TOTAL TUITION AND FEES</strong></td>
<td>$2,239,245</td>
<td>$1,991,267</td>
<td>$247,977</td>
<td>12.45% 7</td>
<td>$3,515,100</td>
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</tr>
<tr>
<td><strong>GOVERNMENTAL AND OTHER</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>State of Maryland</td>
<td>$679,569</td>
<td>$679,569</td>
<td>$0</td>
<td>0.00% 5</td>
<td>$1,359,138</td>
<td></td>
</tr>
<tr>
<td>Service Revenues &amp; Other Income</td>
<td>$327,989</td>
<td>$144,407</td>
<td>$183,582</td>
<td>127.13% 6</td>
<td>$288,813</td>
<td></td>
</tr>
<tr>
<td>Unrestricted appropriation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.00% 7</td>
<td>500,000</td>
<td></td>
</tr>
<tr>
<td>Transfer to Operating Fund</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00% 8</td>
<td>(343,051)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL GOV'T. AND OTHER</strong></td>
<td>$1,007,558</td>
<td>823,976</td>
<td>$183,582</td>
<td>22.28% 8</td>
<td>$1,804,900</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL FUND 11 REVENUES</strong></td>
<td>$3,246,802</td>
<td>$2,815,243</td>
<td>$431,559</td>
<td>15.33% 9</td>
<td>$5,320,000</td>
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<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instruction</td>
<td>$3,741,144</td>
<td>$3,771,469</td>
<td>$30,326</td>
<td>0.80% 9</td>
<td>$5,070,500</td>
<td></td>
</tr>
<tr>
<td>Academic Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Plant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>131,168</td>
<td>131,634</td>
<td>466</td>
<td>0.35%</td>
<td>249,500</td>
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<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td>$3,872,312</td>
<td>$3,903,103</td>
<td>$30,792</td>
<td>0.79%</td>
<td>$5,320,000</td>
<td></td>
</tr>
</tbody>
</table>

n/c = not comparable

**Please note that encumbrances include unpaid contracted salaries for the entire year and unpaid purchase orders.

Finance Office 02/10/2006
December 2005

Tuition and Fees

1) Credit fall/summer II & III tuition revenues are ahead of budget by 13.45% or $16,848. Courses converted from telecourses to tele-web are gaining in popularity and causing this large enrollment growth. Tele-web courses use an on-line feature along with the pre-recorded lectures.
2) These amounts represent pre-registrations for intersession and spring. Final revenue and enrollment figures for intersession will be disclosed in the January statements and for spring will be disclosed in the February statements.
3) Non-credit tuition revenues are ahead of budget by 10.94% or $148,142. Growing enrollment in adult basic education courses continue to exceed expectations.
4) Fees are ahead of budget by 13.15% or $55,558. This is due to fees earned in excess of budget for adult basic education courses.

Governmental Revenue

5) The state contribution for FY2006 for continuing education increased 8% over the prior year, and has no variance to budget. Funding for FY2006 is based on an FTE formula related to enrollments from FY2004.

Service and Other Income

6) Service revenues relate to administrative overhead charged to contracts and consulting revenues earned. Consulting work for Maryland Energy Administration in the business and industry division, which could potentially earn up to $250,000 this year, was not anticipated and therefore not budgeted. Spending authority for unanticipated contracts is currently budgeted in our special funds budget. Currently this category is 127.13% ahead of budget or $183,582, due to this contract.
7) This unrestricted appropriation allows the division to use carryover funds to support upgrades in labs and repairs to the hickory ridge building as needed.
8) Continuing education’s contribution to the operating fund will occur at year-end.

Expenses

It should be noted that encumbrances for annual salaries and open purchase orders are included in the expended to date figures.
Salaries increased by an average of 5% for FY2006.
9) Instructional expenses are on track with budget for the year, showing a small variance within budget.
### Howard Community College
#### 12/2005

#### Cost Center Variances

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>FY2006 Actual to date</th>
<th>Total Budget (Note 1)</th>
<th>Total Expenditures</th>
<th>Dollar Variance From Original</th>
<th>Percentage Variance Greater Than $10,000</th>
<th>Explanation of Variance</th>
<th>Proj Vars in Total Percentage Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1120 Honors</td>
<td>504</td>
<td>4,520</td>
<td>4,520</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
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<tr>
<td>1130 Mathematics</td>
<td>1,131,507</td>
<td>1,450,349</td>
<td>1,450,349</td>
<td>-</td>
<td>0%</td>
<td></td>
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<tr>
<td>11310 Health</td>
<td>175,738</td>
<td>226,224</td>
<td>226,224</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>11400 Social sciences</td>
<td>1,213,021</td>
<td>1,380,470</td>
<td>1,380,470</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>11410 Eng/World languages</td>
<td>1,858,947</td>
<td>2,063,170</td>
<td>2,063,170</td>
<td>0</td>
<td>0%</td>
<td></td>
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<tr>
<td>11450 Arts &amp; humanities</td>
<td>1,270,211</td>
<td>1,570,277</td>
<td>1,566,922</td>
<td>(3,355)</td>
<td>0%</td>
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<tr>
<td>11480 Rouse scholars</td>
<td>81,547</td>
<td>73,077</td>
<td>82,877</td>
<td>9,800</td>
<td>13%</td>
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<tr>
<td>11600 Distance learning</td>
<td>203,855</td>
<td>312,003</td>
<td>312,003</td>
<td>-</td>
<td>0%</td>
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<td>12100 Nursing</td>
<td>878,082</td>
<td>1,217,754</td>
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<td>0%</td>
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<tr>
<td>12120 Emergency medical technology</td>
<td>83,163</td>
<td>119,001</td>
<td>119,001</td>
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<td>0%</td>
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<tr>
<td>12150 Cardiovascular program</td>
<td>126,846</td>
<td>144,187</td>
<td>144,187</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>12200 Business &amp; computers</td>
<td>1,097,610</td>
<td>1,416,897</td>
<td>1,416,897</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>12250 Science &amp; technology programs</td>
<td>1,588,700</td>
<td>1,969,635</td>
<td>1,967,976</td>
<td>(1,659)</td>
<td>0%</td>
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<tr>
<td>12280 Cooperative education</td>
<td>5,805</td>
<td>12,848</td>
<td>12,848</td>
<td>-</td>
<td>0%</td>
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<tr>
<td>13550 Instructional international program</td>
<td>79,905</td>
<td>62,616</td>
<td>89,053</td>
<td>26,437</td>
<td>42%</td>
<td>Fund temporary support for international program</td>
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<tr>
<td>44010 User computer services</td>
<td>262,789</td>
<td>301,389</td>
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<td>-</td>
<td>0%</td>
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<tr>
<td>44020 Student computer services</td>
<td>747,865</td>
<td>851,888</td>
<td>851,888</td>
<td>-</td>
<td>0%</td>
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</tr>
<tr>
<td>44030 Student labs</td>
<td>187,824</td>
<td>264,883</td>
<td>266,877</td>
<td>1,994</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46100 1st floor support</td>
<td>110,452</td>
<td>123,870</td>
<td>124,360</td>
<td>490</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46200 2nd floor support</td>
<td>114,137</td>
<td>117,044</td>
<td>121,546</td>
<td>4,502</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46300 Hickory ridge</td>
<td>56,830</td>
<td>78,589</td>
<td>78,589</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46400 Evening services</td>
<td>13,903</td>
<td>14,910</td>
<td>14,910</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46700 ILB support</td>
<td>108,892</td>
<td>116,307</td>
<td>119,307</td>
<td>3,000</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47500 Faculty Learning Community</td>
<td>(5,895)</td>
<td>18,000</td>
<td>18,000</td>
<td>N/A</td>
<td>Newly established program for faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48000 Outcomes assessment</td>
<td>90,127</td>
<td>141,275</td>
<td>142,384</td>
<td>1,109</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48500 Instructional direction</td>
<td>45,176</td>
<td>256,379</td>
<td>253,079</td>
<td>(3,300)</td>
<td>-1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48501 Learning communities</td>
<td>211,667</td>
<td>234,628</td>
<td>234,628</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48502 Program development</td>
<td>18,385</td>
<td>100,480</td>
<td>85,479</td>
<td>(15,001)</td>
<td>-15%</td>
<td>Transfer for new program for faculty</td>
<td></td>
</tr>
<tr>
<td>51100 Webmaster</td>
<td>67,976</td>
<td>69,292</td>
<td>69,292</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52102 Pool guards</td>
<td>25,016</td>
<td>59,000</td>
<td>59,000</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53200 Learning assistance center</td>
<td>420,070</td>
<td>486,545</td>
<td>493,972</td>
<td>7,427</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99970 Benefits/chargebacks</td>
<td>1,137,599</td>
<td>2,632,305</td>
<td>2,618,797</td>
<td>(13,508)</td>
<td>-1%</td>
<td>Distribution of the merit pay for hourly staff</td>
<td></td>
</tr>
<tr>
<td>99970 Reserve for fee shortfall</td>
<td>-</td>
<td>254,893</td>
<td>254,893</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99980 Division support</td>
<td>410,223</td>
<td>374,287</td>
<td>35,937</td>
<td>-</td>
<td>-9%</td>
<td>Funding temporary support and part-time faculty needs</td>
<td></td>
</tr>
<tr>
<td>99990 Furniture/equipment</td>
<td>(774)</td>
<td>132,872</td>
<td>132,872</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total instruction</strong></td>
<td>13,357,478</td>
<td>18,669,800</td>
<td>18,669,800</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Center</td>
<td>Total Original Budget (Note 1)</td>
<td>Total Projected Expenditures</td>
<td>Dollar Variance From Original</td>
<td>Variance Greater Than $10,000</td>
<td>Explanation of Variance Greater Than $10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33250 Cable studio</td>
<td>48,572</td>
<td>62,852</td>
<td>62,852</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99970 Benefits/chargebacks</td>
<td>3,752</td>
<td>16,288</td>
<td>16,288</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99990 Furniture/equipment</td>
<td>-</td>
<td>3,060</td>
<td>3,060</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total public service</td>
<td>52,324</td>
<td>82,200</td>
<td>82,200</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33400 Cultural theater</td>
<td>153,931</td>
<td>172,167</td>
<td>172,167</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33500 Student alumni productions</td>
<td>70,813</td>
<td>93,004</td>
<td>93,004</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
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<tr>
<td>41001 Library services</td>
<td>657,733</td>
<td>687,988</td>
<td>690,523</td>
<td>2,535</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41002 Teaching &amp; Learning center</td>
<td>117,842</td>
<td>124,785</td>
<td>125,104</td>
<td>319</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43100 Education technology</td>
<td>226,489</td>
<td>269,007</td>
<td>269,655</td>
<td>648</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43200 Video services</td>
<td>38,327</td>
<td>68,416</td>
<td>68,416</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46000 VP of academic affairs</td>
<td>268,803</td>
<td>280,173</td>
<td>280,173</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47000 Faculty development</td>
<td>108,534</td>
<td>108,534</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48100 Interactive classroom</td>
<td>18,306</td>
<td>23,980</td>
<td>23,980</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65001 Academic promotions</td>
<td>38,637</td>
<td>114,016</td>
<td>114,016</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99970 Benefits/chargebacks</td>
<td>877,785</td>
<td>1,090,819</td>
<td>1,087,316</td>
<td>(3,503)</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99990 Furniture/equipment</td>
<td>-</td>
<td>39,611</td>
<td>39,611</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total academic support</td>
<td>2,517,831</td>
<td>3,072,500</td>
<td>3,072,500</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Center</td>
<td>FY2006 Actual to date</td>
<td>Total Original Budget (Note 1)</td>
<td>Total Projected Expenditures</td>
<td>Dollar Variance From Original</td>
<td>Percentage Variance from Original FY2006</td>
<td>Projected Variance Greater Than $10,000</td>
<td>Explanation of Variance Greater Than $10,000</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>46500</td>
<td>Advising, academic</td>
<td>344,388</td>
<td>383,286</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46600</td>
<td>Welcome center &amp; telephone adv.</td>
<td>108,003</td>
<td>143,347</td>
<td>44,396</td>
<td>1%</td>
<td></td>
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</tr>
<tr>
<td>51000</td>
<td>Executive VP</td>
<td>239,455</td>
<td>257,166</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51200</td>
<td>Student ambassador program</td>
<td>2,231</td>
<td>6,450</td>
<td>4,220</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52000</td>
<td>Student activities</td>
<td>590</td>
<td>2,595</td>
<td>1,995</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52100</td>
<td>PE facility</td>
<td>249,389</td>
<td>271,087</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53000</td>
<td>Career services</td>
<td>333,932</td>
<td>413,704</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53100</td>
<td>Test center</td>
<td>154,831</td>
<td>165,999</td>
<td>11,168</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53500</td>
<td>Retention</td>
<td>60,892</td>
<td>81,312</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53555</td>
<td>Career links</td>
<td>13,889</td>
<td>26,000</td>
<td>12,111</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54000</td>
<td>Financial Aid</td>
<td>391,829</td>
<td>525,489</td>
<td>133,660</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55000</td>
<td>Admissions</td>
<td>433,091</td>
<td>510,281</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55001</td>
<td>Workgroup</td>
<td>233,514</td>
<td>319,820</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56000</td>
<td>Records</td>
<td>306,362</td>
<td>352,804</td>
<td>46,442</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65002</td>
<td>Student services promotions</td>
<td>16,638</td>
<td>31,392</td>
<td>14,754</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99970</td>
<td>Benefits/chargebacks</td>
<td>277,343</td>
<td>749,263</td>
<td>471,920</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99980</td>
<td>Part time coverage</td>
<td>1,000</td>
<td>18,114</td>
<td>17,114</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99990</td>
<td>Furniture/equipment</td>
<td>-</td>
<td>80,491</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total student services</strong></td>
<td><strong>3,167,398</strong></td>
<td><strong>4,338,400</strong></td>
<td><strong>4,338,400</strong></td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Center</td>
<td>Actual to date</td>
<td>Total Original Budget (Note 1)</td>
<td>Total Projected Expenditures</td>
<td>Dollar Variance From Original</td>
<td>Projected Percentage Variance from Original FY2006</td>
<td>Explanation of Variance Greater Than $10,000</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>61000</td>
<td>President</td>
<td>521,619</td>
<td>559,442</td>
<td>(4,000)</td>
<td>-1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61100</td>
<td>Board of trustees</td>
<td>77,174</td>
<td>93,961</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61200</td>
<td>Research, planning and org. dev.</td>
<td>330,961</td>
<td>420,093</td>
<td>538</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61900</td>
<td>Senior administration</td>
<td>5,044</td>
<td>13,603</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62000</td>
<td>VP of administration &amp; finance</td>
<td>266,374</td>
<td>273,660</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62100</td>
<td>Finance office</td>
<td>881,369</td>
<td>1,014,519</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63101</td>
<td>Human resources</td>
<td>468,961</td>
<td>493,417</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63102</td>
<td>Recruitment</td>
<td>34,938</td>
<td>56,517</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63103</td>
<td>Unemployment</td>
<td>24,797</td>
<td>50,000</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63150</td>
<td>Diversity programs</td>
<td>1,179</td>
<td>18,000</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63200</td>
<td>Reprographics</td>
<td>139,205</td>
<td>168,132</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63400</td>
<td>Security</td>
<td>570,026</td>
<td>653,568</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63500</td>
<td>Telecommunications</td>
<td>130,207</td>
<td>264,477</td>
<td>(28,700)</td>
<td>-11%</td>
<td>To enterprise network to fund internet access</td>
<td></td>
</tr>
<tr>
<td>63600</td>
<td>Risk Management</td>
<td>89,949</td>
<td>233,562</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63700</td>
<td>General administration</td>
<td>213,556</td>
<td>557,863</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63800</td>
<td>Commencement/Award programs</td>
<td>14,200</td>
<td>35,485</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64000</td>
<td>Administrative information systems</td>
<td>958,141</td>
<td>1,201,036</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64001</td>
<td>Enterprise network</td>
<td>427,849</td>
<td>407,608</td>
<td>268,386</td>
<td>6%</td>
<td>From telecommunications budget for internet access</td>
<td></td>
</tr>
<tr>
<td>64100</td>
<td>Information technology adm.</td>
<td>254,993</td>
<td>271,083</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
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<tr>
<td>65000</td>
<td>Public relations &amp; marketing</td>
<td>408,224</td>
<td>478,982</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65050</td>
<td>Governmental affairs &amp; grants manage</td>
<td>70,483</td>
<td>31,226</td>
<td>76,966</td>
<td>146%</td>
<td>Transfer of grants position and expenses from development.</td>
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<tr>
<td>65100</td>
<td>Development &amp; alumni relations</td>
<td>317,210</td>
<td>425,620</td>
<td>(41,740)</td>
<td>-10%</td>
<td>Transfer of grants position and expenses to governmental affairs.</td>
<td></td>
</tr>
<tr>
<td>69970</td>
<td>Benefits/chargebacks</td>
<td>(333,252)</td>
<td>273,189</td>
<td>272,650</td>
<td>(538)</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>99990</td>
<td>Furniture/equipment</td>
<td>-</td>
<td>67</td>
<td>67</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total institutional support</td>
<td>5,880,377</td>
<td>8,115,100</td>
<td>8,115,100</td>
<td>-</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Center</td>
<td>FY2006 Actual to date</td>
<td>Total Original Budget (Note 1)</td>
<td>Total Projected Expenditures</td>
<td>Dollar Variance From Original FY2006</td>
<td>Projected Percentage Variance Greater Than $10,000</td>
<td>Explanation of Variance Greater Than $10,000</td>
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<td></td>
</tr>
<tr>
<td>Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71000</td>
<td>Plant administration</td>
<td>10,394</td>
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<td>Waivers</td>
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<td>-</td>
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Note 1: When the budget was originally developed, all salaries were budgeted to increase at the rate of 5%. As final salaries increases may have fluctuated based on performance levels and the relation of the individual’s FY05 salary to the mid-point of the salary scale, the original budget figures were adjusted to reflect the actual starting salaries for the cost center.
# Howard Community College
## 12/2005
### Cost Center Variances

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>FY2006 Actual to date (Without encumbrances)</th>
<th>Projected Expenditures</th>
<th>Percentage Of Budget Spent to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
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<td></td>
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<tr>
<td>11200 Honors</td>
<td>504</td>
<td>4,520</td>
<td>11%</td>
</tr>
<tr>
<td>11300 Mathematics</td>
<td>605,824</td>
<td>1,450,349</td>
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<tr>
<td>11310 Health</td>
<td>104,385</td>
<td>226,224</td>
<td>46%</td>
</tr>
<tr>
<td>11400 Social sciences</td>
<td>603,952</td>
<td>1,380,470</td>
<td>44%</td>
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<tr>
<td>11410 Eng/world languages</td>
<td>992,472</td>
<td>2,063,170</td>
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<tr>
<td>11450 Arts &amp; humanities</td>
<td>764,200</td>
<td>1,566,922</td>
<td>49%</td>
</tr>
<tr>
<td>11480 Rouse scholars</td>
<td>48,071</td>
<td>82,877</td>
<td>58%</td>
</tr>
<tr>
<td>11600 Distance learning</td>
<td>144,120</td>
<td>312,003</td>
<td>46%</td>
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<tr>
<td>12100 Nursing</td>
<td>467,155</td>
<td>1,217,754</td>
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<td>12120 Emergency medical technology</td>
<td>48,397</td>
<td>119,001</td>
<td>41%</td>
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<tr>
<td>12150 Cardiovascular program</td>
<td>69,352</td>
<td>144,187</td>
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<tr>
<td>12200 Business &amp; computers</td>
<td>631,199</td>
<td>1,416,897</td>
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<tr>
<td>12250 Science &amp; technology programs</td>
<td>860,568</td>
<td>1,967,976</td>
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<tr>
<td>12280 Cooperative education</td>
<td>5,805</td>
<td>12,848</td>
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<tr>
<td>13550 Instructional international program</td>
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<td>89,053</td>
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<td>44010 User computer services</td>
<td>141,421</td>
<td>301,389</td>
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<td>44020 Student computer services</td>
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<td>851,888</td>
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<td>44030 Student labs</td>
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<td>46100 1st floor support</td>
<td>60,096</td>
<td>124,360</td>
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<tr>
<td>46200 2nd floor support</td>
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<td>121,546</td>
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<td>46300 Hickory ridge support</td>
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<td>78,589</td>
<td>37%</td>
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<tr>
<td>46400 Evening services support</td>
<td>7,110</td>
<td>14,910</td>
<td>48%</td>
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<tr>
<td>46700 ILB support</td>
<td>58,069</td>
<td>119,307</td>
<td>49%</td>
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<tr>
<td>47500 Faculty learning community</td>
<td>(5,895)</td>
<td>18,000</td>
<td>-33%</td>
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<td>48000 Outcomes assessment</td>
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<td>142,384</td>
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<tr>
<td>48500 Instructional direction</td>
<td>22,991</td>
<td>253,079</td>
<td>9%</td>
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<tr>
<td>48501 Learning communities</td>
<td>116,869</td>
<td>234,628</td>
<td>50%</td>
</tr>
<tr>
<td>48502 Program development</td>
<td>11,385</td>
<td>85,479</td>
<td>13%</td>
</tr>
<tr>
<td>51100 Webmaster</td>
<td>35,277</td>
<td>69,292</td>
<td>51%</td>
</tr>
<tr>
<td>52102 Pool guards</td>
<td>25,016</td>
<td>59,000</td>
<td>42%</td>
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<tr>
<td>53200 Learning assistance center</td>
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<tr>
<td>99970 Benefits/chargebacks</td>
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<tr>
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<tr>
<td>99990 Furniture/equipment</td>
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*Includes fees reserved for shortfall of $254,893

Total instruction 7,843,601 18,669,800 42%
<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Public Service</th>
<th>Total Academic Support</th>
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<tbody>
<tr>
<td></td>
<td>FY2006 Actual to date</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>(Without encumbrances)</td>
<td>Projected Expenditures</td>
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<td>33250</td>
<td>Cable studio</td>
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<td>Furniture/equipment</td>
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<td></td>
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57
<table>
<thead>
<tr>
<th>Cost Center</th>
<th>FY2006 Actual to date (Without encumbrances)</th>
<th>Total Projected Expenditures</th>
<th>Percentage Of Budget Spent to Date</th>
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<tr>
<td>Student Services</td>
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<td>Total Projected Expenditures</td>
<td>Percentage Of Budget Spent to Date</td>
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<td>Institutional Support</td>
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<td>Development &amp; alumni</td>
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<tr>
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<td>Furniture/equipment</td>
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Total institutional support 3,544,556 8,115,100 44%
<table>
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<tr>
<th>Cost Center</th>
<th>FY2006 Actual to date (Without encumbrances)</th>
<th>Total Projected Expenditures</th>
<th>Percentage Of Budget Spent to Date</th>
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<tr>
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<tr>
<td>71000</td>
<td>Plant administration &amp; insurance 10,051</td>
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<tr>
<td>71100</td>
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</tr>
<tr>
<td>71150</td>
<td>Recycling -</td>
<td>25,000</td>
<td>0%</td>
</tr>
<tr>
<td>71500</td>
<td>Safety 16,398</td>
<td>51,436</td>
<td>32%</td>
</tr>
<tr>
<td>72000</td>
<td>Engineering 400,352</td>
<td>849,694</td>
<td>47%</td>
</tr>
<tr>
<td>72500</td>
<td>Preventive maintenance 90,634</td>
<td>131,805</td>
<td>69%</td>
</tr>
<tr>
<td>73000</td>
<td>Housekeeping 413,910</td>
<td>910,545</td>
<td>45%</td>
</tr>
<tr>
<td>75000</td>
<td>Grounds 160,025</td>
<td>272,547</td>
<td>59%</td>
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<tr>
<td>76000</td>
<td>Renovations 21,998</td>
<td>170,834</td>
<td>13%</td>
</tr>
<tr>
<td>99970</td>
<td>Benefits/chargebacks 282,645</td>
<td>691,983</td>
<td>41%</td>
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<tr>
<td>99990</td>
<td>Furniture/equipment - 9,173</td>
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<td>Total plant</td>
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<td>Scholarships</td>
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<tr>
<td>81000</td>
<td>Scholarships 295,079</td>
<td>643,500</td>
<td>46%</td>
</tr>
<tr>
<td>82000</td>
<td>Waivers 252,578</td>
<td>411,500</td>
<td>61%</td>
</tr>
<tr>
<td>Total scholarships</td>
<td>547,657</td>
<td>1,055,000</td>
<td>52%</td>
</tr>
<tr>
<td>Grand totals</td>
<td>17,326,533</td>
<td>40,252,200</td>
<td>43%</td>
</tr>
</tbody>
</table>

Notes: We have only noted variance greater than 70%, or less than 35% at this time. Annual expenses paid early caused higher than expected variances in some cost centers. Also, in some cost centers expenses are low until the start of the fall term.

1,11,13,16 This cost center has a relatively small budget. Spending occurs for supplies and services as needed.
2 This cost center has not incurred expenses to date. The credit represents funding from continuing education.
3,4,5,12 These programs which support instruction and student services, will expend funds as needed during the year.
6 Furniture and equipment budgets are typically spent later in the year.
7 Postage chargebacks are below budget for the year.
8 Savings in hourly support is causing this variance.
10,18,19,20 These programs will expend funds later in the year.
14 Recruitment expenses will increase in the later half of the year for new positions approved in the FY07 budget.
15 Expenditures are lower than anticipated and include a credit from a prior year accural. Expenditures are billed quarterly.
17 A credit from accrued expenses for FY05, is causing this variance.
9,21 Timing of the payments is causing this variance.
22 This cost center is anticipated to have a savings in recycling costs for the year.
23 Expenses will be higher in the 2nd 1/2 of the year; the safety position is now full-time in this function.
24 Renovations work is scheduled during semester down times and will occur later in the year.
## Projected Annual Budget FY2006

### Revenue:

<table>
<thead>
<tr>
<th></th>
<th>Actuals at December 30 Cumulative</th>
<th>Projection (Quarterly) Cumulative</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference</td>
<td>$728,519</td>
<td>$757,000</td>
<td>($28,481)</td>
</tr>
<tr>
<td>Pass through revenue</td>
<td>73,379</td>
<td>70,400</td>
<td>2,979</td>
</tr>
<tr>
<td>Misc. revenue (includes Fund Bal)</td>
<td>228</td>
<td>2,500</td>
<td>($2,272)</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>802,127</strong></td>
<td><strong>829,900</strong></td>
<td><strong>(27,773)</strong></td>
</tr>
</tbody>
</table>

### Expenses:

#### Cost of Sales

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food purchases</td>
<td>93,892</td>
<td>87,000</td>
<td>6,892</td>
</tr>
<tr>
<td>Beverage purchases</td>
<td>20,112</td>
<td>20,500</td>
<td>(388)</td>
</tr>
<tr>
<td>Pass through expenses</td>
<td>73,379</td>
<td>70,400</td>
<td>2,979</td>
</tr>
<tr>
<td>Kitchen supplies</td>
<td>13,255</td>
<td>8,500</td>
<td>4,755</td>
</tr>
</tbody>
</table>

#### Direct Wages

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Beverage FT</td>
<td>41,759</td>
<td>42,954</td>
<td>(1,195)</td>
</tr>
<tr>
<td>Food &amp; Beverage Hourly</td>
<td>78,384</td>
<td>73,102</td>
<td>5,282</td>
</tr>
<tr>
<td>Housekeeper PT &amp; Hourly</td>
<td>9,632</td>
<td>23,700</td>
<td>(14,068)</td>
</tr>
<tr>
<td>Commissions/Gratuities</td>
<td>35,798</td>
<td>26,700</td>
<td>9,098</td>
</tr>
</tbody>
</table>

#### Indirect Wages

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin-FT</td>
<td>133,152</td>
<td>144,568</td>
<td>(11,416)</td>
</tr>
<tr>
<td>Admin-PT</td>
<td>12,309</td>
<td>12,308</td>
<td>1</td>
</tr>
<tr>
<td>Grounds Temp</td>
<td>4,675</td>
<td>6,000</td>
<td>(1,325)</td>
</tr>
<tr>
<td>Grounds FT</td>
<td>37,109</td>
<td>37,108</td>
<td>1</td>
</tr>
</tbody>
</table>

#### General Operating

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>72,191</td>
<td>82,517</td>
<td>(10,326)</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>41,510</td>
<td>40,000</td>
<td>1,510</td>
</tr>
<tr>
<td>Printing, Publications</td>
<td>5,130</td>
<td>8,000</td>
<td>(2,870)</td>
</tr>
<tr>
<td>Recruitment</td>
<td>2,310</td>
<td>2,000</td>
<td>310</td>
</tr>
<tr>
<td>Credit card commissions</td>
<td>5,685</td>
<td>5,550</td>
<td>135</td>
</tr>
<tr>
<td>Promotional services</td>
<td>4,507</td>
<td>6,700</td>
<td>(2,193)</td>
</tr>
<tr>
<td>Promotional supplies</td>
<td>985</td>
<td>5,000</td>
<td>(4,015)</td>
</tr>
<tr>
<td>General office supplies</td>
<td>3,836</td>
<td>7,000</td>
<td>(3,164)</td>
</tr>
<tr>
<td>Special supplies</td>
<td>11,107</td>
<td>7,000</td>
<td>4,107</td>
</tr>
<tr>
<td>Grounds supplies</td>
<td>9,082</td>
<td>9,300</td>
<td>(218)</td>
</tr>
<tr>
<td>Telephone services</td>
<td>7,577</td>
<td>14,000</td>
<td>(6,423)</td>
</tr>
<tr>
<td>Long distance phone</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Rentals</td>
<td>1,403</td>
<td>2,500</td>
<td>(1,097)</td>
</tr>
<tr>
<td>Postage</td>
<td>3,723</td>
<td>3,500</td>
<td>223</td>
</tr>
<tr>
<td>Conferences &amp; Meetings</td>
<td>2,764</td>
<td>3,000</td>
<td>(236)</td>
</tr>
<tr>
<td>Training</td>
<td>1,891</td>
<td>1,000</td>
<td>891</td>
</tr>
<tr>
<td>Insurance</td>
<td>19,388</td>
<td>20,600</td>
<td>(1,212)</td>
</tr>
<tr>
<td>License &amp; Permits &amp; Dues</td>
<td>2,756</td>
<td>2,500</td>
<td>256</td>
</tr>
<tr>
<td>Bad Debt exp</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Heat &amp; Gas</td>
<td>15,992</td>
<td>17,000</td>
<td>(1,008)</td>
</tr>
<tr>
<td>Electricity</td>
<td>21,019</td>
<td>30,000</td>
<td>(8,981)</td>
</tr>
<tr>
<td><strong>Operating expenses</strong></td>
<td><strong>786,310</strong></td>
<td><strong>820,007</strong></td>
<td><strong>(33,697)</strong></td>
</tr>
</tbody>
</table>

### Net Profit

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Profit</strong></td>
<td><strong>15,817</strong></td>
<td><strong>9,893</strong></td>
<td><strong>5,924</strong></td>
</tr>
</tbody>
</table>

#### Support & fixed charges

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCC facilities use fee/revenue</td>
<td>65,000</td>
<td>65,000</td>
<td>0</td>
</tr>
<tr>
<td>Foundation support</td>
<td>50,000</td>
<td>50,000</td>
<td>0</td>
</tr>
<tr>
<td>Loan</td>
<td>(98,610)</td>
<td>(91,000)</td>
<td>(7,510)</td>
</tr>
<tr>
<td>Real Estate Taxes</td>
<td>(46,619)</td>
<td>0</td>
<td>(46,619)</td>
</tr>
<tr>
<td>Facility repairs</td>
<td>(13,557)</td>
<td>(16,000)</td>
<td>2,443</td>
</tr>
<tr>
<td>Furniture &amp; Fixtures</td>
<td>(4,665)</td>
<td>(5,000)</td>
<td>335</td>
</tr>
</tbody>
</table>

**Total support & fixed charges**

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total support &amp; fixed charges</strong></td>
<td><strong>(48,351)</strong></td>
<td><strong>3,000</strong></td>
<td><strong>(51,351)</strong></td>
</tr>
</tbody>
</table>

### Net Profit (Loss) after fixed charges

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Projection</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Profit (Loss) after fixed charges</strong></td>
<td><strong>(32,534)</strong></td>
<td><strong>12,893</strong></td>
<td><strong>(45,427)</strong></td>
</tr>
</tbody>
</table>
G-3 Report on Board End: Faculty and Staff Focus

**Background:** This report addresses the board core end, *Faculty and Staff Focus*. HCC aligns its operations with the three Educational Excellence criteria for this category.

Measures were selected by the board in 2003. The administration now presents the dashboard as a vehicle to summarize the information. Green – signals that HCC is operating above the benchmark, yellow – performance is at the benchmark, and red – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue.

At its May 22, 2002, meeting, the trustees approved all the current benchmarks for the required Maryland Higher Education Commission (MHEC) indicators. Later in 2006 the board will have the opportunity to set new benchmarks.

Once viewed by the board, this report will be posted on the college's website so that members of the college community can become familiar with the measures that are part of the board core end (Key Performance Indicator) system. The website address is: http://www.howardcc.edu/hcc/plan&eval/BoardEnds/boardends.htm

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

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

**Timeline:** Annual

**Recommendation:**

This item is for information only and requires no board action.
Category 5- Faculty and Staff Focus

This category examines the college’s efforts to build and maintain a work environment and faculty and staff support climate, conducive to performance excellence and to personal and organizational growth.

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Current</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Quality Feedback</strong></td>
<td><strong>Work Systems</strong></td>
<td>50-65%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>How do your organization’s work and jobs enable faculty and staff and the organization to achieve high performance? How do compensation, career progression, and related workforce practices enable faculty and staff and the organization to achieve high performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty and Staff Learning and Motivation</strong></td>
<td>How do HCC’s faculty and staff education, training, and career development support the achievement of the college’s overall objectives and contribute to high performance? How do the organization’s education, training, and career development build faculty and staff knowledge, skills, and capabilities?</td>
<td>50-65%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Faculty and Staff Well-Being and Satisfaction</strong></td>
<td>How does the college maintain a work environment and faculty and staff support climate that contributes to the well-being, satisfaction, and motivation of all faculty and staff?</td>
<td>30-45%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>MHEC</strong></td>
<td>Percent minorities of full-time faculty</td>
<td>20.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td></td>
<td>Percent minorities of full-time administrative/professional staff</td>
<td>22.9%</td>
<td>23.0%</td>
</tr>
<tr>
<td><strong>QUEST (Employee Survey)</strong></td>
<td><strong>Overall Job Satisfaction</strong></td>
<td>4.23</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Campus Climate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have a safe workplace.</td>
<td>4.26</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Satisfied with opportunities for job-related training.</td>
<td>4.19</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Satisfied with the job security of my present position.</td>
<td>3.89</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Satisfied with rewards for contributing to improved quality.</td>
<td>3.71</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Satisfied with the salary I receive.</td>
<td>3.41</td>
<td>3.50</td>
</tr>
</tbody>
</table>
External Measures

The college prepared and submitted applications to various Baldrige based quality awards competitions; the results are indicated below.

<table>
<thead>
<tr>
<th>Maryland State Quality Award</th>
<th>CQIN Pacesetter</th>
<th>Baldrige</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of total applicant scores</td>
<td>HCC’s Score - 2002</td>
<td>Oct 2005 - HCC’s score</td>
</tr>
<tr>
<td>2002 - Score interval in which HCC was rated</td>
<td>229/1000 = 22.9%</td>
<td>Score given as an interval, e.g. Total: 376-475</td>
</tr>
<tr>
<td>2003 - Score interval in which HCC was rated</td>
<td>Overall Score</td>
<td>7.5/25 = 30%</td>
</tr>
<tr>
<td>14/35 = 40%</td>
<td>10/25 = 40%</td>
<td>7.5/25 = 30%</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Scoring Ranges</th>
<th>0-9</th>
<th>10-29</th>
<th>30-49</th>
<th>50-69</th>
<th>70-89</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>229/1000 = 22.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Faculty and Staff Focus (85 points)</td>
<td>14/35 = 40%</td>
<td>10/25 = 40%</td>
<td>7.5/25 = 30%</td>
<td>1000 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 25 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 25 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action:
The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. On May 24, 2005, the college submitted an application to the Malcolm Baldrige Award competition. HCC received its feedback report in late October 2005 and the original team met on December 5th to discuss next steps. A new team has formed to submit the application for the Maryland Performance Excellence Award.
Benchmark:
When the benchmark was originally set, institutions receiving an overall score of 450 and above received at least site visits. Therefore, the administration recommended a Category benchmark aligned with that: The college will receive a rating for Category #5 of 45 percent on the Maryland Performance Excellence Award by 2007 or Baldrige by 2009.

Next are two measures mandated by the Maryland Higher Education Commission (MHEC). Note Peer Colleges: College of Southern Maryland, Harford Community College, Frederick Community College.

<table>
<thead>
<tr>
<th>Percent minorities of full-time faculty</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Benchmark Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer AVG:</td>
<td>12.6%</td>
<td>10.0%</td>
<td>10.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide AVG:</td>
<td>13.3%</td>
<td>14.0%</td>
<td>14.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minorities include African Americans, Asian Americans, Hispanics and Native Americans; minorities do not include foreign or other.

<table>
<thead>
<tr>
<th>Percent minorities of full-time administrative/professional staff</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Benchmark Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer AVG:</td>
<td>13.9%</td>
<td>12.3%</td>
<td>11.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide AVG:</td>
<td>17.4%</td>
<td>18.8%</td>
<td>18.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=39/170
Internal Measures

Employee Satisfaction is an original board of trustees’ indicator.

HCC’s most valuable resource is its employees; therefore, the college will take steps to assure a productive, competent, up-to-date, and competitively compensated workforce. Several measures will demonstrate this commitment.

- Compensation. The college will monitor information about market rates every year and will propose salary scale changes to the board every two or three years. A major study will take place at other intervals.
- Currently, employed staff will annually be given the systematic opportunity to rate their job satisfaction, college climate, and the various college services. **Benchmark:** All employee groups will evaluate their job satisfaction and college climate at the 3.5 (out of 5) or above level.

Compensation

The salary schedule was reviewed in fall 2004 and is scheduled to be reviewed again in the fall of 2006. The overall FY07 salary considerations were discussed during the January 25, 2006, board of trustees meeting as part of the budget proposal approval process. Additionally, HCC plans to do a more comprehensive salary study in the summer of 2006.

Employee Satisfaction Survey Results

The QUEST (QUality Evaluation of Service Trends) Survey ratings shown below are on a five-point agreement scale, with 5 being the highest and 1 the lowest. This year’s overall job satisfaction rating is the highest it has ever been at 4.23.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5 Years</td>
<td>3.81</td>
<td>4.06</td>
<td>4.12</td>
<td>4.27</td>
</tr>
<tr>
<td>6 to 10 Years</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.01</td>
</tr>
<tr>
<td>11 to 15 Years</td>
<td>3.71</td>
<td>4.20</td>
<td>4.06</td>
<td>4.26</td>
</tr>
<tr>
<td>16 to 20 Years</td>
<td>3.82</td>
<td>4.04</td>
<td>4.17</td>
<td>4.44</td>
</tr>
<tr>
<td>21 to 25 Years</td>
<td>3.93</td>
<td>4.20</td>
<td>4.20</td>
<td>4.33</td>
</tr>
<tr>
<td>Over 25 years (added in 2003)</td>
<td>na</td>
<td>4.20</td>
<td>4.42</td>
<td>4.40</td>
</tr>
<tr>
<td>OVERALL RATING ON JOB SATISFACTION</td>
<td>3.85</td>
<td>4.06</td>
<td>4.11</td>
<td>4.23</td>
</tr>
</tbody>
</table>
This next indicator is also a Dragon’s Vital Sign.

**Description of the Indicator:** The QUEST Survey is administered every year to all budgeted HCC employees in the fall semester. Ratings are given on a five-point satisfaction scale, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). The ratings on this chart show the mean rating on job satisfaction for each employee group. Since the QUEST survey began, employees in the professional/technical and administrative groups have been categorized in different ways – at some times combined as one group and other times broken out differently. On this chart an attempt has been made to show the groups separately. The current categories have been used since 2000.

**Benchmark:** The overall rating for employee satisfaction will be 3.50 for all groups.

**Performance Outcome:** For 2005, the benchmark is met for all groups.

**Data Source:** Data is from HCC’s annual QUEST Survey administered and analyzed by the PROD Office.
Since 2003 the QUEST (QUality Evaluation of Service Trends) Survey has been arranged by the Baldrige Educational Excellence categories. Ratings shown below for all the items in Category 5- Faculty and Staff Focus are on a five-point agreement scale, with 5 being the highest and 1 the lowest.
There has been some interesting movement of the ratings over time.

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Difference 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the employee benefits I receive.</td>
<td>na</td>
<td>4.15</td>
<td>3.90</td>
<td>3.96</td>
<td>4.07</td>
<td>0.11</td>
</tr>
<tr>
<td>I am satisfied with the definition and assigning of performance levels/merit pay.</td>
<td>2.81</td>
<td>2.92</td>
<td>2.94</td>
<td>3.17</td>
<td>3.28</td>
<td>0.11</td>
</tr>
<tr>
<td>My supervisor and my organization care about me.</td>
<td>na</td>
<td>na</td>
<td>4.00</td>
<td>4.02</td>
<td>4.11</td>
<td>0.09</td>
</tr>
<tr>
<td>I am satisfied with HCC's support for health/wellness.</td>
<td>3.91</td>
<td>4.00</td>
<td>4.07</td>
<td>4.16</td>
<td>4.23</td>
<td>0.07</td>
</tr>
<tr>
<td>I am satisfied with the salary I receive.</td>
<td>3.55</td>
<td>3.44</td>
<td>3.20</td>
<td>3.35</td>
<td>3.41</td>
<td>0.06</td>
</tr>
<tr>
<td>The people I work with cooperate and work as a team*.</td>
<td>3.80</td>
<td>3.82</td>
<td>4.30</td>
<td>4.33</td>
<td>4.38</td>
<td>0.05</td>
</tr>
<tr>
<td>I am satisfied with the employee appraisal process.</td>
<td>2.86</td>
<td>3.03</td>
<td>3.08</td>
<td>3.29</td>
<td>3.34</td>
<td>0.05</td>
</tr>
<tr>
<td>I am satisfied with the job security of my present position.</td>
<td>3.89</td>
<td>3.91</td>
<td>3.72</td>
<td>3.88</td>
<td>3.89</td>
<td>0.01</td>
</tr>
<tr>
<td>I am satisfied with my rewards for contributing to improved quality.</td>
<td>3.05</td>
<td>3.20</td>
<td>3.52</td>
<td>3.72</td>
<td>3.71</td>
<td>-0.01</td>
</tr>
<tr>
<td>I am satisfied with the opportunities for job-related training.</td>
<td>3.90</td>
<td>4.09</td>
<td>4.15</td>
<td>4.20</td>
<td>4.19</td>
<td>-0.01</td>
</tr>
<tr>
<td>My supervisor encourages me to develop my job skills.</td>
<td>na</td>
<td>na</td>
<td>4.19</td>
<td>4.26</td>
<td>4.23</td>
<td>-0.03</td>
</tr>
<tr>
<td>I have a safe workplace.**</td>
<td>3.80</td>
<td>3.66</td>
<td>4.11</td>
<td>4.31</td>
<td>4.26</td>
<td>-0.05</td>
</tr>
<tr>
<td>I can make changes that will improve my work.</td>
<td>na</td>
<td>na</td>
<td>4.15</td>
<td>4.29</td>
<td>4.21</td>
<td>-0.08</td>
</tr>
</tbody>
</table>

Note: a five-point scale ranging from High (5) to Low (1) on "Satisfaction" was used in all other years, beginning in 2003 the scale ranged from Strongly Agree (5) to Strongly Disagree (1).

On surveys prior to 2003 these items were stated as:
* "Cooperation among coworkers"
** "Personal safety on campus"
And the next trend chart displays the subset of Category 5 items selected to represent “Campus Climate”. HCC has met the 3.50 benchmark except in the Salary item.

Campus Climate Trends

The entire college community has access to an executive summary of the QUEST survey results. [http://www.howardcc.edu/hcc/plan&eval/QUEST/Quest2005.pdf](http://www.howardcc.edu/hcc/plan&eval/QUEST/Quest2005.pdf)

There are also many tables presenting different ways to look at the data for potential action; including a table listing the ratings of all campus services. [http://www.howardcc.edu/hcc/plan&eval/QUEST/QUEST2005Tables.pdf](http://www.howardcc.edu/hcc/plan&eval/QUEST/QUEST2005Tables.pdf)

The internal measures for Professional and Staff Development will next be presented to the board as part of the [HCC Annual Workforce Snapshot](http://www.howardcc.edu/hcc/plan&eval/QUEST/QUEST2005Tables.pdf) - see the next Board Agenda Item H-4.
G-4 The Howard Community College Fiscal Year 2005 Workforce Snapshot

**Background:** Since March 2001, the board of trustees has received a special annual report on the Howard Community College (HCC) workforce that is prepared by the office of human resources. The report utilizes data gathered by the human resource office to create a unique and comprehensive snapshot of HCC’s faculty and staff. At the request of the board last year, a section on the employees who are community college degree recipients has been added. In addition, the human resource office has also added more extensive data on professional development.

**Purpose:** The purpose of the report is to give a concise graphical look at HCC’s key employee-related data in FY05.

**Recommendation**

This item is for information only and requires no board action.
A Special Report:
The Howard Community College FY05 Workforce Snapshot

by
The Office of Human Resources

February 2006
Introduction

Howard Community College (HCC) has a dynamic workforce prepared to meet the needs of our learning community. The total workforce includes full-time faculty and staff, regular part-time staff, credit and non-credit adjunct faculty, and temporary employees. Total workforce counts all of these employees who worked and were paid at any time during the fiscal year. This methodology is used so that each employee is counted only once regardless of the number of positions they may have held. The total workforce increased from 1,619 in FY00 to 2,100 in FY05. Salary and benefits represent 75 percent of the FY05 total unrestricted expenditures.

Total Workforce

The total workforce at HCC includes anyone paid in the fiscal year.

- Full- and part-time budgeted/position control faculty and staff comprise 23 percent of the total workforce.
- The total workforce increased 24 percent from 1,700 in FY01 to 2,100 in FY05.
- A 5 percent growth in the total workforce is reflected from FY04 to FY05.

Total Workforce Paid in FY05

- Temporary: 32%
- Adjunct Non-Credit: 16%
- Adjunct Credit: 29%
- FT/PT Budgeted Faculty/Staff: 23%
**Core Workforce**

The core workforce represents the group of full- and part-time budgeted employees who create the continuity in instructional programs and services. The headcount of the core workforce on June 30, 2005, was 392 full-time and 32 part-time employees. This unduplicated headcount does not include the full- and part-time temporary employees with benefits.

The total headcount for the core workforce has increased by 19 percent between FY01 and FY05. During this same period, state-funded full-time equivalent (FTE) enrollment increased 25.6 percent.
Grades 1-7 are support; grades 8-13 are professional/technical; grades 14-18 are administrative; and faculty have ranks. The greatest increase has occurred in the professional/technical group as a result of reclassifications that moved support positions to professional/technical and new professional/technical position's approved this time period.
CORE WORKFORCE BY FUNCTIONAL AREA*
( Employee Headcount on June 30, 2005)

* The headcount is as of June 30 and does not include full-time and part-time temporary employees with benefits.

Age of Core Workforce

Recruitment and Hiring

Job applicants learn about employment opportunities at HCC through a variety of sources. In FY05, 50 percent learned about job opportunities online.

The number of applicants decreased from 5,135 in FY04 to 4,506 in FY05 despite an increase in the number of recruitments from 81 in FY04 to 128 in FY05.
In FY05 there were:
- 128 recruitments
- 4,506 applicants
- 87 budgeted and temporary hires with benefits: 13 Faculty, 6 Administrative, 41 Professional/Technical and 27 Support Group

Turnover

Turnover is defined as the number of full-time core workforce employees who leave the college because of resignation, retirement, dismissal or reorganization. It does not include employees who move to another job within the college or employees in “temporary with benefits” positions. The turnover rate for HCC was 11 percent in FY05. Forty-three employees separated in FY05 (30 resignations, 9 retirements, 4 dismissals). Of the 39 employees who either resigned or retired, 37 completed the exit questionnaire.

The Bureau of National Affairs (BNA)’s annualized national turnover rate for all employers in FY05 was 12.3 percent. The BNA figures include all employers in all industries, which we would expect to be somewhat higher than our turnover rate.

The office of human resources conducted a turnover survey of the Maryland community colleges with the following results: Chesapeake 6 percent; Cecil 10 percent for full-time administrative, staff and faculty and 16 percent for part-time administrative and staff; Frederick 8.7 percent; Wor-Wic 6.7 percent and Hagerstown 17 percent.
Turnover Rate for All Full-Time Core WorkForce Employees (FY92 - FY05)

- FY92: 8.0%
- FY93: 3.9%
- FY94: 7.9%
- FY95: 3.7%
- FY96: 10.3%
- FY97: 10.4%
- FY98: 8.5%
- FY99: 12.1%
- FY00: 10.7%
- FY01: 8.4%
- FY02: 10.8%
- FY03: 5.5%
- FY04: 8.9%
- FY05: 11.0%

Faculty & Staff Turnover

- FY02: 4.2% (N=4)
- FY03: 4.9% (N=5)
- FY04: 6.7% (N=7)
- FY05: 6.8% (N=7)
- 2002-2005: 13.2% (N=34)
- 2006: 9.8% (N=16)
- 2007: 12.5% (N=27)
- 2008: 5.7% (N=36)
Turnover Rate by Constituency

<table>
<thead>
<tr>
<th>Constituency</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>4.2%</td>
<td>4.9%</td>
<td>6.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>11.8%</td>
<td>8.1%</td>
<td>2.7%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Profess/Tech. Staff</td>
<td>3.8%</td>
<td>9.6%</td>
<td>3.8%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Support Staff</td>
<td>14.3%</td>
<td>20.8%</td>
<td>8.0%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

Top Reasons for Separating

**FY05**
1. Better career opportunity (16)
2. Better salary offer; & Better opportunity for advancement (14 ea.)
3. Family circumstances (13)

**FY04**
1. Family circumstances (14)
2. Moving from area (8)
3. Better career opportunity; Better opportunity for advancement; Commuting distance; & Dissatisfaction with supervision (7 ea.)

**FY03**
1. Family circumstance (5)
2. Better career opportunity & Health (4 ea.)
3. Better opportunity for advancement; Job stress; & Moving from area (3 ea.)

Reasons for Separation

* Items were not a choice in FY00
Employees can and do give more than one reason
The comprehensive professional development and training program is designed to deliver learning opportunities for employees to enhance their current skills, acquire and use new skills, and develop their talents, thus increasing personal and organizational effectiveness. Programs offered during FY05 covered a variety of topics including leadership, professional development, personal enrichment, wellness, and safety.

There were 2,064 attendees participating in 198 instructor lead professional development and wellness workshops. The number of attendees consists of employees who may have participated in multiple sessions and attendees participating in wellness exercise programs which is a duplicated headcount. This number doesn't include employees completing online training. Of those attending, 1,334 responded to post-session evaluations.

Highlights of this year’s program include:

- Expansion of professional development program to include all employees.
- Implementation of the new employee training timelines based upon employment categories including work-study students.
- Development of seven new online training programs to complete the online availability of all required training topics.
- Implementation of scannable post evaluations as part of our process automation goals.
- Implementation of automated professional development records for budgeted employees.

Professional Development – Instructor Lead
FY05 professional development and training programs received an overall rating of 4.5. See mean ratings received on other rating criteria for professional development and training programs and instructors in charts below:

![Professional Development and Training Post Evaluation Chart](chart.png)
The professional development and training program’s continued focus on individual and organizational performance improvements included development of seven new online programs (HCC express registration, sexual harassment avoidance, general safety, work styles, ergonomics, stress management, and pc operating systems/LAN) through the offices of planning, research and organizational development, human resources, and career services.

**Professional Development – Online**

Online core competency training programs received an overall rating of 4.38 from 2,907 participants. See following chart for mean ratings of online training and delivery evaluation criteria. Core competency training programs are the basic professional development skills the college wants all employees to complete. Requirements for core competency training are based on employee categories such as full- and part-time budgeted, adjunct faculty, temporary, work-study, and continuing education faculty.
Wellness
There were 31 wellness programs offered during FY05. Of the 597 attendees, 106* completed and submitted the post evaluation. This number includes participants in wellness exercise classes, and individual Shiatsu Massage, Foot Reflexology, and Zero Balancing sessions. FY05 wellness programs evaluated received an overall rating of 4.51. See wellness program and instructor charts below:

![FY05 Wellness Program Ratings](chart)

![FY05 Wellness Program Instructor Ratings](chart)

*Post evaluations were not conducted for exercise and relaxation programs.

Professional Development - Faculty
Four hundred fifty-three faculty and adjunct faculty members participated in 52 faculty development workshops. Of the attendees, 305 completed post evaluations. Eighty-eight percent of the respondents “agreed” or “strongly agreed” with a variety of post-evaluation statements. See charts on the following page:
Howard Community College is fortunate to be located in a community of highly educated and talented professionals who continue to contribute their time and expertise to our students as adjunct faculty members. Adjunct credit and non-credit faculty represented 45 percent of the total workforce in FY05. The extensive professional and life experience that they bring to the classroom enhances the quality of instruction at the college.

The representation of ethnic groups among adjunct faculty at Howard Community College is slightly below the general Howard County population based on the US Census Bureau, Census 2000 report as shown in the following two tables:

![Ethnicity by Division as of Fall 2005](chart1.png)

![Ethnicity of Credit & Non-Credit Adjunct Faculty as of Fall 2005](chart2.png)
Ethnicity of Howard County

- African American: 14.4%
- American Indian: 0.2%
- Asian: 7.7%
- Hispanic: 3.0%
- Other/Unknown: 0.4%
- White: 74.3%

Gender of Credit Adjunct Faculty

- Fall 2003: Female: 61%, Male: 39%
- Fall 2004: Female: 39%, Male: 62%
- Fall 2005: Female: 38%, Male: 62%
As of October 31, 2005, 95 of the college’s 449 core workforce employees possess a degree from a community college as part of their educational growth. Of those who graduated from a community college, 72 percent obtained their associate degree from a Maryland community college. In addition, 37 of HCC’s core workforce employees possess a doctoral degree.

Tables showing the characteristics of full-time faculty, non-teaching staff and part-time credit faculty are accessible through the planning, research and organizational development web page (http://www.howardcc.edu/plan/personl.htm). The data for these tables is based on the employee data system (EDS) report submitted to the Maryland Higher Education Commission (MHEC) as of October 31, 2005, which is fall of FY06.
### CHARACTERISTICS OF PART-TIME CREDIT FACULTY
**HOWARD COMMUNITY COLLEGE**
**FALL 2001 - 2005**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>% Change 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Part-time Faculty</td>
<td>300</td>
<td>332</td>
<td>364</td>
<td>369</td>
<td>382</td>
<td>100% 4%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>116</td>
<td>120</td>
<td>143</td>
<td>142</td>
<td>148</td>
<td>39% 4%</td>
</tr>
<tr>
<td>Female</td>
<td>184</td>
<td>212</td>
<td>221</td>
<td>227</td>
<td>234</td>
<td>61% 3%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>28</td>
<td>33</td>
<td>41</td>
<td>40</td>
<td>49</td>
<td>13% 23%</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>16</td>
<td>22</td>
<td>20</td>
<td>23</td>
<td>6% 15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>2% 14%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1% 0%</td>
</tr>
<tr>
<td>White</td>
<td>240</td>
<td>263</td>
<td>278</td>
<td>288</td>
<td>281</td>
<td>74% -2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>19</td>
<td>5% 58%</td>
</tr>
</tbody>
</table>

### CHARACTERISTICS OF NON-TEACHING STAFF
**HOWARD COMMUNITY COLLEGE**
**FALL 2001 - 2005**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Non-Teaching Staff</td>
<td>270</td>
<td>299</td>
<td>308</td>
<td>324</td>
<td>328</td>
<td>351</td>
<td>100% 7%</td>
</tr>
<tr>
<td>Full-time</td>
<td>241</td>
<td>271</td>
<td>276</td>
<td>294</td>
<td>294</td>
<td>318</td>
<td>91% 8%</td>
</tr>
<tr>
<td>Part-time</td>
<td>29</td>
<td>28</td>
<td>32</td>
<td>30</td>
<td>34</td>
<td>33</td>
<td>9% -3%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td>70</td>
<td>73</td>
<td>87</td>
<td>84</td>
<td>93</td>
<td>26% 11%</td>
</tr>
<tr>
<td>Female</td>
<td>205</td>
<td>229</td>
<td>235</td>
<td>237</td>
<td>244</td>
<td>258</td>
<td>74% 6%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>64</td>
<td>75</td>
<td>73</td>
<td>80</td>
<td>78</td>
<td>85</td>
<td>24% 9%</td>
</tr>
<tr>
<td>Asian</td>
<td>14</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>7% 0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>2% 20%</td>
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<tr>
<td>Native American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0% 0%</td>
</tr>
<tr>
<td>White</td>
<td>187</td>
<td>203</td>
<td>209</td>
<td>214</td>
<td>219</td>
<td>231</td>
<td>66% 5%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1% 300%</td>
</tr>
<tr>
<td>Employment Category</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exec/Admin</td>
<td>29</td>
<td>36</td>
<td>35</td>
<td>36</td>
<td>35</td>
<td>40</td>
<td>11% 14%</td>
</tr>
<tr>
<td>Other Professional*</td>
<td>113</td>
<td>122</td>
<td>139</td>
<td>139</td>
<td>144</td>
<td>149</td>
<td>42% 3%</td>
</tr>
<tr>
<td>Tech/Paraprofessional*</td>
<td>33</td>
<td>37</td>
<td>37</td>
<td>43</td>
<td>42</td>
<td>55</td>
<td>16% 31%</td>
</tr>
<tr>
<td>Clerical</td>
<td>65</td>
<td>71</td>
<td>68</td>
<td>70</td>
<td>72</td>
<td>65</td>
<td>19% -10%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>4% 15%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>21</td>
<td>23</td>
<td>18</td>
<td>23</td>
<td>22</td>
<td>27</td>
<td>8% 23%</td>
</tr>
<tr>
<td>Years at HCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years</td>
<td>7.1</td>
<td>6.8</td>
<td>7.02</td>
<td>7.60</td>
<td>7.96</td>
<td>7.93</td>
<td></td>
</tr>
<tr>
<td>&lt;1</td>
<td>31</td>
<td>34</td>
<td>29</td>
<td>40</td>
<td>31</td>
<td>50</td>
<td>14% 61%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>116</td>
<td>137</td>
<td>141</td>
<td>135</td>
<td>141</td>
<td>131</td>
<td>37% -7%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>42</td>
<td>42</td>
<td>52</td>
<td>60</td>
<td>67</td>
<td>77</td>
<td>22% -15%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>48</td>
<td>49</td>
<td>41</td>
<td>40</td>
<td>34</td>
<td>30</td>
<td>9% -12%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>21</td>
<td>21</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>36</td>
<td>10% 13%</td>
</tr>
<tr>
<td>&gt;20</td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>23</td>
<td>27</td>
<td>8% 17%</td>
</tr>
</tbody>
</table>

In the two tables above, the fall 2005 data are as of October 31, 2005, for FY06.
## CHARACTERISTICS OF FULL-TIME CREDIT FACULTY
### HOWARD COMMUNITY COLLEGE
#### FALL 2001 - 2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Full-time Faculty</strong></td>
<td>97</td>
<td>104</td>
<td>112</td>
<td>112</td>
<td>115</td>
<td>100%</td>
</tr>
<tr>
<td><strong>10-month</strong></td>
<td>81</td>
<td>87</td>
<td>95</td>
<td>95</td>
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<td><strong>12-month</strong></td>
<td>16</td>
<td>17</td>
<td>17</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>38</td>
<td>42</td>
<td>41</td>
<td>44</td>
<td>38%</td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>66</td>
<td>70</td>
<td>71</td>
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<tr>
<td>African American</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>White</td>
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<td>91</td>
<td>89</td>
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<td>80%</td>
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<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
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<tr>
<td><strong>Highest Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Than Bachelor's</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Master's</td>
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<td>79</td>
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<tr>
<td>First Professional</td>
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<td>0</td>
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<td>0%</td>
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<tr>
<td>Doctorate</td>
<td>23</td>
<td>25</td>
<td>27</td>
<td>29</td>
<td>30</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Academic Rank</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Professor</td>
<td>40</td>
<td>40</td>
<td>44</td>
<td>46</td>
<td>42</td>
<td>37%</td>
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<tr>
<td>Associate Professor</td>
<td>21</td>
<td>25</td>
<td>22</td>
<td>24</td>
<td>27</td>
<td>23%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>22</td>
<td>25</td>
<td>30</td>
<td>26</td>
<td>29</td>
<td>25%</td>
</tr>
<tr>
<td>Instructor</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>13</td>
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<tr>
<td>Lecturer</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Years at HCC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years</td>
<td>12.1</td>
<td>12.1</td>
<td>11.9</td>
<td>12.7</td>
<td>11.9</td>
<td></td>
</tr>
<tr>
<td>&lt;1</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>26</td>
<td>29</td>
<td>33</td>
<td>36</td>
<td>31</td>
<td>27%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>20</td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>18</td>
<td>16%</td>
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<tr>
<td>11 - 15</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>21</td>
<td>21</td>
<td>18%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>&gt;20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>27</td>
<td>22</td>
<td>19%</td>
</tr>
</tbody>
</table>

In the above table, the fall 2005 data are as of October 31, 2005, for FY06.
G-5 Board of Trustees’ Memorandum to County Executive

**Background:** At the January 25, 2006, meeting of the board of trustees, the board decided to send its chair, Ms. Roberta E. Dillow, and vice chair, Dr. Patrick L. Huddie, to meet with County Executive James N. Robey concerning the college’s FY07 budget request. The board asked staff to develop a memorandum on the college’s funding priorities, including the full-time/part-time faculty ratio and merit pay for employees, for the chair and vice chair to present to the county executive. This memo was developed and presented to the county executive by Ms. Dillow and Dr. Huddie on February 14 at their meeting.

**Purpose:** To inform the trustees on the memorandum presented to the county executive.

**Timeline:** FY07

**Recommendation**

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

Date: February 14, 2006

To: James N. Robey, County Executive
Howard County Government

From: Howard Community College Board of Trustees

Subject: Howard Community College FY2007 Funding Priorities

Introduction

Growth at Howard Community College (HCC) continues. The on-going construction of two new academic facilities, a four percent increase in enrollment this fall, and the addition of new academic programs will increase opportunities for the citizens and employees of Howard County. Strong county support over the past several years has made this growth possible.

The nearly 7,000 credit students and over 15,000 non-credit students come to HCC to earn degrees, gain skills to advance in their current careers, change careers, enrich themselves with new knowledge, or transfer to a four-year college. These students are served by 116 full-time faculty members and over 350 adjunct faculty members.

The HCC community believes that funding to support HCC students is a wise investment of public resources. Funding for HCC locally is a small percentage of government expenditures. Operating funding for HCC is only 2.85 percent of the county operating budget.

Since the fall of 1999, headcount enrollment has increased from 5,252 to 6,841 - a 30 percent increase. Over the next ten years HCC expects an overall increase of 26 percent, with a 32 percent increase in full-time students and a 23 percent increase in part-time students. This increase is expected to bring enrollment at HCC to 8,483 credit students.

As the county continues to grow and more people desire higher education, the college grows with it. Responding to community needs is the key mission of a community college - HCC takes this responsibility to heart. The college will continue to strive to offer academic and workforce development programs that the community needs. HCC is
committed to offering these classes while ensuring accountability for the public resources received and quality for the students who enroll.

**Funding Priorities**

**Full-time: Part-time Faculty Ratio**

The quality of an institution’s faculty is measured largely by student success. Full-time faculty serve as both professional teachers that provide a consistent student experience and as institutional leaders that develop new programs to meet community needs and to keep curricula current. In recognition of critical role played by full-time faculty, Maryland COMAR regulation 13B.02.03.11.G on *Faculty Resources* requires that at least 50 percent of the instruction in each degree program be provided by full-time faculty.

Due to sustained and significant enrollment growth from 2000 to the present, and due to the lack of adequate funding commensurate with growth, HCC has relied more heavily on adjunct faculty to accommodate increases in enrollment. Table 1 compares the ratio of classes being taught by full-time faculty and part-time faculty at HCC over the past several years. These numbers show that HCC has lost ground in its ability to staff classes with full-time faculty and has been operating significantly below the state’s 50 percent benchmark.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>46%</td>
<td>45%</td>
<td>43%</td>
<td>44%</td>
<td>43%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td>52%</td>
<td>51%</td>
<td>51%</td>
<td>54%</td>
<td>55%</td>
<td>57%</td>
<td>56%</td>
<td>57%</td>
<td>60%</td>
<td>58%</td>
</tr>
</tbody>
</table>

While the ability to utilize adjunct, part-time faculty allows colleges to bring in professionals in the field to share their expertise in the classroom—providing workplace perspectives in subjects such as business and performing arts—an over-reliance on part-time faculty can lead to a negative impact on student success and an inconsistent learning experience for students. In researching the effectiveness and limitations of part-time faculty, Schuetz (2002) concluded:

- *Part-time faculty are more weakly linked to their students, colleagues, and responding institutions than full-time faculty*
- *Part-time faculty tend to be less familiar with availability of campus services (such as tutoring and counseling) and express less knowledge of students’ need for or use of support services*
Part-time faculty are less likely to sustain the kind of extracurricular student-faculty interaction that has been linked to enhanced student learning.

Acknowledging that an over-reliance on part-time faculty can result in a negative impact on student success and the quality of the college experience, State of Maryland has established the 50/50 full-time to part-time faculty ratio as the minimum benchmark in offering courses. HCC has been operating significantly below that benchmark due to large increases in enrollment and due to inadequate funding based upon that growth. While the faculty at HCC take pride in the reputation they have earned for offering a high-quality, high-value educational experience, the continued heavy reliance on part-time faculty places the institution in non-compliance with a state regulation and has the danger of eroding the quality of the institution and the quality of the student experience.

Merit Pay for Faculty and Staff

Howard Community College seeks to attract and retain quality faculty and staff by rewarding current employees for performance excellence, remaining competitive with the salaries offered by other regional community colleges as well as the Howard County Public School System and county government. Currently, the college is not achieving this goal.

Howard Community College does not give employees step or cost of living increases. Instead, merit increases are given based on performance and taking into account the market wage for each position. While HCC pegs the midpoint salary ranges as a market wage, as of fall 2005, 86 percent of staff and 44 percent of faculty members were paid below their salary grade midpoint.

Data collected from other community colleges in Maryland shows that Howard Community College ranked eighth out of sixteen for the total percentage of raise given in FY06 (see Table 2).
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>COST OF LIVING</th>
<th>STEP OR MERIT</th>
<th>TOTAL FY06 RAISE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>3.5% of midpoint</td>
<td>No steps</td>
<td>3.5% average</td>
<td>This year they averaged 3.5% of midpoint to compute flat $ raises = 3.5% average</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>2%</td>
<td>4% all faculty step 0-6% staff merit with average of 4%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Baltimore City</td>
<td>2%</td>
<td>1.5%</td>
<td>3.5%</td>
<td>Same for faculty and staff</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>3%</td>
<td>1.5%, 1.7%, 1.9% merit</td>
<td>4.7% average</td>
<td>Merit = 1.5% success; 1.7% often exceeds; 1.9% consistently exceeds</td>
</tr>
<tr>
<td>Carroll</td>
<td>4% midpoint</td>
<td></td>
<td>4% average</td>
<td>Implemented Hendricks study January 29, 2005 which led to a scale adjustment average of 7%</td>
</tr>
<tr>
<td>Cecil</td>
<td></td>
<td>5% average for staff; 3.7% average for faculty</td>
<td></td>
<td>Started merit pay this year for staff; faculty have a step system (total avg. increase was 3.7%)</td>
</tr>
<tr>
<td>Cecil</td>
<td>5%</td>
<td></td>
<td>5%</td>
<td>An additional 1% for all who completed a professional development program (75% of employees enrolled)</td>
</tr>
<tr>
<td>Chesapeake</td>
<td>5%</td>
<td></td>
<td>5% for those that complete PD program</td>
<td></td>
</tr>
<tr>
<td>College of S. MD</td>
<td>Merit for Staff 3.5% meets; 5% exceeds; 7% outstanding</td>
<td>3.5% - 18%</td>
<td>Major scale and pay increase for faculty 7-18%; 3.5%-7% staff merit</td>
<td></td>
</tr>
<tr>
<td>Frederick</td>
<td>3.0%</td>
<td>Step (4% entry step less thereafter)</td>
<td>Up to 7%</td>
<td></td>
</tr>
<tr>
<td>Garrett</td>
<td>scale enhancement 4-4.5%</td>
<td>1.5% - 2.0% step</td>
<td>6.0%</td>
<td>Same for faculty and staff</td>
</tr>
<tr>
<td>Hagerstown - LM</td>
<td>3.5%</td>
<td></td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Harford</td>
<td></td>
<td>6% average for faculty</td>
<td>Faculty 3% salary adjustment; + step approx 3%</td>
<td></td>
</tr>
<tr>
<td>Howard</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>Merit - performance based only</td>
</tr>
<tr>
<td>Montgomery:</td>
<td>2.75% staff</td>
<td>2.75% staff</td>
<td>5.5% staff</td>
<td>Faculty and staff same 4% salary adjustment if not topped out; 2% if topped out</td>
</tr>
<tr>
<td>Prince George’s</td>
<td>No cola</td>
<td>No Steps</td>
<td>4%</td>
<td>Hendricks system... Most salaries are below their range midpoints since not able to afford a “college wide” adjustment. Anyone who was not capped at the maximum point this year also received an additional $1,000 to move them further along their range.</td>
</tr>
<tr>
<td>Wor-Wic</td>
<td></td>
<td>3% of midpoint + $1,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additionally, when examining a five-year trend of merit packages received by Howard County public school and Howard County government employees and comparing that to merit packages received by HCC employees (see Table 3), the latter are clearly not keeping pace. While HCPSS and county government employees receive regular step increases, HCC employees receive only merit.

### Table 3: Merit Comparison - HCC, HCPSS, and Howard County Government

<table>
<thead>
<tr>
<th></th>
<th>Howard Community College</th>
<th>Howard County Public Schools (note 1)</th>
<th>Howard County Government (note 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Merit</td>
<td>Base Salary Increase + Step</td>
<td>ECI + Step + Pay for Performance</td>
</tr>
<tr>
<td>FY02</td>
<td>5.65%</td>
<td>5% + Step</td>
<td>3.8% + Step + ??</td>
</tr>
<tr>
<td>FY03</td>
<td>3%</td>
<td>3% w/no Step</td>
<td>0% + Step + ??</td>
</tr>
<tr>
<td>FY04</td>
<td>3%</td>
<td>4% + Step</td>
<td>2% + Step + ??</td>
</tr>
<tr>
<td>FY05</td>
<td>4.2%</td>
<td>6% + Step*</td>
<td>2% + Step +1.0</td>
</tr>
<tr>
<td>FY06</td>
<td>5%</td>
<td>3% + Step*</td>
<td>3% + Step + 1.0%</td>
</tr>
<tr>
<td>FY07 (note 2)</td>
<td>8%</td>
<td>3.5% + Step</td>
<td>3% + Step + 1.5%</td>
</tr>
</tbody>
</table>

Notes:
1. HCPS Step for FY05 = average of 2.7% and step for FY06= average of 2.3%
2. TARGET - pending funding for HCPS and county
3. Average step for county employees for all years is 3%. Step is dependent on where an individual is on the scale. Years 1-10 step is given every year, years 11 + step is every other year up to step 14. In years when pay for performance was not given, county employees received another day off.

These figures are particularly damaging when considering the high cost of living in Howard County. With the cost of living in Howard County higher than average, the recent merit increases received by HCC employees have barely kept up with inflation. Because of these insufficient merit packages, college employees are finding it increasingly difficult to live in the area in which they work.

This in turn, makes it more difficult for the college to both recruit and retain highly qualified employees. In fact, the college’s turnover rate increased from 5.5 percent in FY03 to 11.6 percent in FY05. The two reasons most often cited by departing employees were better career opportunity and better salary offer. The college has also had trouble
hiring for some positions because once offers are made to applicants, they realize that they are making more money at their current jobs and would have to take a pay cut to work for HCC.

Each year, the college’s salary and benefits committee develops and submits a report to the board with a recommendation for the percentage increase in merit. Over the last four years, the college has been unable to fund the recommendations brought forward by the committee. If funded, the eight percent merit increase in the FY07 county budget request would enable the college to make great strides in catching up with the current market wages. By better compensating its employees, HCC will be able to more effectively recruit and retain the skilled individuals necessary for it to continue offering the quality services and instruction that the community has come to expect.

Conclusion

The HCC Board of Trustees FY07 budget request to the county represents a 22.03 percent increase from last year’s funding. The board recognizes that this request represents a considerable increase from those previous granted by the county. However, ten percent (or almost half the additional funding) is just for opening the new buildings on campus. THIS HAS NEVER HAPPENED IN THE HISTORY OF THE COLLEGE AND PROBABLY WILL NEVER HAPPEN AGAIN.

The board also considers this request absolutely necessary for HCC to provide the quality services and instruction that have become its hallmark. The priorities outlined in this document recognize the importance of a professional, skilled workforce to the college and to the county. The Board of Trustees asks the County Executive to consider not only the immediate importance of this request to the college’s employees but also its long-term importance to the county’s future students, workforce, and businesses.

Reference

G-6 Personnel Summary for January 2006

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

**Purpose:** Disclosure to the board

**Timeline:** January 2006

**Recommendation**

This item is for information only and requires no board action.
Howard Community College
SUMMARY OF PERSONNEL ACTIVITY

January 1, 2006 – January 31, 2006

Section I – Change in Status

DIVISION CHAIR APPOINTMENTS (4-YEAR TERM) -- See College Procedure 63.02.01

<table>
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<th>Title</th>
<th>Old Title</th>
<th>New Title</th>
<th>Department</th>
<th>Old Grade</th>
<th>New Grade</th>
<th>Range for Grade</th>
<th>Compensation $</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior IT Analyst</td>
<td>Director of Information Technology</td>
<td>Information Technology Office</td>
<td>14</td>
<td>15</td>
<td>$59,418-$95,069</td>
<td>$67,277</td>
<td>Pollard, Richard</td>
<td>1/01/06</td>
</tr>
<tr>
<td></td>
<td>Office Associate V</td>
<td>Executive Assistant</td>
<td>Information Technology Office</td>
<td>7</td>
<td>10</td>
<td>$38,473-$61,556</td>
<td>$38,473</td>
<td>Joseph, Heather-Dawn</td>
<td>1/01/06</td>
</tr>
<tr>
<td></td>
<td>Admissions &amp; Advising Information Specialist (Transcript Evaluation)</td>
<td>Admissions and Advising Information</td>
<td>Admissions and Advising</td>
<td>8</td>
<td>9</td>
<td>$35,270-$56,431</td>
<td>$37,285</td>
<td>Pazornick, Susan</td>
<td>1/01/06</td>
</tr>
</tbody>
</table>

SPECIAL ASSIGNMENTS

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<tr>
<th>Title</th>
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<th>New Title</th>
<th>Department</th>
<th>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></td>
<td>Director of Hospitality &amp; Culinary Management Program</td>
<td>New Position</td>
<td>Business &amp; Computers</td>
<td>Temporary with Benefits</td>
<td>15</td>
<td>$59,418-$95,069</td>
<td>$64,058</td>
<td>Rege, Vidyanidhi</td>
<td>1/16/06</td>
</tr>
</tbody>
</table>

PROMOTIONS

<table>
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<th>Title</th>
<th>Old Title</th>
<th>New Title</th>
<th>Department</th>
<th>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>
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<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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CHANGE IN TITLE ONLY

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<th>New Title</th>
<th>Department</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation $</th>
<th>Name</th>
<th>Effective Date</th>
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</thead>
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<td>None</td>
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CHANGE IN POSITION STATUS ONLY

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<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation $</th>
<th>Name</th>
<th>Effective Date</th>
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SEPARATIONS

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<th>Title</th>
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<th>Compensation $</th>
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<tr>
<td>Admissions &amp; Recruitment Counselor</td>
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<td>Anderson, Crystal</td>
<td>1/03/06</td>
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<tr>
<td>Senior Help Desk Technician</td>
<td>IT Help Desk</td>
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<td>N/A</td>
<td>N/A</td>
<td>Ho, Joshua</td>
<td>1/25/06</td>
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<tr>
<td>Professor, English</td>
<td>English World Languages</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Lovell, Carolyn</td>
<td>1/31/06</td>
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1 Annual Salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensations are an hourly amount (not shown).
2 Retirement
Howard Community College
SUMMARY OF PERSONNEL ACTIVITY
January 1, 2006 – January 31, 2006

Section II – Leaves

SABBATICAL LEAVE

<table>
<thead>
<tr>
<th>Name</th>
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LEAVE WITHOUT PAY

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<tr>
<td>Getek, Genia</td>
<td>Office Associate III</td>
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MILITARY LEAVE

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PROFESSIONAL LEAVE

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