Board of Trustees’
Work Session
and
Board Meeting
Materials

April 30, 2019
6:00 p.m.
The Rouse Company Foundation Student Services Hall
RCF-400
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 questions or requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. Email among a quorum of the board must be limited to administrative and informational items and not policy discussions in order to remain in compliance with the Maryland Open Meetings Act.
Mission: Providing pathways to success

Vision: A place to discover greatness in yourself and others

Values: INSPIRES

- Innovation
- Nurturing
- Sustainability
- Partnerships
- Integrity
- Respect
- Excellence
- Service

Strategic Goals:

- Student success, completion, and lifelong learning
- Organizational excellence
- Building and sustaining partnerships

Core Competencies:

- Provide an exceptional educational experience
- Use innovative instructional techniques
- Facilitate student success
Howard Community College’s
*Dragon Principles*

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

We pledge to...

Be friendly
Be helpful to our students and community
Be considerate of each other

And we pledge to...

Strive for excellence in everything we do
Agenda
Board of Trustees
Work Session and Regular Meeting

April 30, 2019
6:00 p.m.
The Rouse Company Foundation Student Services Hall
Room: RCF-400

Work Session 6:00 p.m. (A light dinner will be served at 5:30 p.m.)
I. Introduction of New Employees
II. Information Session: Overview of Service Learning at Howard Community College and Introduction of Service Learning Students and Faculty
III. Information Session: Accreditation and Middle States Commission on Higher Education

Regular Meeting, immediately following the work session
A. Approval of April 30, 2019, Agenda
B. President’s Report
C. Board Member Comments
D. Reports to the Board of Trustees
   1. Howard Community College Educational Foundation Board of Directors
E. Board Priority Items
   1. End: Leadership - Key Performance Indicator Report
   2. Financial Statements
   3. Plan for Diversity, Inclusion, and Equity Report
   4. Fiscal Year 2020 Capital Budget Reallocation and Approval
   5. Fiscal Year 2020 Operating Budget Approval
F. Approval of Board Meeting Minutes
   1. March 27, 2019, Work Session
   2. March 27, 2019, Regular Meeting
G. Consent Items
   1. Proposed New Hires
   2. Candidates for Graduation
   3. Faculty Promotions for Fiscal Year 2020
   4. Office Supplies Contract
   5. Risk Management Program for Insurance Protection
   6. Mechanical Services Contract
7. Facilities Condition Assessment
8. Markforged X7 3D Printer
9. Construction Management At-Risk Services for Horowitz Visual and Performing Arts Center Photo Suite

H. Discussion Items
   1. Work Session Topics for Fiscal Year 2020

I. Information Items
   1. Board Calendar
   2. Agreements Signed by the Board Chair Disclosure
   3. Personnel Summary

Adjournment
I – Introduction of New Employees

For the trustees’ information, newly hired employees approved by the board at its March 27, 2019, meeting will be introduced to the trustees by Dr. Hetherington and vice presidents.
II – Information Session: Overview of Service Learning at Howard Community College and Introduction of Service Learning Students and Faculty

Group/Person being introduced:

Participants in the 2019 alternative winter break (AWB) program – “Partnering for a Sustainable Tomorrow” in Costa Rica:

1. Allison Aragon
2. Cyrus Bird-Walker
3. Ryann Cole
4. Kenia Cubillo
5. Brendon Deatrich
6. Ezekiel Fernandez
7. Grace Krach
8. Mariana Orellana
9. Jordan Rainville
10. Jacqueline Stone
11. Robin Bauer-Taylor (faculty co-advisor)
12. Rick Leith (faculty co-advisor)

Participants in human services service learning course integrations:

1. Ryan Corsillo
2. Carla Lawson (instructor)

Background: The Center for Service Learning gives hundreds of Howard Community College (HCC) students each year the opportunity to connect their learning in the classroom with broader issues in the community through service and civic engagement. Alternative break programs and service learning course integrations are two of the primary vehicles through which the center fosters this student engagement.

In alternative break programs, students travel beyond their own communities to engage in direct service that benefits their host community. Alternative break trips strive to promote a life-long service ethic by encouraging students to examine their roles in the community. In January 2019, the center for service learning sent an alternative break group to Los Santos, Costa Rica.

The AWB group traveled from January 12-19, 2019, and volunteered with Green Communities, a non-profit organization working to empower and support the Providencia community in Costa Rica’s Los Santos region. Green Communities works with local coffee farmers to incorporate sustainable practices into their coffee production, and also supports the education and development of youth in the community. In partnership with Green Communities, the HCC AWB team contributed to the construction of an outdoor amphitheater, which will ultimately serve the Providencia community in a variety ways as an entertainment and gathering space. They also visited and volunteered on the coffee
farms and were able to see firsthand the impact of organic and sustainable practices. Each afternoon, the group also worked to create eco-bricks – building materials made from discarded plastic – that the community has adopted to mitigate the negative impact of trash and waste. In many of these tasks, the AWB group worked side-by-side with the Young Dreamers, a group of teenagers in the Providencia community, sharing experiences and perspectives on the meaning of service in different community contexts.

Course integrations are an additional mechanism through which the Center for Service Learning works to enhance student learning. In course integrations, faculty members design service and civic engagement projects and associated reflection assignments that link directly to learning objectives for the course. Recent examples include: an intermediate Spanish course in which students create Spanish-language children’s books to support literacy efforts within the local Hispanic community; and a dental public health course that provides the opportunity for students to volunteer at community agencies providing services to underserved populations and develop resources on dental health that support each agency’s mission.

The center for service learning collaborates with academic divisions to administer course integrations throughout the HCC curriculum each year. In addition to heightening students’ social and civic awareness, data from HCC as well as the national literature demonstrate that service learning course integrations increase students’ academic success, as well as students’ likelihood to remain enrolled. For these reasons, the center for service learning is working actively to grow the number of students who participate in integrations each year. During academic year 2017-2018, 49 separate service learning course integrations reached 673 HCC students – an increase of 7.6 percent from academic year 2016-2017.

In support of these goals for growth, the center for service learning and the HCC human services program began a new partnership during the 2017-2018 academic year, which has led to the integration of service learning in three separate courses: HUMS-110 – Introduction to Human Services, HUMS-150 – Community Resources and Partnerships, and HUMS-250 – Community Services Practicum. As students progress through this sequence of courses, they acquire a first-hand understanding of how human services professionals provide resources and support to underserved populations in our communities. Health sciences faculty member Carla Lawson has led the development of these new course integrations. Student Ryan Corsillo has enrolled in all three courses and is currently completing his second service learning fieldwork experience.

Students and faculty members engaged in service learning exemplify the college’s work to ensure that experiential and civicly engaged learning form an integral part of HCC students’ pathways to success. The next phase of this work will continue to integrate service learning opportunities more extensively and intentionally into programs of study throughout the college.
## Service Learning Course Integrations, Academic Year 2017-2018

<table>
<thead>
<tr>
<th>Participating Courses (by Division)</th>
<th># of Sections</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Humanities</strong></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Philosophy and Practice of Yoga</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td><strong>English &amp; World Languages</strong></td>
<td></td>
<td>267</td>
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<tr>
<td>College Composition</td>
<td>8</td>
<td>132</td>
</tr>
<tr>
<td>Ethics in Literature</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>Foundational Spanish</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Intermediate Spanish</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Intro to Fiction, Poetry, and Drama</td>
<td>3</td>
<td>36</td>
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<tr>
<td><strong>Health Sciences</strong></td>
<td></td>
<td>180</td>
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<tr>
<td>Clinical Hematology</td>
<td>1</td>
<td>9</td>
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<tr>
<td>Clinical Immunology</td>
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<td>10</td>
</tr>
<tr>
<td>Community Nursing</td>
<td>6</td>
<td>139</td>
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<tr>
<td>Community Resources</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Dental Public Health</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Intro to Human Services</td>
<td>1</td>
<td>4</td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>STEM Seminar II</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>STEM Seminar III</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td><strong>Science, Engineering, &amp; Technology</strong></td>
<td></td>
<td>55</td>
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<tr>
<td>Environmental Health</td>
<td>2</td>
<td>15</td>
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<tr>
<td>Environmental Science</td>
<td>5</td>
<td>40</td>
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<tr>
<td><strong>Social Sciences &amp; Teacher Education</strong></td>
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<td>102</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Rouse Seminar II</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Rouse Seminar III</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Rouse Seminar IV</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sections Participating</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Total Participants</td>
<td>673</td>
<td></td>
</tr>
</tbody>
</table>
**III – Information Session: Accreditation and Middle States Commission on Higher Education**

**Background:** Every eight years, Howard Community College engages in the Middle States Commission on Higher Education (MSCHE) reaccreditation process by carrying out a self study that includes widespread participation by the college community. The self study addresses how well the college fulfills the seven standards for accreditation that are defined by MSCHE. Under the leadership of the co-chairs, Dr. Hanael Bianchi and Sylvia Lee, representatives from across the campus have begun engaging in a multi-year self-study process, examining how the college complies with the seven standards. This process will culminate in a self-study report, which will be reviewed by a Middle States evaluation team of peers and used by MSCHE to determine HCC’s reaccreditation status in 2021.

To prepare for the self-study process, the co-chairs attended the MSCHE Self-Study Institute in fall 2018, and they worked with the core team, comprised of Zoe Irvin (accreditation liaison officer), Linda Emmerich, and Tom Glaser, as well as in collaboration with the college’s Middle states steering team and president’s team, to craft a self-study design. The design outlines the college’s intended outcomes and approach to the self-study process.

The self-study process officially began in January 2019 with 94 employees, representing different areas of the college and lengths of employment, organized into seven working groups. The working groups were charged with gathering and analyzing evidence to draft a self-study report demonstrating the college’s compliance with the standards. The final version of the self-study report should be completed in fall 2020, in advance of HCC’s site visit in spring 2021. The activities of the working groups are overseen by a steering committee composed of the core team, the college’s four vice presidents, and the co-chairs of the seven working groups.

To provide transparency throughout the process, the co-chairs created a communication plan, which addresses various audiences within the college community, including faculty, staff, and students. The co-chairs began implementing this plan with presentations to the college community at spring convocation and in spring employee constituency group meetings. Additionally, the co-chairs plan to hold information sessions and generate informative digital content for those not on working groups to become familiar with the MSCHE standards and process. Drafts of the self-study report and other documents, such as meeting minutes and schedules, will be posted on the portal for the college to review as they become available.

The Middle States Self-Study co-chairs will review the following key items at the work session as HCC moves forward with its self-study process:
• Accreditation At-a-Glance
• Middle States Commission on Higher Education: Who, What, Why, When
A – Approval of April 30, 2019, Agenda

Regular Meeting, immediately following the work session

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Adjournment
B – President’s Report

2019 MHEC Data Book Ranks HCC First in Graduation Transfer Rates

Annually, the Maryland Higher Education Commission (MHEC) produces its Data Book, which is a compilation of statistical data on postsecondary educational institutions in Maryland. The 2019 Data Book has been released recently, and I am proud to share that for students who entered Maryland community colleges in 2013, Howard Community College (HCC) ranks first among Maryland community colleges in combined Four-Year Community College Graduation and Transfer Rate for both African-American Students and Pell Grant Recipients (at entry). The combined graduation and transfer rate for African-American students was 31.3 percent, compared with the statewide average of 25.9 percent; and the combined rate for Pell Grant Recipients was 41.5 percent, compared with a 30.7 percent state average.

For these data, transfer rates reflect students enrolled at four-year colleges and universities, who may or may not have earned a degree or certificate at the community college. Graduation rates reflect students who received a degree or certificate and did not transfer. Pell Grant recipients are those who received Pell funds during the 2013-2014 academic year.

To see these, and other statistical information about Maryland’s colleges and universities, I encourage you to peruse the MHEC 2019 Data Book at: 

HCC Approved as a Registered Apprenticeship Program Sponsor

HCC’s new construction management apprenticeship program was approved as a registered apprenticeship program sponsor by the Maryland Department of Labor, Licensing and Regulation Apprenticeship and Training Council on March 12, 2019. The division of continuing education and workforce development and the division of science, engineering, and technology collaborated to develop the new program, which has received funding through a Maryland Department of Education Career and Technical Education Innovation Grant. Beginning in June, students will enroll in a credit construction management certificate program at HCC while completing 2,000 on-the-job training hours per year for two years with local construction companies. Upon completion, students will earn approximately 34 college credits and will be eligible to take the construction manager in training (CMIT) certification exam offered by the Construction Management Association of America (CMAA). Special thanks to Gazan Bozai, Mark Edelen, Kristin Navarro, Adrienne Summers, Patti Turner, Karla Whittaker, and Minah Woo for developing this new program; Carrie Brinser, Beth Homan, and Katie Turner for marketing and public relations services; and Sarah Angerer for grant writing support.
Spring 2019 Job Fair
On March 22, 2019, the office of counseling and career services hosted the spring 2019 job fair. One hundred and twenty-five employers and approximately 600 job seekers attended this event. The employers represented industries such as computer and information systems, customer service, science and technology, health services, and sales and marketing. Several major organizations supported the event including: Daly Computers, Ecoprint, Inc., EN Engineering, Howard County General Hospital, Howard County Public School System, Howard Tech Advisors, National Association of Educational Procurement, Sheppard Pratt Health System, Springfield Hospital Center, Turf Valley Resort, and Wegmans Food Markets.

I would like to thank the staff from athletics, disability support services, facilities, finance, the help desk, information services, public relations and marketing, public safety, student life, and the welcome center for their assistance and support. Special thanks to counseling and career services for organizing the event, including Kelly Cappello, Jay Coughlin, Amy Crawford, Eileen Diggs, Beth Evans, Michael Geathers, Kassy Hargadon-Zester, Erin Hassan, Paul Martin, Lorraine Maxwell, Jennifer Phillips, Irma Rosado, Joy Stephens, Tasha Stepney, Tanja Swain, David Tirpak, and Zana Watson, who exemplified collaboration and teamwork to make this event a great success. In addition, I wish to acknowledge the following HCC staff for their invaluable assistance in supporting the event: Jean Anderson, Bill Davis, Kevin Elza, Wendell Epps, Erin Foley, Dewey Grim, Carla Hairston, Dianna Heaney-Reynolds, Bernard Kelly, Donna Kelly, Chetra Kim, Janice Marks, Cindy Peterka, Ada Resendez, Kate Seagroves, and Awilda Velazquez. Lastly, thank you to the student and community volunteers for their supportive efforts throughout the day for helping students find their pathways to success.

RecycleMania Results
The results are in, and during the 2019 RecycleMania competition, HCC accomplished the following:

- more than 50 students and faculty pledged to reduce their personal waste by recycling more;
- approximately 540 gallons of plastic bags were collected and recycled;
- more than 100 pairs of shoes were donated;
- approximately 15 pounds of batteries and CDs/DVDs were kept out of the landfill;
- twenty-one phones were donated to those in need; and
- one-hundred pounds of clothing/textiles were recycled and donated.

I would like to extend a special thanks to Bob Marietta and the college’s sustainability interns, Caitlin Beckjord and Lauren Kurtz, for their tireless work on this project.

Internship Update
In fiscal year (FY) 2018, the number of internships/co-ops was 191. This was an increase from 161 in FY17, representing an 18.6 percent increase. As of March 26, 2019, 165 students have participated in internships/co-ops and the program is on track to increase five percent over FY18, with a target of 200 internships for FY19. Examples of workplace locations where students participated in internships/co-ops include: NASA, NIH, NSA,
Department of the Navy, Howard County Police Department, Humanim, Maryland Legislative Assembly, National Aquarium, and Specialized Engineering.

During spring 2019, the college launched a formal on-campus, paid internship program designed to support students who do not have transportation for opportunities in the community and provide valuable work experience to international students who are only able to work on the college campus rather than for an external employer due to visa restrictions. Eighteen students are participating in a variety of college departments, some of which include information technology, public relations and marketing, Dragon Digital Radio, the Athletic Center, admissions and advising, and Rep Stage.

The college, with support from the HCC Educational Foundation, plans to double the on-campus internship program in FY20. In addition, counseling and career services has been collaborating with financial aid services to develop some on-campus work-study internships that have different duties than traditional work-study positions and that incorporate supervision and training components into the experiential learning opportunity. Four on-campus work-study positions were offered during spring 2019, and there is the potential to develop many more opportunities.

A diverse group of students participate in internships/co-op experiences, with 62 percent female and 38 percent male in FY18 and 54 percent female and 42 percent male in FY 19. Data on race and ethnicity are reflected below:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>25.1%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>20.9%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>National Hawaiian/Pacific Islander</td>
<td>0.5%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>White</td>
<td>39.2%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>3.1%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Opportunities for internships for all students are provided through two fairs (40 employers per event) and two job fairs (80-120 employers per event) annually where students can speak with recruiters about internship and employment opportunities. Also, internship opportunities are posted on HCC Job Connection, the online job/internship database of counseling and career services, for students to view and apply. Staff in career services promote internships to diverse student populations by sponsoring information sessions for Silas Craft Collegians, Howard P.R.I.D.E., Career Links, Student Support Services, and Ambiciones.
Development Update

<table>
<thead>
<tr>
<th>March Foundation Revenue</th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gifts and Pledges Only</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monthly total[1]</strong></td>
<td>$110,800</td>
<td>$254,412</td>
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<tr>
<td><strong>Endowment revenue</strong></td>
<td>$624</td>
<td>$92,553</td>
</tr>
<tr>
<td><strong>Scholarship revenue</strong></td>
<td>$14,387</td>
<td>$56,272</td>
</tr>
<tr>
<td><strong>Grant revenue</strong></td>
<td>$5,794</td>
<td>$ 6,126</td>
</tr>
</tbody>
</table>

[1] Endowment, scholarship, and grant revenues reflect ONLY funds that have been restricted to those specific types of accounts. The monthly total includes all revenue, including in-kind, and therefore is not a sum of the numbers indicated for endowment, scholarship, and grant funds.

The monthly total and the endowment revenue are higher in 2018 due in large part to an $85,000 endowment contribution that was booked in March 2018, but in 2019 was booked in February.

Capital Update

**Renovations to Howard Hall and Academic Commons formerly known as N and ST Buildings**

The phased renovations for this project continue as scheduled. As the project phases are moving toward completion, there are a number of items that will be completed over spring break to minimize disruption and pedestrian flow. These include the elevator refresh and painting, and the exterior concrete work on the south side of the Howard Hall building. The concrete subcontractors will be on campus to demolish and replace the concrete along that wall.

The Academic Commons (AC) Annex has been waterproofed and the interior work is proceeding. The exterior rain screen channels are being installed and will be completed at the end of April. The aluminum railing has been ordered and is anticipated for completion in mid-July.

The exterior work on the AC envelope and roof is 100 percent complete pending the roofing warranty inspection. Within the main core of the AC building, the terrazzo flooring installation is approximately 89 percent complete. Audiovisual equipment is being installed in all first floor classrooms and carpet is being installed behind the audiovisual equipment installation. The work is progressing and the carpet installation is approximately 40 percent complete.

The college requested that the project team evaluate the project’s progress to achieve U.S. Green Building Council LEED Gold Certification. The project is currently tracking 64 points and while the Gold status requirement is only 60 points, the team is assessing where more points can be obtained.
The project phasing includes the modifications to the facilities department that is still on track to be completed at the end of April. The college’s facilities department continues to monitor the phasing schedule for the renovations in coordination with the architects and construction manager. The team works conscientiously with the goal of sequencing the work to reduce costs, minimize disruptions to class, and maximize the capacity of temporary swing space during this project.

The project schedule remains on track consisting of five phases, which began in June 2017 and is expected to conclude with the final phase to be completed summer 2019.

Facility Renewal and Renovation Projects
The college prioritizes and schedules its renovation needs as documented in the facilities condition assessment, facilities master plan, and identified by the renovations assessment committee. The current renovation projects that are in progress and those that have been recently completed are listed below.

The fire alarm panel upgrades in Duncan Hall were recently completed.

Projects in progress include:
- athletic complex storage and utilities upgrades;
- pedestrian and vehicular wayfinding phased signage installation;
- HVPA academic studio repurposing design; and
- campus-wide elevator cab modifications.
C – Board Member Comments
D – Reports to the Board of Trustees

- Howard Community College Educational Foundation Board of Directors Meeting, April 10, 2019
E-1 End: Leadership
Board Key Performance Indicator Report

Background: This report addresses the board end, Leadership. HCC aligns its strategic planning operations with the performance excellence criteria developed by the Baldrige Performance Excellence Program. Monitoring measures were selected by the board in 2003. The measures include the required Maryland Higher Education Commission (MHEC) indicators. The dashboard was introduced as a vehicle to summarize the information in 2005.

Green – signals that HCC is operating above the benchmark, yellow – indicates performance is at the benchmark, and red – shows that the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue. Information concerning benchmarks is in purple.

At its May 18, 2016, meeting, the trustees reset and approved the five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. For non-MHEC indicators, the trustees also approved the targets, as needed. Hence, a number of the dashboard indicators are red.

Once reviewed 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 key performance indicator (board end) system. The website address is: http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/

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.

Compliance: This report is in compliance with Board Bylaw VII - Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.
This category examines how the college’s senior leaders guide and sustain the college. HCC’s governance is also examined in this category, as well as how the college addresses its ethical, legal, and community responsibilities.

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Current</th>
<th>Benchmark By 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MHEC</strong></td>
<td>1. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions&lt;br&gt;<em>(less than 55% is better in this measure)</em></td>
<td>52.5%</td>
<td>55.0%</td>
</tr>
<tr>
<td></td>
<td>2. Percentage of expenditures on instruction</td>
<td>50.5%</td>
<td>51.0%</td>
</tr>
<tr>
<td></td>
<td>3. Percentage of expenditures on instruction and selected academic support</td>
<td>56.9%</td>
<td>58.0%</td>
</tr>
<tr>
<td><strong>External Quality Feedback</strong></td>
<td>Senior Leadership &lt;br&gt;How do senior leaders lead the organization?</td>
<td>Baldrige 2018 70-85%</td>
<td>50-65%</td>
</tr>
<tr>
<td></td>
<td>Governance and Social Responsibility&lt;br&gt;How do you govern your organization and fulfill your societal responsibilities?</td>
<td>70-85%</td>
<td>50-65%</td>
</tr>
<tr>
<td><strong>QUEST</strong> (Employee Survey)</td>
<td>Express open viewpoints</td>
<td>3.89</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Overall ratings of the VPs as a team</td>
<td>4.06</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Overall rating of the Board of Trustees</td>
<td>4.18</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Overall rating of the President</td>
<td>4.28</td>
<td>3.50</td>
</tr>
</tbody>
</table>
The following are three measures mandated by the Maryland Higher Education Commission (MHEC). Peer colleges (*based on campus enrollment*) are the College of Southern Maryland, Harford Community College, and Frederick Community College.

<table>
<thead>
<tr>
<th>Ratio of community college tuition and fees for full-time service area students to average tuition and fees for full-time resident undergraduates at Maryland public four-year colleges and universities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions</td>
</tr>
<tr>
<td>FY14</td>
</tr>
<tr>
<td>52.9%</td>
</tr>
<tr>
<td>n=$4,378/ $8,280</td>
</tr>
<tr>
<td>Peer AVG:</td>
</tr>
<tr>
<td>State AVG:</td>
</tr>
<tr>
<td>Best in State:</td>
</tr>
</tbody>
</table>

*Lower than 55% is better.

<table>
<thead>
<tr>
<th>Percentage of total unrestricted (Educational and General) expenditures that goes to instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Percentage of expenditures on instruction</td>
</tr>
<tr>
<td>FY14</td>
</tr>
<tr>
<td>51.6%</td>
</tr>
<tr>
<td>Peer AVG:</td>
</tr>
<tr>
<td>State AVG:</td>
</tr>
<tr>
<td>Best in State:</td>
</tr>
</tbody>
</table>

HCC devotes a higher percent of budget to instruction compared to its peers and the state average.

<table>
<thead>
<tr>
<th>Percentage of total unrestricted (Educational and General) expenditures that goes to instruction, plus the percentage of total unrestricted expenditures that goes to all areas of academic support including academic administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Percentage of expenditures on instruction and selected academic support.</td>
</tr>
<tr>
<td>FY14</td>
</tr>
<tr>
<td>57.7%</td>
</tr>
<tr>
<td>Peer AVG:</td>
</tr>
<tr>
<td>State AVG:</td>
</tr>
<tr>
<td>Best in State:</td>
</tr>
</tbody>
</table>

HCC devotes a higher percent of budget to instruction and selected academic support compared to its peers and the state average. The administration believes that HCC’s percentage of expenditures on instruction and selected academic support is less than the best in state due to the fact that with the addition of new facilities on campus, instructional technology has been funded by capital money during construction and not operating funds.
External Measures

The college prepared and submitted applications to the Baldrige quality award competition.

| National Baldrige Performance Excellence Award Application (Overall Score) |
|---|---|---|
| November 2013: 39.2-54.2% **Criteria enhanced** | November 2016: 34.9-49.9% |
| November 2014: 36.0-51.0% | November 2017: 58.2-73.0% **Criteria enhanced** |
| October 2015: 38.4-53.4% **Criteria enhanced** | December 2018: 62.6%-77.6% |

<table>
<thead>
<tr>
<th>Baldrige Criteria 1000 points</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9%</td>
<td>10-29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 1: Leadership 120 points</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>1.1 Senior Leadership 70 points</td>
<td>0-9%</td>
<td>10-29%</td>
<td>30-49%</td>
<td>50-69%</td>
<td>70-89%</td>
<td>90-100%</td>
</tr>
<tr>
<td>1.2 Governance and Social Responsibilities 50 points</td>
<td>0-9%</td>
<td>10-29%</td>
<td>30-49%</td>
<td>50-69%</td>
<td>70-89%</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

**Action:** HCC receives a detailed feedback report in late fall delineating strengths and weaknesses in each category. The president’s team reviews the opportunities for improvement and charges process improvement teams to pursue those initiatives. HCC won the 2007 U.S. Senate Productivity Award (Maryland Performance Excellence Award). HCC was a finalist and hosted site visits in 2017 and 2018 for the Baldrige Award. In 2017, the college received best practice recognition in category 3, Customers, and category 6, Operations. **In 2018, HCC received best practice recognition in category 1, Leadership.**

**Benchmark:** When the benchmark was originally set, institutions receiving an overall score of 450 or more received a site visit. In April 2009, the board accepted the administration’s recommendation to increase the benchmark: **HCC will receive a 50-65 percent rating for category 1, Leadership, of the performance excellence criteria by 2018. HCC has exceeded that benchmark. HCC’s team is again working with a Baldrige coach for this year’s application due in April 2019.**
Internal Measures

The QUEST (QUality Evaluation of Service Trends) survey is arranged by the Malcolm Baldrige Performance Excellence categories. Ratings shown below for the items in category 1 are on a five-point quality scale, with 5 being the highest (excellent) and 1 the lowest (poor).

### Category One: Leadership 2016-2018 QUEST Ratings

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know HCC’s mission.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating on the President.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating on Board of Trustees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating on Vice Presidents as a Team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization asks what I think.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with the freedom to express viewpoints.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All measures exceeded the HCC benchmark of 3.50.

**Talking Points for the Board of Trustees**

HCC strives to keep college affordable and directs the majority of its resources to instructional activity and support.

HCC employees rate the board of trustees, the vice presidents, and the president highly and indicate that a positive climate in which to express their ideas exists at the college.

HCC received an American Association of Community Colleges (AACC) award for Exemplary CEO/Board Relationship for 2019.
E-2 Financial Statements

Background: In May 2009, the college agreed to distribute the monthly financial statements to the county within four to six weeks of the end of the month. Since it normally takes two weeks to close out the books for the month, the board formerly received the financial statements two months in arrears due to the timing of the distribution of the board materials. In order to ensure that the board receives the statements prior to the distribution to the county, the financial statements are now sent electronically to the board with a paper copy of the statements distributed at the meeting. The February statements will be posted and available for board review on April 29, 2019.

Purpose: Disclosure to the board of trustees

Recommendation

This item is for information only and requires no board action. Lynn Coleman, vice president of administration and finance, will briefly review the financial statements with the board.

Compliance: The financial statements are submitted in support of Board Bylaws Article II – The Board of Trustees Responsibilities and Powers.
Howard Community College
Financial Results
for the period ending March 31, 2019
## HOWARD COMMUNITY COLLEGE
### OPERATING BUDGET FINANCIAL REPORT MARCH
#### Fiscal Year (FY) 2019

<table>
<thead>
<tr>
<th>SOURCE OF FUNDS</th>
<th>Actuals As of March FY19</th>
<th>Approved Budget FY19</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer I</td>
<td>$496,223</td>
<td>$1,259,700</td>
<td>39%</td>
</tr>
<tr>
<td>Summer II</td>
<td>1,216,696</td>
<td>950,300</td>
<td>128%</td>
</tr>
<tr>
<td>Fall</td>
<td>13,180,575</td>
<td>13,596,200</td>
<td>97%</td>
</tr>
<tr>
<td>Winter</td>
<td>998,053</td>
<td>957,000</td>
<td>104%</td>
</tr>
<tr>
<td>Spring</td>
<td>12,112,742</td>
<td>12,293,200</td>
<td>99%</td>
</tr>
<tr>
<td>Fees</td>
<td>3,268,292</td>
<td>3,556,070</td>
<td>92%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$31,272,579</td>
<td>$32,612,470</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$26,239,365</td>
<td>$34,985,816</td>
<td>75%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>12,243,004</td>
<td>16,324,006</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barnes and Noble contribution</td>
<td>90,000</td>
<td>120,000</td>
<td>75%</td>
</tr>
<tr>
<td>Continuing education contribution</td>
<td>803,468</td>
<td>1,071,291</td>
<td>75%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>1,492,412</td>
<td>1,989,882</td>
<td>75%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$41,692,363</td>
<td>$54,936,181</td>
<td>76%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$72,964,943</td>
<td>$87,548,651</td>
<td>83%</td>
</tr>
</tbody>
</table>

All new information appears in green ink.

No enrollment increase was budgeted for FY19. The per-credit hour in-county tuition rate increased by $2, out-of-county increased by $7, and out-of-state increased by $12. Credit hour rates are $138, $226, and $276, respectively.

Summer I is the first half of the 2019 summer term, and occurs at the end of FY19. The revenue shown here represents preregistrations for the term that begins May 29, 2019.

As of July 15, 2018, summer II had a three percent FTE increase from the prior year, however, headcount was down one percent. While out-of-county enrollments were higher than projected in summer II, the FY19 budget for summer was underestimated. In April 2017, preregistration for summer was trending down from the prior year; therefore, excess revenue earned in FY18 was not added back to the budget.

As of September 16, 2018, fall FTE was down three percent, and headcount was down 2.7 percent.

Winter FTE from the January 6, 2019, census report was up .2 percent or .467 FTE. Both out-of-county and out-of-state enrollments are higher than anticipated in the budget.

As of February 19, 2019 (census), spring was up .2 percent or 4.1 FTE as compared to the prior spring term. Headcount increased 1.8 percent. However, both out-of-county and out-of-state revenue were down, causing the lower actual tuition number.

Fee revenue is tracking four percent lower as a percentage of budget when compared to the prior year.

Area tracking as budgeted. A 3.01 percent increase was received from the county for FY19.

$617,864 or 75 percent of other income is from investment income. Interest rates on investments since the budget was developed have doubled. Sales of excess equipment totaled $153,224, or 19 percent. The balance of other income comes from miscellaneous sources.

Area tracking as budgeted. This represents Barnes and Noble's contribution to the operating budget. The contribution is intended to offset costs associated with the use of facilities to operate the bookstore.

Area tracking as budgeted. This represents continuing education's contribution to the operating budget.

Area tracking as budgeted. The prior year fund balance is being used to balance the FY19 budget as planned.

The percentage of revenues to date is one percent lower when compared to the prior year.
## USE OF FUNDS

<table>
<thead>
<tr>
<th>Area</th>
<th>Budgeted</th>
<th>Actual</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$31,990,832</td>
<td>$37,109,627</td>
<td>86%</td>
</tr>
<tr>
<td>Public service</td>
<td>541,071</td>
<td>691,298</td>
<td>78%</td>
</tr>
<tr>
<td>Academic support</td>
<td>8,884,880</td>
<td>10,957,893</td>
<td>81%</td>
</tr>
<tr>
<td>Student services</td>
<td>6,954,606</td>
<td>8,275,481</td>
<td>84%</td>
</tr>
<tr>
<td>Facilities</td>
<td>11,409,708</td>
<td>13,893,586</td>
<td>82%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>12,190,930</td>
<td>14,675,768</td>
<td>83%</td>
</tr>
<tr>
<td>Scholarships/waivers/discounts</td>
<td>1,796,593</td>
<td>1,944,998</td>
<td>92%</td>
</tr>
</tbody>
</table>

### SUBTOTAL

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>Actual</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73,768,618</td>
<td>$87,548,651</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>Actual</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73,768,618</td>
<td>$87,548,651</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in fund balance</th>
<th>Budgeted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>($803,676)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Overall expenditures:

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here. Variance of greater than two percent of the average percentage spent to date will be explained below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>A higher percentage of non-salary budget in this function is not committed at this time.</td>
</tr>
<tr>
<td>Public service</td>
<td>Cost centers that support learning communities will commit funding for the spring term later in the year. Cost centers that support faculty and program development typically expend funds at the end of the year. These items impact the spending variance.</td>
</tr>
<tr>
<td>Academic support</td>
<td>Area tracking as budgeted.</td>
</tr>
<tr>
<td>Student services</td>
<td>Area tracking as budgeted.</td>
</tr>
<tr>
<td>Facilities</td>
<td>Area tracking as budgeted.</td>
</tr>
<tr>
<td>Institutional support</td>
<td>Area tracking as budgeted.</td>
</tr>
</tbody>
</table>

Scholarships are awarded six weeks after the start of term, and most awards are posted in the September/October and March/April time frame. The expenditures shown here are for summer II, fall, and the winter/spring term scholarships. The waivers and discounts are for summer I and II, fall, and winter/spring. Summer I scholarships will be recorded in June.

The percentage of expenditures to date is one percent higher than the prior year.
Operating Budget - March Comparison of Operating Budget Spent and Encumbered for Fiscal Years 2018 and 2019

Dual enrollment discounts are higher than anticipated in the budget. Some scholarships will be given from available scholarship funds in fund 13.
### HOWARD COMMUNITY COLLEGE
### CONTINUING EDUCATION BUDGET FINANCIAL REPORT MARCH
### Fiscal Year 2019

#### SOURCE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Actuals As of March FY19</th>
<th>Approved Budget FY19</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>$1,449</td>
<td>$10,467</td>
<td>14%</td>
</tr>
<tr>
<td>Spring</td>
<td>47,096</td>
<td>10,467</td>
<td>450%</td>
</tr>
<tr>
<td><strong>Noncredit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>923,313</td>
<td>976,800</td>
<td>95%</td>
</tr>
<tr>
<td>Fall</td>
<td>1,124,355</td>
<td>1,441,939</td>
<td>78%</td>
</tr>
<tr>
<td>Winter</td>
<td>572,724</td>
<td>837,255</td>
<td>68%</td>
</tr>
<tr>
<td>Spring</td>
<td>588,933</td>
<td>1,395,455</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Subtotal noncredit tuition</strong></td>
<td>3,209,325</td>
<td>4,651,449</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>1,875,243</td>
<td>1,998,950</td>
<td>94%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$5,133,113</td>
<td>$6,671,332</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>1,582,257</td>
<td>2,109,676</td>
<td>75%</td>
</tr>
<tr>
<td>Other</td>
<td>231,658</td>
<td>295,658</td>
<td>78%</td>
</tr>
<tr>
<td>Continuing education contribution</td>
<td>(803,468)</td>
<td>(1,071,291)</td>
<td>75%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>33,040</td>
<td>333,785</td>
<td>10%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$1,043,486</td>
<td>$1,667,828</td>
<td>63%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$6,176,599</td>
<td>$8,339,160</td>
<td>74%</td>
</tr>
</tbody>
</table>

All new information appears in green ink.

Credit revenue is from credit courses contracted to Howard County Business for their employees.

There were a higher number of contracts from Howard County Businesses than anticipated for spring.

The summer term runs during July and August. Revenue is up four percent from the prior year. Enrollments and FTEs are higher in child care open enrollment courses, allied health open enrollment courses, and General Services Administration (GSA) contracts. In courses eligible for state funding, FTEs are up 23.29 or 12.07 percent.

The fall term runs September through December. Compared to last year, revenue is down six percent, or $76,743, from the prior fall term. FTE decreased 25.27, or five percent. While the programs mentioned in summer above continue to be strong in fall, the overall decline is primarily in the Department of Labor, Licensing, and Regulation program where FTEs are down 49.01. Competition from others offering similar programs is the cause for the decline. Other areas with declining enrollment include the Business Training Center (BTC), professional development, and the English Language Center.

Renovations at the BTC will cause lower activity for the rest of this year. International students gaining entry into the US is also a factor. FTEs in eligible senior programs fell, however, new popular non-FTE courses have grown revenues in that area.

The winter term runs January through March. Compared to last year, revenue is up one percent, or $3,787, from the prior winter term. FTE increased 5.15, or one percent. Higher enrollments from government contracts were offset by the loss of a local business contract that is opting to do online and virtual training. Health care enrollments are causing the overall slight increase in both revenue and FTE.

The spring term runs April through June. This revenue is from pre-registrations and adjustments to the prior year.

Overall noncredit revenues are two percent lower as a percentage of budget than this time last year. This is a two percent decrease from the prior year's actual revenue.

Fees are attached to specific classes and pay for materials and other direct costs. Fees are two percent lower, as a percentage of budget as last year.

Tuition and fee revenue is down one percent as a percentage of budget from the prior year.

There is a slight increase in state funding in this area as compared to the prior year.

Area is tracking ahead of budget, however, revenues are not earned evenly during the year.

Area tracking as budgeted. This represents continuing education's contribution to the operating budget.

The fund balance was used to fund work-study and financial aid, as approved in the budget. In addition, funds are available for furniture and equipment replacement.

Revenue is down two percent, as a percentage of budget when compared to the prior year.
## USE OF FUNDS

Overall expenditures:

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here.

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Budgets</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,802,377</td>
<td>$7,496,262</td>
<td>77%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>645,180</td>
<td>842,899</td>
<td>77%</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$6,447,557</strong></td>
<td><strong>$8,339,160</strong></td>
<td><strong>77%</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,447,557</strong></td>
<td><strong>$8,339,160</strong></td>
<td><strong>77%</strong></td>
</tr>
<tr>
<td>Change in fund balance</td>
<td>($270,958)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Expenditures and encumbrances are one percent lower than the prior year at this time.
March Continuing Education Comparison of Budget Encumbered for Fiscal Years 2018 and 2019

The FY19 budget is on track in the current year.
## HOWARD COMMUNITY COLLEGE
### SPECIAL FUNDS BUDGET FINANCIAL REPORT MARCH
#### Fiscal Year 2019

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Actuals As of March FY19</th>
<th>Approved Budget FY19</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer I</td>
<td>$24,800</td>
<td>$115,500</td>
<td>21%</td>
</tr>
<tr>
<td>Summer II</td>
<td>228,009</td>
<td>220,000</td>
<td>104%</td>
</tr>
<tr>
<td>Fall</td>
<td>424,031</td>
<td>1,909,603</td>
<td>22%</td>
</tr>
<tr>
<td>Spring</td>
<td>318,864</td>
<td>1,817,876</td>
<td>18%</td>
</tr>
<tr>
<td>Noncredit</td>
<td>78,804</td>
<td>136,000</td>
<td>58%</td>
</tr>
<tr>
<td>Fees</td>
<td>1,013,090</td>
<td>1,056,257</td>
<td>96%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td><strong>$2,087,598</strong></td>
<td><strong>$5,255,236</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>284,324</td>
<td>379,098</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>1,327,603</td>
<td>3,627,032</td>
<td>37%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>771,153</td>
<td>10,425,084</td>
<td>7%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$2,383,079</strong></td>
<td><strong>$14,431,214</strong></td>
<td><strong>17%</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4,470,677</strong></td>
<td><strong>$19,686,450</strong></td>
<td><strong>23%</strong></td>
</tr>
</tbody>
</table>

All new information appears in green ink.

Tuition and fees shown here are primarily from the Laurel College Center (LCC). The LCC partnership statements will be presented for the third quarter at the May board meeting. Budgets in this fund include spending authority should enrollment grow unexpectedly.

Summer I will occur at the end of the fiscal year. The revenue shown here is for preregistrations for the term that begins May 29, 2019.

At the LCC, summer II FTE had a 2.2 percent increase in FTE and headcount was up 0.8 percent. Total FTE was 42,633.

At the LCC, fall FTE had a 12.5 percent decrease and headcount was down 8.7 percent. Total FTE was 71,233.

At the LCC, spring FTE had a 9.4 percent decrease and headcount was down 5.1 percent. Total FTE was 58,233.

Noncredit revenue is earned at the LCC and in the Project Access program; both are up from the prior year.

Fees are tracking on budget, the majority of the fees come from the consolidated fee for technology. In FY18, these fees were recognized in the operating fund, but were moved during budget development to the special funds.

There is no county support for programs in this fund.

Area is tracking as budgeted. Funding is for FTEs generated in FY17 by Project Access and the LCC.

Other income is from service or program revenue. Primary programs include international education, youth arts programs, various camps, music arts, and the theater programs. The high budget allows potential growth for all programs in this fund including the LCC.

This actual amount is the current fund balance that programs require to pay expenditures at this time.

The percentage of revenues to budget is three percent higher than the prior year; however, revenue is the same as the prior year.
## USE OF FUNDS

High budgets in this fund include spending authority for special programs and the general fund, should enrollments exceed expectations. Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here.

Expenditures include the LCC, international education programs, the music arts programs, and various other instructional program-related expenses. Expenditures at the LCC are trending higher in FY19 as adjunct costs increase. Enrollments, however, have declined. In addition, expenditures include FY18 year-end purchases committed in the budget but not received until FY19, and therefore included in this year's expenditures.

Budget in this function is primarily for spending authority. Expenses are for educational media services in FY19. In FY18, the radio station, which has moved to fund 10, was also expensed in this fund.

Expenditures include HCC's learning communities, community theatre, music, and library programs. Technology costs that support instruction are also included in this function. In addition, new expenses for a position to support dual enrollment is included in these expenditures.

Expenditures include the professional theatre, job fair program, sports programs, and special testing. Expenditures include FY18 year-end purchases committed in the budget but not received until FY19, and therefore included in this year's expenditures.

Expenditures are primarily for technology upgrades done to support the administrative area.

This function includes one-time scholarship funds for students who do qualify for financial assistance based on need alone. Financial assistance for appeals due to medical and other special situational circumstances are being awarded from the special funds.

The percentage of expenditures to budget is three percent higher than the prior year; however, expenses to date are the same as the prior year.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget 19-20</th>
<th>Actual 20-21</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$2,078,620</td>
<td>$7,090,088</td>
<td>29%</td>
</tr>
<tr>
<td>Public service</td>
<td>4,641</td>
<td>202,500</td>
<td>2%</td>
</tr>
<tr>
<td>Academic support</td>
<td>867,931</td>
<td>2,909,554</td>
<td>30%</td>
</tr>
<tr>
<td>Student services</td>
<td>651,343</td>
<td>3,152,454</td>
<td>21%</td>
</tr>
<tr>
<td>Facilities</td>
<td>169,293</td>
<td>2,687,413</td>
<td>6%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>464,798</td>
<td>2,991,441</td>
<td>16%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>234,051</td>
<td>653,000</td>
<td>36%</td>
</tr>
</tbody>
</table>

**SUBTOTAL**  
$4,470,677 $19,686,450 23%

**TOTAL**  
$4,470,677 $19,686,450 23%

**Change in fund balance**  
($0) $0
Expenditures in the special funds are for various programs throughout the college. Most programs are self-supported, however, some are supported by the college's fund balances on a temporary basis until permanent funding in the operating budget can support them. In addition, changes to spending authority in the special funds skews these percentages spent to date. See the expenditure explanations for the larger variances in public service, student services, facilities, institutional support and scholarships, shown in the graph below.

![Special Funds - Comparison of Operating Budget Encumbered for March Fiscal Year 2018 and Fiscal Year 2019](image-url)
<table>
<thead>
<tr>
<th>Description of account</th>
<th>FY19 3rd Quarter *Actuals</th>
<th>FY19 3rd Quarter Budget</th>
<th>FY19 Budget Variance</th>
<th>Notes</th>
<th>FY19 Annual Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition - child care/other</td>
<td>696,841</td>
<td>786,825</td>
<td>(89,984)</td>
<td>Enrollment was 88 percent of capacity, on average, through March.</td>
<td>1,049,100</td>
</tr>
<tr>
<td>Instructional support</td>
<td>158,177</td>
<td>145,604</td>
<td>12,574</td>
<td>Although currently higher than budgeted, support for the center is anticipated to be within budget for the year as enrollment has grown in recent months.</td>
<td>194,138</td>
</tr>
<tr>
<td>Student services support</td>
<td>158,177</td>
<td>145,604</td>
<td>12,574</td>
<td>194,138</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous revenue</td>
<td>205</td>
<td>-</td>
<td>205</td>
<td></td>
<td>241,600</td>
</tr>
<tr>
<td>Revenue before contingency</td>
<td>1,013,400</td>
<td>1,078,032</td>
<td>(64,632)</td>
<td>94%</td>
<td>1,437,376</td>
</tr>
<tr>
<td>Contingency for full capacity</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>1,678,976</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>1,013,400</td>
<td>1,078,032</td>
<td>(64,632)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly</td>
<td>42,990</td>
<td>43,122</td>
<td>132</td>
<td>One late hire and one open position resulted in salary savings.</td>
<td>57,496</td>
</tr>
<tr>
<td>Overtime</td>
<td>4,545</td>
<td>5,250</td>
<td>705</td>
<td>New personnel have higher cost benefits than were estimated in the budget; this overage will be covered with salary savings.</td>
<td>700</td>
</tr>
<tr>
<td>Budgeted wages</td>
<td>607,746</td>
<td>661,699</td>
<td>53,953</td>
<td></td>
<td>882,265</td>
</tr>
<tr>
<td>Benefits</td>
<td>313,266</td>
<td>303,836</td>
<td>(9,430)</td>
<td></td>
<td>405,115</td>
</tr>
<tr>
<td>Contracted services</td>
<td>3,101</td>
<td>4,500</td>
<td>1,399</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Advertising/recruitment</td>
<td>169</td>
<td>563</td>
<td>393</td>
<td></td>
<td>750</td>
</tr>
<tr>
<td>General office supplies</td>
<td>2,723</td>
<td>2,250</td>
<td>(473)</td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Instructional supplies</td>
<td>1,050</td>
<td>4,500</td>
<td>3,450</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>First aid and diaper supplies</td>
<td>1,632</td>
<td>2,625</td>
<td>993</td>
<td></td>
<td>3,500</td>
</tr>
<tr>
<td>Snack foods</td>
<td>4,082</td>
<td>6,000</td>
<td>1,918</td>
<td></td>
<td>8,000</td>
</tr>
<tr>
<td>Classroom supplies</td>
<td>1,672</td>
<td>3,000</td>
<td>1,328</td>
<td></td>
<td>4,000</td>
</tr>
<tr>
<td>Kitchen supplies</td>
<td>1,223</td>
<td>1,875</td>
<td>652</td>
<td></td>
<td>2,500</td>
</tr>
<tr>
<td>Cleaning supplies</td>
<td>896</td>
<td>1,500</td>
<td>604</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Special supplies</td>
<td>572</td>
<td>4,875</td>
<td>4,303</td>
<td></td>
<td>6,500</td>
</tr>
<tr>
<td>Portable communications</td>
<td>521</td>
<td>1,125</td>
<td>604</td>
<td></td>
<td>1,500</td>
</tr>
<tr>
<td>Postage</td>
<td>43</td>
<td>188</td>
<td>145</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Conferences and meetings</td>
<td>1,378</td>
<td>3,000</td>
<td>1,623</td>
<td></td>
<td>4,000</td>
</tr>
<tr>
<td>Travel-local</td>
<td>188</td>
<td>188</td>
<td>0</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Catering</td>
<td>307</td>
<td>563</td>
<td>265</td>
<td></td>
<td>750</td>
</tr>
<tr>
<td>Dues and subscriptions</td>
<td>617</td>
<td>375</td>
<td>(242)</td>
<td>This overage will be covered with salary savings.</td>
<td>500</td>
</tr>
<tr>
<td>Utilities</td>
<td>15,336</td>
<td>18,750</td>
<td>3,414</td>
<td>The full budget is sufficient to cover this annual expense.</td>
<td>25,000</td>
</tr>
<tr>
<td>Liability insurance</td>
<td>9,473</td>
<td>8,250</td>
<td>(1,223)</td>
<td>This expense will be covered with salary savings.</td>
<td>11,000</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>59</td>
<td>-</td>
<td>(59)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses before contingency</td>
<td>1,013,400</td>
<td>1,078,032</td>
<td>(64,632)</td>
<td>94%</td>
<td>1,437,376</td>
</tr>
<tr>
<td>Contingency for full capacity</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>1,678,976</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>1,013,400</td>
<td>1,078,032</td>
<td>(64,632)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net balance of account</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

* Actuals do not include encumbrances.
E-3 Plan for Diversity, Inclusion, and Equity Report

**Background:** Effective January 1, 2013, Maryland Education Article §11-406 requires each public institution of higher education in Maryland to submit a plan regarding its program of cultural diversity to its governing body on or before July 1 of each year. If an institution already had a program in place, the institution of higher education needed to develop and implement a plan for improving the program. The governing body, by September 1 of each year, must then submit a progress report regarding the institution’s implementation of its plan to the Maryland Higher Education Commission.

**Purpose:** To ensure that HCC is adhering to Maryland State Education Article §11-406 by disclosing the college’s diversity plan report to the board and to obtain board approval

**Timeline:** Annual submission to the board by July 1 of each year and progress report submitted to the Maryland Higher Education Commission by September 1 each year

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**Recommendation**

The administration requests that the board of trustees approve the college’s plan for diversity, inclusion and equity report.

**Compliance:** This item is in compliance with State Education Article §11-406, Plan for Program of Cultural Diversity.
Howard Community College (HCC) has had a plan for diversity, inclusion, and equity in place for nearly 30 years. The plan for diversity, inclusion, and equity sets forth guidelines for ensuring equity and improving cultural diversity in recruitment, employment, academics, retention of students, and the overall experience at the college. It mandates that HCC’s diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/disability, as well as the values of equitable rights, access, and treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee with membership approved by the president. The committee is required to annually review and update the plan for diversity, inclusion, and equity, as appropriate.

HCC is proud of its plan for diversity, inclusion, and equity and ongoing campus diversity programming. In 2018, the college’s efforts to promote diversity, inclusion, and equity were recognized by the Association of Community College Trustees with the Charles Kennedy Equity Award. Cultural diversity continues to be addressed in a number of ways, including the following, among others:

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, and discussions, highlighted by an annual “Diversity Week” each spring.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take the training every two years.
- Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination.
- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to: race, gender, ethnicity, social class, disabilities, wellness, and cultural proficiency.
- The admissions and advising office has close working relationships with schools, community organizations, and other institutions that enhance the college’s ability to attract diverse populations. The college works with groups such as Conexiones, a community-based organization that helps Hispanic
students in Howard County achieve academically; high school clubs for Hispanic students; the Black Student Achievement Program; Alpha Achievers, a support group for African-American males in the Howard County Public School System; and FIRN, the Foreign-born Information and Referral Network, a Howard County non-profit that helps immigrants and refugees. The admissions and advising office works with the college’s English Institute and noncredit English as a Second Language (ESL) programs to enhance student access to HCC. The admissions and advising office participates in fairs for diverse populations, conducts its own fairs, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.

- Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a supportive learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.

- TRIO-Student Support Services (TRIO) is a U.S. Department of Education grant-funded academic support program that serves 242 first-generation, low-income and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO project is funded through 2020.

- Career Links is an institutionally-funded program that serves 120 students who are displaced homemakers over age 35, single parents (male or female), or single pregnant women who are unemployed/underemployed and committed to earning a college degree or certificate leading to a career. The program provides counseling, a support group, advising, and financial literacy education for its participants.

- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities. The program serves 80 students through its summer institute and employs 10 former students as peer mentors.

- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must: take 15 credits of globally intense coursework (including world languages) and earn a "C" or higher; participate in a globally enriching event each semester; either study abroad or complete an internship that provides experiential global learning; and demonstrate their learning in a portfolio.

- INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work.
• Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The 150 participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

• The HCC Safe Zone, developed through collaboration between the college’s wellness center and the counseling and career center, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees.

• HCC’s Hispanic/Latino student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic/Latino students and implementing initiatives to focus on retention of these students. The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion. Currently, the project serves 80 students, and is focusing on significantly increasing its participation during the 2018-19 academic year.

• The Women of Color Initiative, facilitated by student life and counseling and career services, welcomes women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.

• The college was represented on the Howard County Executive’s MD #OneHoward Steering Committee and hosted four HCC #USPEAK dialogues during the 2018-2019 academic year.

According to Education Article §11-406 of the Annotated Code of Maryland, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. A number of recommendations were made in last year’s report to the board of trustees. The following are some outcomes.

• Expanded the annual diversity week program to include more co-curricular offerings by faculty and staff members.

• Began the development of the diversity working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.

• Coordinated programming on campus that included topics including: campus climate, cultural competency, LGBTQIA concerns, immigration, implicit bias, international education, structural racism, and working with students with disabilities.

• Increased programmatic synergies with Ambiciones, Career Links, Howard
P.R.I.D.E., Silas Craft Collegians, and TRIO-Student Support Services.

- Sponsored the Modern African and Middle Eastern Literature Colloquium for 2018-19.
- Acquired new diversity training materials with a focus on the topics of cultural competence, gender equity and identity, intersectionality, microaggressions, privilege, and social justice.
- Increased training for the diversity committee members and college community was offered including featured training on: Building Trust in Diverse Work Environments; Experiencing and Managing Imposter Syndrome; Microaggressions in the Workplace and Classroom; and Search Committee Procedures.
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Sponsored Historically Black Colleges and Universities (HBCU) Week with co-curricular programming that exposed students and the campus community to the contributions of historically black institutions. The week featured a HBCU Transfer Fair with over 20 institutions, including Maryland’s four HBCUs.
- Established the hate and bias incident response team as a subcommittee of the college’s diversity committee to coordinate educational responses to incidents of hate and bias on-campus in conjunction with existing cross-functional teams that address behavioral interventions, student conduct, and employee well-being.

While the HCC plan for diversity, inclusion, and equity is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are recommendations for improving HCC’s plan for diversity, inclusion, and equity by May 1, 2020:

1) Implementing the revised plan for diversity, inclusion, and equity and committee policies to effectively position the committee as campus thought leaders in promoting a culture of diversity, equity, and inclusion.

2) Increase the offerings of future diversity trainings and workshops. Suggested topics in the upcoming academic year include: immigration, cultural competency, drug use and abuse, diversity in the workplace, free-speech and intellectual discourse.

3) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.

4) Continue to seek out additional meeting times, locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.
5) Continue supporting the office of student life and counseling and career services on “Food for Thought,” a monthly discussion series on diversity related topics for the campus community.

6) Continue the expansion of programming and outreach to increase students’ exposure to historically black and minority serving institutions to include increased promotion of articulation agreements between Maryland’s four HBCUs, additional college tours, and on-campus exposure.

7) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: immigration, multicultural awareness, at-promise students, and privilege.

8) Implement key recommendations from interviews and surveys of minority employees by the human resources office and the diversity committee.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at http://www.howardcc.edu/services-support/public-safety/. The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

Finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:

- **STEM and critical language opportunities:** Programs and scholarships that increase opportunities for underrepresented students in science, technology, engineering, and mathematics (STEM), and critical language programs.

- **Assistive technology:** Funding for educational technology that enhances learning and supports the access and success of students with disabilities.

- **Transition to college/employment for students with disabilities:** HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding would support the expansion of these programs as space is currently limited and the demand is rising consistently each year.

- **Additional funding for TRIO-Student Support Services’ individualized academic support for low-income, first-generation college students:** The college currently has a successful grant (TRIO) used to provide academic and personal support to disabled, low-income, and/or first-generation college students. During the
previous grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over five percent in subsequent funding years. The grant was flat-funded using fiscal year 2012 appropriations for the new grant cycle (2015-2020). The college must secure additional funding to support increased staffing levels and/or long-term sustainability.

- **Child care**: Additional funding will be needed to assist low-income and unemployed parents with supplementing the cost of child care.

- **Early college awareness and preparedness programs**: The college would like to build upon its outreach efforts to include students in the younger grades, including upper elementary through the ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youngsters who are first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many forms such programs could take including, but not limited to, on-campus summer programs, partnering with county health and nutrition programs to integrate preventative health care into early college awareness, cohort groups where youngsters advance to college as a group starting from the fourth or fifth grade, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, and transportation. Programs that promote persistence to postsecondary education are critical.

A progress report on implementation of the recommendations in this report will be prepared for submission by the board of trustees to the Maryland Higher Education Commission by September 1, 2019.
E-4 Fiscal Year 2020 Capital Budget Reallocation and Approval

Background: The college received the County Executive’s fiscal year (FY) 2020 proposed capital budget. Below is a summary of the college’s original capital request and the capital funds recommended by the county and state.

<table>
<thead>
<tr>
<th>Projects Requested</th>
<th>Initial Capital Funds Requested by the College</th>
<th>Capital Funds Recommended by County Executive &amp; Governor</th>
<th>Funding Request Difference</th>
<th>Final Capital Funding (pending approval by County Council &amp; General Assembly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-0536 Mathematics and Athletics Complex</td>
<td>$4,235,000 (county) $4,235,000 (state)</td>
<td>$1,412,000 (county) $1,412,000 (state)</td>
<td>($2,823,000)</td>
<td>$1,412,000 (county) $1,412,000 (state)</td>
</tr>
<tr>
<td>M-0550 Systemic Renovations</td>
<td>$9,096,000 (county)</td>
<td>$2,000,000 (county)</td>
<td>($7,096,000)</td>
<td>$2,000,000 (county)</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$13,331,000 (county) $4,235,000 (state)</td>
<td>$3,412,000 (county) $1,412,000 (state)</td>
<td>($9,919,000)</td>
<td>$3,412,000 (county) $1,412,000 (state)</td>
</tr>
</tbody>
</table>

At the January 23, 2019, board meeting, the board was informed that while the full design amount of $8,470,000 ($4,235,000 state share) was approved for the mathematics and athletics complex, only $2,824,000 ($1,412,000 state share) was included in the governor’s capital budget to start the design in FY20. The remaining design amount of $5,646,000 ($2,823,000 state share) will be deferred to a future year request. The county executive agreed to match the state share and has included $1,412,000 in the county’s FY20 capital budget in addition to $2 million for systemic renovations. The college reviewed the original list of projects and prioritized it based on the current facilities condition assessments and facilities master plan.

Ranking criteria was applied to establish necessary actions by the college in prioritizing the projects. Recommendations are made for repair, restoration, or replacement of building systems and components that have reached or exceeded their useful life cycle or are not performing adequately. Priorities are designated to provide a point of reference for maintenance, operations, and capital project planning and budgeting. Consideration is also given to barriers that impede student learning, operations and services, and effective job performance. The priority definitions are as follows:
Priority 1 – Currently Critical (0-1 year):
Conditions in this category require immediate action.
- Life safety hazards
- ADA compliance
- Building code violations and ability to resist all loads
- Critical infrastructure
- Required by contract

Priority 2 – Potentially Critical (1-2 years):
Conditions in this category, if not corrected expeditiously, will become critical in a year.
- Necessary for operations
- Rapid deterioration leading to loss of facility operations
- Accessibility to facilities and areas within buildings

Priority 3 – Necessary Not Yet Critical (2-5 years):
Conditions in this category represent necessary improvements to prevent critical conditions.
- Energy efficiency projects and maintenance
- Repairs to preclude predictable deterioration, potential downtime, replacement of building components, and high maintenance costs
- Site improvements projects

Priority 4 – Recommended (5-10 years):
Conditions in this category include items that represent sensible improvements to existing conditions. They are not required for the most basic functions of the facility, but improve overall usability and reduce long-term maintenance costs.

Based on the priority definitions, the following projects are being recommended for funding in the FY20 capital budget as part of the M-0550 Systemic Renovations:
The final FY20 capital budget as proposed by the county executive is subject to county council approval.

**Purpose:** To obtain board approval of the revised FY20 capital budget request

**Timeline:** July 1, 2019 – June 30, 2020

---

**Recommendation**

The administration requests that the board of trustees approve the revised fiscal year 2020 capital budget.

**Compliance:** This request is in support of the board of trustees’ policies and Governance Process: Board’s Role and Presidential Boundaries: Budgeting/Forecasting.
E-5 Fiscal Year 2020 Operating Budget

Background: The county executive has released his operating budget to the county council and the college received an increase of 2.45 percent or $857,184. The college’s original request for fiscal year (FY) 2020 was for an increase of 8.5 percent or $2,973,793. The county executive’s operating budget reflects a reduction of $2,116,609 from the original college proposal.

At the state level, there was no change in the state funding that was originally proposed by the governor. The governor had proposed an increase of 3.9 percent for all Cade-funded community colleges. Howard Community College is scheduled to receive an increase of 6.2 percent or $1,151,364 in the Cade formula based on the college’s enrollment growth.

In order to adopt the reduction proposed by the county executive, the college has proposed several reductions that are detailed on the following pages. Highlights of these changes are as follows:

Revenue:

1. The tuition increase, which was originally proposed at one dollar for in-county students and seven dollars for out-of-county and out-of-state students, is now proposed to go to two dollars for in-county students and eight dollars for out-of-county and out-of-state students. The proposed changes per credit hour are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Rate</th>
<th>Proposed Increase</th>
<th>New Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-county</td>
<td>$138.00</td>
<td>$2.00</td>
<td>$140.00</td>
</tr>
<tr>
<td>Out-of-county</td>
<td>$226.00</td>
<td>$8.00</td>
<td>$234.00</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>$276.00</td>
<td>$8.00</td>
<td>$284.00</td>
</tr>
</tbody>
</table>

2. The consolidated fee will remain at 18.82 percent of the in-county rate per credit hour. However, a portion of the fee that was going to the building fund will now be re-allocated to the operating budget. This will give the operating budget additional revenue of $380,224. The new consolidated fee allocation will be as follows:

<table>
<thead>
<tr>
<th>Consolidated Fee Area</th>
<th>FY19 Current %</th>
<th>FY20 Revised %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Student Activities</td>
<td>27.2</td>
<td>27.2</td>
</tr>
<tr>
<td>Building Fund</td>
<td>47.8</td>
<td>39.9</td>
</tr>
<tr>
<td>Operational Maintenance</td>
<td>2.2</td>
<td>10.1</td>
</tr>
</tbody>
</table>

|                          |                |                |
|                          | 100            | 100            |
3. The fund balance that was originally reduced when the college received the final state funding will be restored. This will be an increase in funds of $264,334.

Expenses
1. The merit increase, which was originally budgeted at five percent, will now be reduced to 4.1 percent.
2. The adjunct rate increase of five percent for levels one and two and four percent for level three, will now be reduced to four percent for levels one and two and three percent for level three. The rates per credit hour will change as follows:

<table>
<thead>
<tr>
<th>Levels and Percentage of Adjunct Faculty Per Level</th>
<th>Current Rate</th>
<th>Proposed Rate</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (68%)</td>
<td>$795</td>
<td>$827</td>
<td>$32</td>
</tr>
<tr>
<td>II (20%)</td>
<td>$845</td>
<td>$879</td>
<td>$34</td>
</tr>
<tr>
<td>III (12%)</td>
<td>$895</td>
<td>$922</td>
<td>$27</td>
</tr>
</tbody>
</table>

3. The 12.67 original positions proposed in the budget will be reduced to 3.80 positions. Of the 3.80 positions, 2.3 of these positions will be funded by reallocating funds within the budget. Two faculty are included in the new positions and 1.8 staff make up the remaining positions. The detail of the positions that are funded can be found on the attached positions.

4. The attrition number will be increased to 1.38 percent of budgeted wages. Last year, the number was 1.28 percent of budgeted wages. This change will generate a gain of $80,000.

5. The recommendation by salary and benefits to pay hourly staff when the college is closed for snow will not be implemented.

6. A number of non-personnel requested increases will be reduced as detailed on the attached pages.

7. Since the county funds a portion of the debt service and the OPEB (other postemployment benefits costs), these funds have now been included in the budget.

The revised budget fund totals have now been changed as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY20 Original Proposed Budget</th>
<th>Changes</th>
<th>FY20 Revised Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Budget</td>
<td>$125,478,723</td>
<td>($1,319,059)</td>
<td>$124,159,664</td>
</tr>
<tr>
<td>Restricted Budget</td>
<td>37,320,000</td>
<td>0</td>
<td>$37,320,000</td>
</tr>
<tr>
<td>Plant Fund</td>
<td>5,305,112</td>
<td>(380,224)</td>
<td>$4,924,888</td>
</tr>
<tr>
<td>County Debt and OPEB</td>
<td>9,714,142</td>
<td>956,142</td>
<td>$10,670,284</td>
</tr>
<tr>
<td>Student Activities</td>
<td>851,691</td>
<td>0</td>
<td>$851,691</td>
</tr>
<tr>
<td>Total</td>
<td>$178,669,668</td>
<td>($743,141)</td>
<td>$177,926,527</td>
</tr>
</tbody>
</table>
It should be noted that the Howard County Council still needs to approve the college’s budget. The county council cannot increase the college’s budget, but it can decrease the college’s budget and allocate a portion to the Howard County Public School System. Final approval of the operating and capital budgets by the county council will not occur until mid-May 2019. If changes are made to the budget by the county council, the board will need to approve any changes at the May 29, 2019, board meeting.

**Purpose:** To obtain approval of the FY20 operating budget and the proposed tuition and consolidated fee rates

**Timeline:** FY20 (July 1, 2019–June 30, 2020)

---

**Recommendation**

The administration requests that the board of trustees review and approve the FY20 proposed operating budget changes and proposed tuition increases.

**Compliance:** This request is in support of board policies, Governance process; Board’s role; Presidential Boundaries; Fiscal Condition and Presidential Boundaries Budgeting/Forecasting.
<table>
<thead>
<tr>
<th>Description</th>
<th>Original Requested FY20 Budget</th>
<th>Revised Requested FY20 Budget</th>
<th>Change</th>
<th>Explanation of the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$170,577</td>
<td>$341,154</td>
<td>$170,577</td>
<td>Original increase $1 revised to an increase of $2</td>
</tr>
<tr>
<td>Tuition - Additional mandated increase of $6 for both out-of-county and out-of-state students</td>
<td>$306,594</td>
<td>$306,594</td>
<td>-</td>
<td>Out-of-county and out-of-state will go up an additional $6 over the $2</td>
</tr>
<tr>
<td>Operating - Instructional and student fees</td>
<td>$87,088</td>
<td>$477,141</td>
<td>$390,053</td>
<td>Portion of consolidated fee reallocated to operating</td>
</tr>
<tr>
<td>Operating - County 8.5 percent</td>
<td>$2,973,793</td>
<td>$857,184</td>
<td>$2,116,609</td>
<td>Original request of 8.5 percent reduced to 2.45 percent</td>
</tr>
<tr>
<td>Operating - State 6 percent</td>
<td>$926,691</td>
<td>-</td>
<td>$926,691</td>
<td>No change</td>
</tr>
<tr>
<td>Operating - State (reduction of one-time FY19 grant)</td>
<td>(154,734)</td>
<td>-</td>
<td>(154,734)</td>
<td>No change</td>
</tr>
<tr>
<td>Operating - Other income</td>
<td>$328,814</td>
<td>-</td>
<td>$328,814</td>
<td>No change</td>
</tr>
<tr>
<td>Operating - Unrestricted surplus</td>
<td>(254,443)</td>
<td>$9,281</td>
<td>(254,334)</td>
<td>Restore the use of the fund balance</td>
</tr>
<tr>
<td>Continuing education**</td>
<td>$420,285</td>
<td>$392,871</td>
<td>$27,414</td>
<td>Continuing education reduced due to lower merit increase</td>
</tr>
<tr>
<td>Special funds</td>
<td>$798,459</td>
<td>-</td>
<td>$798,459</td>
<td>No change</td>
</tr>
<tr>
<td>Auxiliary funds</td>
<td>$194,222</td>
<td>-</td>
<td>$194,222</td>
<td>No change</td>
</tr>
<tr>
<td>TOTAL SOURCE OF FUNDS</td>
<td>$5,797,346</td>
<td>$4,478,287</td>
<td>$1,319,059</td>
<td></td>
</tr>
</tbody>
</table>
## PERSONNEL

<table>
<thead>
<tr>
<th>Description</th>
<th>Original FY20 Budget</th>
<th>Revised FY20 Budget</th>
<th>Change</th>
<th>Description</th>
<th>Original FY20 Budget</th>
<th>Revised FY20 Budget</th>
<th>Change</th>
<th>Explanation of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>$2,254,578</td>
<td>$1,848,754</td>
<td>($405,824)</td>
<td>Merit increase reduced from 5 percent to 4.1 percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit - hourly staff</td>
<td>$107,577</td>
<td>$88,213</td>
<td>($19,364)</td>
<td>Merit increase reduced from 5 percent to 4.1 percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty promotions</td>
<td>$97,962</td>
<td>$97,962</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary and benefits recommendation to increase adjunct faculty rate</td>
<td>$371,436</td>
<td>$297,148</td>
<td>($74,288)</td>
<td>Adjunct faculty rate reduced from 5 percent to 4 percent or 3 percent depending on level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty, increase select 10-month chairs to 12-month positions</td>
<td>$30,767</td>
<td>$30,767</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty increase related to lab instructors being paid for 1:1 ratio (equity)</td>
<td>$45,213</td>
<td>$45,213</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annualizing adjustments</td>
<td>($554,396)</td>
<td>($554,396)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attrition</td>
<td>($80,000)</td>
<td>($80,000)</td>
<td></td>
<td>Attrition number increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits - health related benefits and other salary related benefits</td>
<td>$342,937</td>
<td>$342,937</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Wage Adjustment</td>
<td>$38,195</td>
<td>$38,195</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New positions (see details noted in new positions and hourly section)</td>
<td>$834,421</td>
<td>$126,968</td>
<td>($707,453)</td>
<td>Reduced positions - see page for details</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly (see details noted in new positions and hourly section)</td>
<td>$67,336</td>
<td>$67,336</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary and benefits recommendation to revise flexible scheduling procedures</td>
<td>$25,000</td>
<td>-</td>
<td>($25,000)</td>
<td>Request for flexible scheduling will not be implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,622,831</strong></td>
<td><strong>$2,349,117</strong></td>
<td><strong>($1,273,714)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROPOSED DETAIL USE OF FUNDS

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, engineering, and technology - service contracts on equipment</td>
<td>$20,000</td>
</tr>
<tr>
<td>Student computer support - software renewal for simulated manikins</td>
<td>($8,000)</td>
</tr>
<tr>
<td>Admissions - contracted services, search engine tool</td>
<td>$7,000</td>
</tr>
<tr>
<td>Test center - online assessment tool</td>
<td>$30,600</td>
</tr>
<tr>
<td>Professional development - outside speakers and programs</td>
<td>$2,000</td>
</tr>
<tr>
<td>Diversity - outside speakers and programs</td>
<td>$4,000</td>
</tr>
<tr>
<td>Administrative information systems - annual service agreement, Colleague hosting, recruit email and text platforms</td>
<td>$64,500</td>
</tr>
<tr>
<td>Safety - required training</td>
<td>$2,000</td>
</tr>
<tr>
<td>Environmental services - supplies and repairs to equipment</td>
<td>($10,000)</td>
</tr>
<tr>
<td>Grounds - repairs to vehicles</td>
<td>$10,000</td>
</tr>
<tr>
<td>Engineering - contracted services, fire alarm and building automation system</td>
<td>($3,500)</td>
</tr>
<tr>
<td>Preventive maintenance - contracted services, elevators, automatic doors, and HVAC units</td>
<td>$15,500</td>
</tr>
<tr>
<td>Public safety - increase in annual security contract related to merit</td>
<td>($34,250)</td>
</tr>
<tr>
<td>Fees associated with tuition increase</td>
<td>$24,481</td>
</tr>
<tr>
<td>Pass-through - instructional and student fees</td>
<td>$96,917</td>
</tr>
<tr>
<td>Pass-through - discounts (dual enrollment)</td>
<td>$574,865</td>
</tr>
<tr>
<td>Cuts to existing funds</td>
<td>($143,382)</td>
</tr>
<tr>
<td><strong>TOTAL NON-PERSONNEL</strong></td>
<td><strong>$772,262</strong></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING BUDGET</strong></td>
<td><strong>$4,395,093</strong></td>
</tr>
<tr>
<td>Continuing education fund</td>
<td>$409,572</td>
</tr>
<tr>
<td>Special funds</td>
<td>$382,158</td>
</tr>
<tr>
<td>Auxiliary funds</td>
<td>$194,222</td>
</tr>
<tr>
<td><strong>TOTAL USE OF FUNDS</strong></td>
<td><strong>$5,797,346</strong></td>
</tr>
</tbody>
</table>
## HOWARD COMMUNITY COLLEGE
### ALL FUNDS CHANGES FROM JANUARY TO APRIL PROPOSED BUDGET
#### FISCAL YEAR 2020

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
<th>FY20 Original Proposed Budget</th>
<th>Changes</th>
<th>FY20 Revised Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Budget</td>
<td>1</td>
<td>$125,478,723</td>
<td>($1,319,059)</td>
<td>$124,159,664</td>
</tr>
<tr>
<td>Restricted Budget</td>
<td></td>
<td>37,320,000</td>
<td>0</td>
<td>$37,320,000</td>
</tr>
<tr>
<td>Plant Fund</td>
<td>2</td>
<td>5,305,112</td>
<td>(380,224)</td>
<td>$4,924,888</td>
</tr>
<tr>
<td>County Debt and OPEB</td>
<td>2</td>
<td>9,714,142</td>
<td>956,142</td>
<td>$10,670,284</td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td>851,691</td>
<td>0</td>
<td>$851,691</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$178,669,668</td>
<td>($743,141)</td>
<td>$177,926,527</td>
</tr>
</tbody>
</table>

### Notes to Changes
1. Changes are explained on the previous pages.
2. Represents current debt services and OPEB numbers given to HCC by the county after the original budget was submitted.
## FISCAL YEAR 2020
### NEW OPERATING POSITIONS

<table>
<thead>
<tr>
<th>New Position Requests</th>
<th>Original FTE</th>
<th>Original Request</th>
<th>Revised FTE</th>
<th>Change</th>
<th>Revised Request</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber faculty*</td>
<td>1.00</td>
<td>$</td>
<td>1.00</td>
<td>-</td>
<td>-</td>
<td>No change</td>
</tr>
<tr>
<td>Faculty (to be assigned in new year)</td>
<td>4.00</td>
<td>329,125</td>
<td>1.00 (246,844)</td>
<td>82,281</td>
<td>Reduced 3 positions</td>
<td></td>
</tr>
<tr>
<td>English office associate III*</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td>-</td>
<td>-</td>
<td>No change</td>
</tr>
<tr>
<td>Instructional designer</td>
<td>1.00</td>
<td>73,825</td>
<td>0 (73,825)</td>
<td>-</td>
<td>-</td>
<td>Reduced position</td>
</tr>
<tr>
<td>Employee relations</td>
<td>1.00</td>
<td>122,654</td>
<td>0 (122,654)</td>
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<td>-</td>
<td>Reduced position</td>
</tr>
<tr>
<td>Internships and co-op manager (PT to FT)</td>
<td>0.50</td>
<td>44,707</td>
<td>0.50</td>
<td>-</td>
<td>44,707</td>
<td>No change</td>
</tr>
<tr>
<td>Assistant director, Career Links</td>
<td>0.20</td>
<td>14,186</td>
<td>0 (14,186)</td>
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<td>-</td>
<td>Reduced position</td>
</tr>
<tr>
<td>Disability support services counselor*</td>
<td>0.13</td>
<td></td>
<td>0.13</td>
<td>-</td>
<td>-</td>
<td>No change</td>
</tr>
<tr>
<td>International student advisor*</td>
<td>0.17</td>
<td></td>
<td>0.17</td>
<td>-</td>
<td>-</td>
<td>No change</td>
</tr>
<tr>
<td>Student conduct coordinator</td>
<td>0.67</td>
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<td>-</td>
<td>Reduced position</td>
</tr>
<tr>
<td>Senior AV technician</td>
<td>1.00</td>
<td>73,825</td>
<td>0 (73,825)</td>
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<td>-</td>
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</tr>
<tr>
<td>SET computer solutions manager</td>
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<td>69,708</td>
<td>0 (69,708)</td>
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</tr>
<tr>
<td>Assistant director, financial aid</td>
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<td>80,555</td>
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<td>-</td>
<td>Reduced position</td>
</tr>
<tr>
<td>Senior systems engineer**</td>
<td>(1.00)</td>
<td></td>
<td>(1.00)</td>
<td>-</td>
<td>-</td>
<td>No change</td>
</tr>
<tr>
<td><strong>Total operating positions</strong></td>
<td>11.67</td>
<td>$ 834,421</td>
<td>2.80 (707,433)</td>
<td>126,991</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All of the required funding was covered by the department through a reallocation of funds.

**Position was eliminated as services were outsourced through a vendor.
Tuition and Consolidate Fee Breakdown with $2 In-county Increase

<table>
<thead>
<tr>
<th></th>
<th>In-County</th>
<th>Out-of-County</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current - FY19</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Credit Hour</td>
<td>$138.00</td>
<td>$226.00</td>
<td>$276.00</td>
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<tr>
<td>Consolidated Fee</td>
<td>$25.97</td>
<td>$25.97</td>
<td>$25.97</td>
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<tr>
<td><strong>Total</strong></td>
<td>$163.97</td>
<td>$251.97</td>
<td>$301.97</td>
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<table>
<thead>
<tr>
<th></th>
<th>In-County</th>
<th>Out-of-County</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposed - FY20 - $2, $8, $8</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Per Credit Hour</td>
<td>$140.00</td>
<td>$234.00</td>
<td>$284.00</td>
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<tr>
<td>Consolidated Fee</td>
<td>$26.35</td>
<td>$26.35</td>
<td>$26.35</td>
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<tr>
<td><strong>Total</strong></td>
<td>$166.35</td>
<td>$260.35</td>
<td>$310.35</td>
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</table>

| Increase                | $2.38     | $8.38         | $8.38        |

| 12 credits - FY20 for tuition and fees | $1,996.18 | $3,124.18 | $3,724.18 |
| 12 credits - FY19 for tuition and fees | $1,967.66 | $3,023.66 | $3,623.66 |

| Annual Increase for 12 credits - one semester | $28.52 | $100.52 | $100.52 |

| 30 credits - FY20 for tuition and fees - full load for a year | $4,990.44 | $7,810.44 | $9,310.44 |
| 30 credits - FY19 for tuition and fees | $4,919.15 | $7,559.15 | $9,059.15 |

| Annual Increase for 30 credits | $71.29 | $251.29 | $251.29 |

Majority of students take less than 12 credits
$1 increase = $170,577 gross and $158,337 net
## Operating

### Continuation Education

<table>
<thead>
<tr>
<th>Approved Budget FY19</th>
<th>Requested Budget FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,836,800</td>
<td>$2,900,039</td>
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<tr>
<td>$13,218,200</td>
<td>$13,512,871</td>
</tr>
<tr>
<td>963,400</td>
<td>984,877</td>
</tr>
<tr>
<td>12,038,000</td>
<td>12,306,361</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3,566,070</td>
<td>4,033,211</td>
</tr>
</tbody>
</table>

### Governmental

| Local (Howard County) | $34,985,816 | $35,843,000 |
| State of Maryland    | 16,324,006  | 17,095,963  |
| Other                | 565,186     | 894,000     |
| Continuing education contribution | 1,071,291 | 1,082,004 |
| Unrestricted Appropriation | 1,989,882 | 1,999,773 |
| Contingency          | 1,000,000   | 1,000,000   |

### Subtotal - Tuition and Fees

| $32,612,470 | $33,737,359 |
| $6,671,333 | $6,946,732 |
| $5,255,236 | $5,239,265 |

### Auxiliary Revenue

- $3,107,115
- $3,301,337
- $3,107,115
- $3,301,337

### Auxiliary Expenses

- $3,107,115
- $3,301,337
- $3,107,115
- $3,301,337

### Total

- $88,548,651
- $91,652,099
- $8,339,161
- $8,721,319
- $22,793,565
- $23,786,246
- $119,681,377
- $124,159,664

## Use of Funds

### Instruction

| $37,109,627 | $38,820,927 |
| 7,496,262   | 7,926,320   |
| 7,090,088   | 6,905,102   |
| 51,695,977  | 53,652,349  |

### Public Service

<table>
<thead>
<tr>
<th>691,296</th>
<th>701,868</th>
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</thead>
<tbody>
<tr>
<td>202,500</td>
<td>212,500</td>
</tr>
<tr>
<td>893,798</td>
<td>914,368</td>
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### Academic Support

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<thead>
<tr>
<th>10,957,893</th>
<th>11,158,755</th>
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</thead>
<tbody>
<tr>
<td>2,909,554</td>
<td>2,985,484</td>
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<tr>
<td>13,867,447</td>
<td>14,144,239</td>
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### Student Services

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<tr>
<th>8,275,481</th>
<th>8,555,199</th>
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<tr>
<td>3,152,454</td>
<td>3,145,954</td>
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<tr>
<td>11,427,935</td>
<td>11,701,153</td>
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### Facilities

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<tr>
<th>13,893,586</th>
<th>13,797,787</th>
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</thead>
<tbody>
<tr>
<td>2,687,413</td>
<td>2,762,413</td>
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<tr>
<td>16,580,999</td>
<td>16,560,200</td>
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### Institutional Support

<table>
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<tr>
<th>14,675,768</th>
<th>14,990,618</th>
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</thead>
<tbody>
<tr>
<td>2,991,441</td>
<td>3,320,456</td>
</tr>
<tr>
<td>17,667,209</td>
<td>18,311,074</td>
</tr>
</tbody>
</table>

### Scholarships/Waivers/Discounts

| 1,944,998  | 2,626,945   |
| 842,899    | 794,999     |
| 653,000    | 1,153,000   |
| 3,440,897  | 4,574,944   |

### Contingency

<table>
<thead>
<tr>
<th>1,000,000</th>
<th>1,000,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Subtotal

| $88,548,651 | $91,652,099 |
| $8,339,161 | $8,721,319 |
| $19,666,450 | $20,484,909 |
| $116,574,262 | $120,858,327 |

### Auxiliary Expenses

| $3,107,115 | $3,301,337 |

### Total

| $88,548,651 | $91,652,099 |
| $8,339,161 | $8,721,319 |
| $22,793,565 | $23,786,246 |
| $119,681,377 | $124,159,664 |

### Net Change in Fund Balance

| $ - | $ - |

---

Howard Community College
Unrestricted and Auxiliary Funds
Fiscal Year 2020

<table>
<thead>
<tr>
<th>Approved</th>
<th>Requested</th>
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<tbody>
<tr>
<td>Budget</td>
<td>Budget</td>
</tr>
<tr>
<td>FY19</td>
<td>FY20</td>
</tr>
<tr>
<td>$2,836,800</td>
<td>$2,900,039</td>
</tr>
<tr>
<td>$13,218,200</td>
<td>$13,512,871</td>
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<tr>
<td>3,566,070</td>
<td>4,033,211</td>
</tr>
<tr>
<td>$32,612,470</td>
<td>$33,737,359</td>
</tr>
<tr>
<td>$6,671,333</td>
<td>$6,946,732</td>
</tr>
<tr>
<td>$5,255,236</td>
<td>$5,239,265</td>
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</table>

<table>
<thead>
<tr>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Intersession</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Noncredit</td>
</tr>
<tr>
<td>Fees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Howard County)</td>
</tr>
<tr>
<td>State of Maryland</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Continuing education contribution</td>
</tr>
<tr>
<td>Unrestricted Appropriation</td>
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<tr>
<td>Contingency</td>
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</table>

<table>
<thead>
<tr>
<th>Subtotal - Tuition and Fees</th>
</tr>
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<tr>
<td>$32,612,470</td>
</tr>
<tr>
<td>$6,671,333</td>
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<tr>
<td>$5,255,236</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary Revenue</th>
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<tbody>
<tr>
<td>$ -</td>
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</table>

<table>
<thead>
<tr>
<th>Auxiliary Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ -</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$88,548,651</td>
</tr>
<tr>
<td>$8,339,161</td>
</tr>
<tr>
<td>$22,793,565</td>
</tr>
<tr>
<td>$119,681,377</td>
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<table>
<thead>
<tr>
<th>Net Change in Fund Balance</th>
</tr>
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<tbody>
<tr>
<td>$ -</td>
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</tbody>
</table>
# HOWARD COMMUNITY COLLEGE
## COMBINED CURRENT UNRESTRICTED, RESTRICTED, AND AUXILIARY FUNDS
### FISCAL YEAR 2020

<table>
<thead>
<tr>
<th>SOURCE OF FUNDS</th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Requested</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>FY19</td>
<td>FY20</td>
<td>FY19</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$3,055,800</td>
<td>$3,104,039</td>
<td>$-</td>
</tr>
<tr>
<td>Summer</td>
<td>15,012,646</td>
<td>15,311,100</td>
<td>-</td>
</tr>
<tr>
<td>Fall</td>
<td>963,400</td>
<td>984,877</td>
<td>-</td>
</tr>
<tr>
<td>Intersession</td>
<td>14,108,467</td>
<td>14,395,611</td>
<td>-</td>
</tr>
<tr>
<td>Spring</td>
<td>4,787,449</td>
<td>5,013,435</td>
<td>-</td>
</tr>
<tr>
<td>Noncredit</td>
<td>6,611,277</td>
<td>7,114,294</td>
<td>-</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$44,539,039</strong></td>
<td><strong>$45,923,356</strong></td>
<td><strong>$-</strong></td>
</tr>
<tr>
<td>Governmental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$34,985,816</td>
<td>$35,843,000</td>
<td>$323,000</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>18,812,780</td>
<td>19,809,410</td>
<td>3,200,000</td>
</tr>
<tr>
<td>Federal</td>
<td>-</td>
<td>-</td>
<td>30,727,000</td>
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<tr>
<td>Other</td>
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<td>4,992,984</td>
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<td>Unrestricted Appropriation</td>
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<td>13,289,577</td>
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<td>Contingency</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>-</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<td><strong>$74,934,971</strong></td>
<td><strong>$36,070,000</strong></td>
</tr>
<tr>
<td>Auxiliary Funds</td>
<td>$3,107,115</td>
<td>$3,301,337</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$119,681,377</strong></td>
<td><strong>$124,159,664</strong></td>
<td><strong>$36,070,000</strong></td>
</tr>
</tbody>
</table>

## USE OF FUNDS

<table>
<thead>
<tr>
<th>USE OF FUNDS</th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Requested</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>FY19</td>
<td>FY20</td>
<td>FY19</td>
</tr>
<tr>
<td>Instruction</td>
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<td>$53,652,349</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Public Service</td>
<td>893,798</td>
<td>914,368</td>
<td>320,000</td>
</tr>
<tr>
<td>Academic Support</td>
<td>13,867,447</td>
<td>14,144,239</td>
<td>750,000</td>
</tr>
<tr>
<td>Student Services</td>
<td>11,427,935</td>
<td>11,701,153</td>
<td>1,100,000</td>
</tr>
<tr>
<td>Facilities</td>
<td>16,580,999</td>
<td>16,560,200</td>
<td>250,000</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>17,667,209</td>
<td>18,311,074</td>
<td>150,000</td>
</tr>
<tr>
<td>Scholarships/Waivers/Discounts</td>
<td>3,440,897</td>
<td>4,574,944</td>
<td>28,300,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$116,574,262</strong></td>
<td><strong>$120,856,327</strong></td>
<td><strong>$35,870,000</strong></td>
</tr>
<tr>
<td>Auxiliary Funds</td>
<td>$3,107,115</td>
<td>$3,301,337</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$119,681,377</strong></td>
<td><strong>$124,159,664</strong></td>
<td><strong>$36,070,000</strong></td>
</tr>
</tbody>
</table>

## NET CHANGE IN FUND BALANCE

<table>
<thead>
<tr>
<th>NET CHANGE IN FUND BALANCE</th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Requested</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>FY19</td>
<td>FY20</td>
<td>FY19</td>
</tr>
<tr>
<td></td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

Regular Materials Page 46
## SOURCE OF FUNDS

### Tuition and Fees

<table>
<thead>
<tr>
<th>Period</th>
<th>FY20</th>
<th>FY19</th>
<th>Change</th>
</tr>
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<tbody>
<tr>
<td>Summer</td>
<td>$3,055,800</td>
<td>$3,104,039</td>
<td>-$48,239</td>
</tr>
<tr>
<td>Fall</td>
<td>15,012,646</td>
<td>15,311,100</td>
<td>-$298,454</td>
</tr>
<tr>
<td>Intersession</td>
<td>963,400</td>
<td>984,877</td>
<td>-$21,477</td>
</tr>
<tr>
<td>Spring</td>
<td>14,108,467</td>
<td>14,395,611</td>
<td>-$287,144</td>
</tr>
<tr>
<td>Noncredit</td>
<td>4,787,449</td>
<td>5,013,435</td>
<td>-$225,986</td>
</tr>
<tr>
<td>Fees</td>
<td>6,611,277</td>
<td>7,114,294</td>
<td>-$503,017</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$44,539,039</strong></td>
<td><strong>$45,923,356</strong></td>
<td><strong>-$1,384,317</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>FY20</th>
<th>FY19</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governmental</td>
<td>$35,308,816</td>
<td>$36,243,000</td>
<td>-$934,184</td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$30,727,000</td>
<td>$30,750,000</td>
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<td>Other</td>
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<td><strong>$108,105,223</strong></td>
<td><strong>$112,254,971</strong></td>
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<tr>
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<th>FY20</th>
<th>FY19</th>
<th>Change</th>
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<tbody>
<tr>
<td><strong>AUXILIARY FUND</strong></td>
<td>$3,301,337</td>
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<td><strong>DEBT SERVICE</strong></td>
<td>$9,203,142</td>
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<tr>
<td><strong>OPEB</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$157,559,909</strong></td>
<td><strong>$162,505,306</strong></td>
<td><strong>-$4,945,407</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>FY20</th>
<th>FY19</th>
<th>Change</th>
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<tr>
<td>Public Service</td>
<td>1,213,798</td>
<td>1,234,368</td>
<td>-$20,570</td>
</tr>
<tr>
<td>Academic Support</td>
<td>14,617,447</td>
<td>14,894,239</td>
<td>-$276,792</td>
</tr>
<tr>
<td>Student Services</td>
<td>12,527,935</td>
<td>12,901,153</td>
<td>-$373,218</td>
</tr>
<tr>
<td>Facilities</td>
<td>16,830,999</td>
<td>16,810,200</td>
<td>$208,799</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>17,817,209</td>
<td>18,461,074</td>
<td>-$6,642</td>
</tr>
<tr>
<td>Scholarships/ waivers/discounts</td>
<td>31,740,697</td>
<td>34,474,944</td>
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</tr>
<tr>
<td>Agency</td>
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<td>Contingency</td>
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</table>

### USE OF FUNDS

<table>
<thead>
<tr>
<th>Period</th>
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<th>FY19</th>
<th>Change</th>
</tr>
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<tr>
<td>Instruction</td>
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</tr>
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</table>

### NET CHANGE IN FUND BALANCE

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<thead>
<tr>
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<th>FY19</th>
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</tr>
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* The County OPEB amount for FY20 is unknown at this time. The county provides these figures for the final budget.
F – Approval of Minutes

1. March 27, 2019, Work Session
2. March 27, 2019, Regular Meeting
The Board of Trustees of Howard Community College (HCC) met in work session on Wednesday, March 27, 2019, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair Kevin J. Doyle brought the work session to order at 6:00 p.m. Other board members present included Vice Chair Felícita Solá-Carter and trustees Steven A. Joss, Christopher G. Marasco, and Kevin F. Schmidt. Kathleen B. Hetherington, secretary/treasurer, was also present.

I. Introduction of New Employees

Jean Svacina, vice president of academic affairs, introduced Cynthia Cosgrove, instructor of nursing; and Philip Vilardo, professor of sociology and associate dean of social sciences/teacher education.

Lynn Coleman, vice president of administration and finance, introduced Penny DeYoung, accounting manager.

On behalf of Cindy Peterka, vice president of student services, Geoffrey Colbert, acting senior director of athletics, student conduct and compliance and title IX deputy, introduced Christy Koontz, associate director of student conduct and compliance and title IX deputy.

II. United Way Contributions from Students

Geoffrey Colbert introduced Schnell Reed Garrett, director of student life and advisor to the student government association (SGA). Schnell introduced Samuel Murrell, SGA president, as well as SGA members who participated in the college’s annual United Way Campaign. The campaign raised $1,100 in funds, which was the highest amount recorded. The board of trustees and Dr. Hetherington recognized the students for their efforts in crafting and executing a successful campaign.

III. Recognition of Howard Community College’s Fall and Winter Athletic Teams

Mr. Colbert introduced Erin Foley, director of athletics, who gave an overview of the fall and winter athletic teams and their accomplishments. The teams included men’s soccer, women’s soccer, men’s and women’s cross country, women’s volleyball, men’s basketball, and women’s basketball. The coaches introduced themselves and the student athletes introduced themselves, noting their majors and future plans.
IV. **Information Session: Learning Outcomes Assessment (LOA)**

Zoe Irvin, executive director of planning, research, and organizational development, gave a brief overview of the LOA and Jean Svacina introduced Sylvia Lee, associate professor of English and co-chair of the English department; and Laura Yoo, professor of English. Ms. Lee and Ms. Yoo both gave a presentation on the LOA project that focused on general education goal review.

The work session adjourned at 6:40 p.m.

The above constitutes the official minutes of the March 27, 2019, work session of the Howard Community College Board of Trustees as approved on April 30, 2019, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met for a regular meeting on Wednesday, March 27, 2019, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair Kevin J. Doyle brought the regular meeting to order at 6:50 p.m. Other board members present included Vice Chair Felícita Solá-Carter and trustees Steven A. Joss, Christopher G. Marasco, and Kevin F. Schmidt. Kathleen B. Hetherington, secretary/treasurer, was also present.

A. Approval of March 27, 2019 Agenda

A recommendation to approve the March 27, 2019, agenda, was moved by Vice Chair Solá-Carter, seconded by Trustee Marasco, and unanimously approved.

B. President’s Report

President Hetherington acknowledged the board’s support over the last month, thanking Chair Doyle for testifying at the county executive’s budget hearing and Vice Chair Solá-Carter for attending the hearing on March 5, 2019. She thanked Vice Chair Solá-Carter for chairing the audit and finance committee and Trustee Joss for serving as a committee member; the trustees who attended the Silas Craft Collegians fundraiser on March 11, 2019, which she noted was a huge success; and Chair Doyle and Vice Chair Solá-Carter for their participation in the pre-board meeting.

President Hetherington noted the success of Diversity Week, commending the diversity committee for their tremendous efforts. She also commented that over 400 people attended the kick-off event, which featured renowned White House correspondent, April Ryan.

President Hetherington commented on recent events and meetings she attended and/or presented at including: Student Advocacy Day where students were able to meet with elected officials; the Presidential Dialogue with Black male students; the Dean’s List Ceremony; the EXCEL Senior Leaders program; meetings with members of the college’s four employee constituency groups; and the American Council on Education Women’s Network Regional Conference in Pennsylvania, where she presented on leadership and the partnerships between two and four-year colleges.
President Hetherington mentioned that she attended the Chief Executive Officer Forum for the Alliance for Innovation and Transformation (AFIT) Summer Institute with Zoe Irvin, executive director of planning, research, organization and development. After consulting with president’s team, President Hetherington plans to send a college team to the AFIT Summer Institute. She announced that there were accreditation visits for the health sciences division in the emergency medical services and the physical therapist assistant programs.

President Hetherington mentioned that Middle States Commission on Higher Education vice president, Dr. Steve Pugliese, will visit the college on March 29, 2019, and meet with the college president, the college’s Middle States co-chairs and steering committee regarding HCC’s self-study, and faculty, staff, and students. On April 8-9, 2019, she will attend the Quest for Excellence, Baldrige Conference where she will present on the college’s best practices in leadership. On April 11-16, 2019, President Hetherington will attend the American Association of Community Colleges annual conference. Howard Community College will be a finalist for the Exemplary CEO/Board Relationship Award. Chair Doyle will attend to represent the board of trustees.

President Hetherington noted that the spring enrollment overview is included in the president’s report write-up, and that enrollment is up 0.2 percent in FTE, which is the highest in state among Maryland community colleges.

President Hetherington gave a legislative update noting that a proposed cut of $1.7 million to state funding of community colleges will not occur. After collaboration among the Maryland Association Community Colleges, the individual community college presidents, and elected officials to prevent the cut, the capital budget will remain intact.

**C. Board Member Comments**

Chair Doyle announced that former state delegate, Frank Turner, has been appointed to the board to fill the seat previously held by Mamie Perkins. Mr. Turner’s appointment will extend through June 30, 2024. Trustee Turner is expected to attend the April 30, 2019, board meeting.

Vice Chair Solá-Carter applauded President Hetherington and the college staff for their efforts during the budget process. She also thanked her peers for attending the budget sessions.

Trustee Joss congratulated the students on the dean’s list and asked how many students are on the dean’s list. President Hetherington remarked that there were over 400 who earned a grade point average of 3.0 or better. Trustee Joss also commented that he enjoyed the student athlete presentation during the work session.

Trustee Marasco remarked that the quality of students who attend HCC is impressive. Chair Doyle echoed his sentiments and remarked that the level of respect and recognition that the college receives is evident.
D. Reports to the Board of Trustees

1. Audit and Finance Committee

Vice Chair Solá-Carter gave an update on the audit and finance committee.

E. Board Priority Items

1. End: Operations Focus - Key Performance Indicator

Zoe Irvin, executive director of planning, research, and organizational development, gave an overview of the board end: operations focus and aligning key performance indicators. Trustee Schmidt asked for clarification on the dip in the licensure exam passing rate for the NCLEX Registered Nurse. Jean Svacina, vice president of academic affairs addressed his concern by stating that current interventions such as additional hours of tutoring with a focus on subjects that are difficult to pass are being used to increase the pass rate on the exam.

Trustee Schmidt asked how specific benchmarks are determined. Ms. Irvin and Dr. Svacina explained that a discussion with faculty regarding data trends and comparison of state programs helps establish a goal that makes sense for the student population.

2. Fiscal Year 2020 Budget Priorities Financial Statements and Disclosure Schedule

President Hetherington gave an overview of the remaining phases of the budget development process before it is finalized by the Howard County Council in May.

Lynn Coleman, vice president of administration and finance, reviewed the three tiers of priorities the administration recommends for managing future budget reductions. After discussion regarding the priority of health care employer contribution, the board recommended that it should be moved from priority three to priority two.

A motion to approve the budget priorities as amended was moved by Trustee Marasco, seconded by Vice Chair Solá-Carter, and unanimously approved.

2. Financial Statements

Lynn Coleman, vice president of administration and finance, gave an overview of the financial statements for the period ending February 28, 2019. She reviewed the disclosure schedule for the upcoming year.

F. Approval of Board Meeting Minutes

A recommendation to approve the February 27, 2019, work session and regular meeting minutes was moved by Vice Chair Solá-Carter, seconded by Trustee Joss, and unanimously approved.
Consent Items

1. Proposed New Hires
2. Audit Services
3. Proposed Child Care Tuition Increases
4. Children’s Learning Center Initial Registration Fee Change
5. Professor Emeritus Recommendations
6. Elevator Equipment Modernization for Duncan Hall
7. Additional Landscape Management Services and Playground Enhancement at the Children’s Learning Center
8. Roofing Materials and Project Management Services for the Children’s Learning Center

A recommendation to approve the consent items was moved by Vice Chair Solá-Carter, seconded by Trustee Marasco, and unanimously approved.

G. Information Items

1. Board Calendar

   Linda Emmerich, executive associate to the president, highlighted upcoming calendar items by noting the county council budget hearing on April 24, 2019, the Vino Scholastico fundraiser on April 26, 2019, a Tuesday board meeting on April 30, 2019, and commencement on May 24, 2019.

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

2. Agreements Signed by the Board Chair Disclosure

   There were no items for the board chair to approve during this time period.

3. Personnel Summary

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

Adjournment

A recommendation to adjourn the regular meeting was moved by Vice Chair Solá-Carter, seconded by Trustee Schmidt, and unanimously approved.

The regular meeting was adjoumed at 7:47 p.m.

The above constitutes the official minutes of the March 27, 2019, regular meeting of the Howard Community College Board of Trustees as approved on April 30, 2019, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
G – Consent Items
Board of Trustees’ Consent Materials

April 30, 2019
6:00 p.m.
The Rouse Company Foundation Student Services Hall
RCF-400
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 questions or requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. Email among a quorum of the board must be limited to administrative and informational items and not policy discussions in order to remain in compliance with the Maryland Open Meetings Act.
Mission: Providing pathways to success

Vision: A place to discover greatness in yourself and others

Values: INSPIRES
- Innovation
- Nurturing
- Sustainability
- Partnerships
- Integrity
- Respect
- Excellence
- Service

Strategic Goals:
- Student success, completion, and lifelong learning
- Organizational excellence
- Building and sustaining partnerships

Core Competencies:
- Provide an exceptional educational experience
- Use innovative instructional techniques
- Facilitate student success
Howard Community College’s
Dragon Principles

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

We pledge to...

Be friendly
Be helpful to our students and community
Be considerate of each other

And we pledge to...

Strive for excellence in everything we do
1. Proposed New Hires
2. Candidates for Graduation
3. Faculty Promotions for Fiscal Year 2020
4. Office Supplies Contract
5. Risk Management Program for Insurance Protection
6. Mechanical Services Contract
7. Facilities Condition Assessment
8. Markforged X7 3D Printer
9. Construction Management At-Risk Services for Horowitz Visual and Performing Arts Center Photo Suite
1 – Proposed New Hires

**Background:** The following item is a summary of the proposed new hires for Howard Community College. Each employee’s salary is determined by objective analysis of the job skills of the position and by placement in the appropriate salary range, as approved by the board.

**Purpose:** To obtain board approval of new hires

**Timeline:** March 6, 2019 – April 1, 2019

---

**Recommendation**

The administration requests that the board of trustees approve:

**Item:** List of new hires

**Source of funds:** The position and/or the funds are in the FY19 budget as approved by the board at its April 24, 2018, meeting

**Compliance:** This request is in compliance with college procedure 63.02.03, Selection of Faculty and Staff, and is within the presidential boundaries related to compensation, fiscal conditions, and other appropriate limitations.
BUDGETED HIRES (Position Control Positions)¹

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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td>Lead Environmental Services Technician</td>
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<tr>
<th>April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Coordinator of Personal Enrichment and 60+ Programs</td>
</tr>
<tr>
<td>Academic Office Supervisor</td>
</tr>
<tr>
<td>Public Relations and Marketing Associate</td>
</tr>
<tr>
<td>Materials Handling Clerk</td>
</tr>
<tr>
<td>Associate Vice President of Human Resources</td>
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</table>

¹Position control position hires are those employees hired who are budgeted employees of the core workforce.  
²Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee’s salary may reflect part-time or 10-month employment.  
³Ranges shown are taken from the published salary schedules, which include only 12-month salaries for full-time staff. Faculty ranges may be 10- or 12-month as applicable.  
⁴Current HCC employee with benefits.  
⁵Salary listed reflects compensation for the part-time position.  
⁶Original new hire withdrew acceptance of offer; new candidate selected.
Howard Community College

PROPOSED NEW HIRES

For April 2019 Board Meeting

May 2019

<table>
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<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Horowitz Center Technical Director</td>
<td>Arts and Humanities</td>
<td>Existing Position Replacement</td>
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<td>$57,394 - $93,406</td>
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August 2019

<table>
<thead>
<tr>
<th>Title</th>
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<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Associate Professor, Anatomy and Physiology</td>
<td>Science, Engineering &amp; Technology</td>
<td>Existing Position Replacement</td>
<td>Associate Professor (10-month)</td>
<td>$63,000 - $94,500</td>
<td>$76,625</td>
<td>Orlando, Edward</td>
<td>08/09/2019</td>
</tr>
</tbody>
</table>

1Position control position hires are those employees hired who are budgeted employees of the core workforce.
2Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee’s salary may reflect part-time or 10-month employment.
3Ranges shown are taken from the published salary schedules, which include only 12-month salaries for full-time staff. Faculty ranges may be 10- or 12-month as applicable.
4Current HCC employee with benefits.
5Salary listed reflects compensation for the part-time position.
6Original new hire withdrew acceptance of offer; new candidate selected.
2 – Candidates for Graduation

**Background:** The following item is a list of proposed candidates for graduation who are expected to complete degrees or certificates at the conclusion of spring. These candidates are being cleared by the office of records, registration, and veterans’ affairs. The list of 686 graduates will be reviewed and approved prior to conferring the degrees and certificates.

**Purpose:** To obtain board approval to graduate eligible students

**Timeline:** Degree conferral – spring 2019

---

**Recommendation**

The administration requests that the board of trustees approve the list of proposed graduates for spring 2019 and empower the college president with the authority to make the necessary adjustments following clearance by the office of records, registration, and veterans’ affairs.

**Compliance:** This request is in compliance with college procedure 10.04.01, Graduation Requirements.
ASSOCIATE OF ARTS

Accounting
Dasia Jean Candy
Heather Nicole Dugan
Adnan Salmann Hameed
Thinh Bao Hoang
Moussa Idrissou
Mohit Mathew Joseph
Doohoon Kim
Diana Marcela Peralta Ortega
Melissa Washington

Arts and Sciences - Art
Rachel Okuko Abe
Amy Madeline De Leon
Tess F. Greene
Julianna Catherine Henneberg
Ericka Jaselle Steele
Kayley Elizabeth Tarantino
Benjamin S. Yon

Arts and Sciences - Asian Studies
Deonte Cedric Lee Smoot

Arts and Sciences - Audio Video Media Production
Justin Chase Alexander

Arts and Sciences - Biotechnology
Katelyn Marie Holcomb
Sigrid Giselle Uscamayta Cueva

Arts and Sciences - Communication Studies
Ellen May Campbell
Gabriela Fajardo Mola
Colin James McIntyre
Ao Okada
Natalie Isabel Rudin

Arts and Sciences - Criminal Justice
Rabia Amin
Carlos Alberto Anzora Pereira
David Barnett
Ronald Anthony Bennett
Armah V. Boakai
Cynthia D. Bridger
Chastity C. Carter
Eric S. Chung
Marissa Ashley Daniel
Cherise M. Holdridge
Nicole Colleen Howard
Danielle Nicole Jones
Anthony Neal Lewis, Jr.
Timothy J. Stone
Erik Jonathan Vassiliev
Amber Mari Young
Arts and Sciences - Dance Performance
Jenna Kristine Nelson

Arts and Sciences - English
Elizabeth Anne Armstrong
J. Patrick Brown
Steven Richard Hollies
Eve S. Nicholson
Carin Elyse Rusk
Brittany Marie Schaefer
Kevin Michael Tipton

Arts and Sciences - Exercise Science
Victoria Jordan
Keyonna Simpson
Darrell Antoine Waters

Arts and Sciences - Gaming and Simulation Design
Johannah S. Moore
Trevor Javier Pinder
Quentin Cameron Sterrette
Matthew Raymond Suscavage

Arts and Sciences - Graphic and Interactive Design
Samantha Nicole Donovan
Trevor Javier Pinder

Arts and Sciences - Health Care Management and Administration
Jasmine Arille Barnes

Arts and Sciences - Horticulture
Jaclyn Louise Crown

Arts and Sciences - Human Services
B. Qamyra Nydia Allen
Tsega A. Amahatsion
Melinda Elaine Douglas
Monica L. Mobley
Agnes E. B. Turay
Tarweh K. Zigbuo

Arts and Sciences - Liberal Arts
Dorothy Jean Callahan
Brynnli Ellen Cortes
Aleksander John Kowalczyk
Arts and Sciences - Life Science
Ian Charles Moody
Jee O. Saad

Arts and Sciences - Mathematics
Ryan Colin Bowers
Anna E. Yaroslawski

Arts and Sciences - Music
Rachael E. Barnes
Russell Edward Brown
Nathan John Mitchell

Arts and Sciences - Nutrition
Nourhan Ashraf Farag Abdelfattah

Arts and Sciences - Pre-Allied Health
Ramah Khalil

Arts and Sciences - Pre-Medicine
Abdelrahman Adel Mohamed Abdelaziz
Selorm Gafrey
Namrata Patel
Parul Sharma

Arts and Sciences - Pre-Pharmacy
Rama Alhabashi
Blessing Nneke
Chukwuhalim Michael Uzodike

Arts and Sciences - Pre-Veterinary Medicine
Sigrid Giselle Uscamayta Cueva

Arts and Sciences - Social Sciences
John W. Adams
Jasmine Rhea Allen
Tsega Abraham Amahatsion
David Barnett
Tanisha Bhattacharya
Zoe Ann Bisco
Armah V. Boakai
Sawyer M. Carlesi
Kyudae Cho
Leon Michael Colbert
Clarisa Hascel de León
Jasmin Diaz
Brian Christopher Dingle
Larissa Clara Djindot
Keenan Devon Eldridge
Dazjon M. Hixon Ward
Storm T. Hogan
LaToria C. Houston
Danielle Nicole Jones
Cengiz Turan Koroglu
Madeline Rose Martinez
Claire Coury McCaulley
Nardos Moges
Naomi Narat
Valerie Obisesan
Mariana L. Orellana
Adrian Noel Rodriguez
Maria Fernanda Sanchez Mijangos
Karolyn Rafaela Santos Gomez
Melissa Emily Schoppet
Barno Shokirova
Sam V. Silber
Hayley Alison Skaggs
Francesca Vanegas
Levina Wangui
Alyssa Margo Wascavage
Rebecca Watson
Sha'Lexis Rashay Wilson
Hannah Christine Wilton

Arts and Sciences - Spanish
Karla Yaren Ramirez Bravo

Arts and Sciences - Television and Radio
Nader I. Ayoub

Arts and Sciences - Theatre
Kyla Janise-Marie Hammond
Sierra Viola Young

Arts and Sciences - Visual Arts
Samantha Nicole Donovan
Sai Gauri Jayasinghe

Business Administration
Mistura Kofoworola Adewale
Zachary Lee Aschliman
Adrianna Marie Betha
Jason Alexander Boyd
Michael Patrick Budock
Gavriella Rivka Colton
Peter John Dolan
Heather Nicole Dugan
Lauren Kayla Fernandes
Daniel Fuentes
Erin R. Hassan
Matt Blaine Helmick
Christopher David Hunt
Jennifer Lee Laczko
Joel A. Landsman
Gabriel Patrick Lattimer Turner
Jiaqi Li
Yasmin Mamodesene
Justin N. Manprated
John Merson
Michael Omram Musambi
Akoele Amouzou
Priya Kanubhai Patel
Diana Marcela Peralta Ortega
Megan Elizabeth Plummer
Chynna Erin Ross
Japheth Adlahi Sandoval
Bria Alecia Savage
Kevin Andre Shields
Alexander Mackenzie Smith
Jordan A. Stanford
Hannamariam Abu Tilaye
Cesar Torres
Marcelo Enrique Vargas-Palacios
Alyssa Margo Wascavage
Weiyu Zhang
Computer Science

Dawson Corie Branch
Loveline Djoumejio K. Fianguoh
James Keelan Hollinger
Talha Hussain
Kien Chan Luu

Abdulhamid Ahmad Mohamed
Malek Natour
Alexander Adrian Schroeder
Isaiah Tyler Randolph Tillotson
Anna E. Yaroslaski

Cyber Forensics Technology

Shantel Elisha Leverett
Ravi J. Patel

Cybersecurity

Funmi Adubi
Mohammed Alaa Al Sakini
Alma Shawn Baskerville
Bita Beigishah
Milan D. Black
Stephanie Jane Camacho
Noumory Camara
Luke E. Campbell
Diether Redil Esmolo
Jordan Matthew Evans
Sonny Alan Howard
David N. Howell
Christopher Michael Lanthier
Kevin C. Lee
Shantel Elisha Leverett
Thang Baw Lian
Michael Panashe Mhonda

Hector J. Miranda-Lopez
Jack David Murphy
Jelani O. Noel
Deven Scott Norton
Faith Oh
Joshua Andrew Price
Khalil Payton Reed
Joshua Stewart Ronkette
Federico Bonotan Santa Cruz, II
Rameez Ali Shah
Daniel Y. Spall
Samantha Anaiah St. Prix
Aimerance Adelaide Tueguem
Sayed Waheed
Seth Donovan Walter
Hamad Wasti
Timothy Tristan Wilson

Engineering

Robert Jean Ayoub
Thao Duong
Diego Alejandro Gomez
Lauren N. Hanratty
Ian T. Holderman

Eric T. Johnson
Michael Bernard Leard
Travis A. Priller
Trevor Lorimier Shepard

Entrepreneurship

Olivia Marie Fletcher

Environmental Science

Caitlin Michelle Beckjord
Urviben Patel
General Studies

Cristian Eduardo Alfaro Molina
Kai Gabriel Archuleta
Robert Jean Ayoub
Makeda Tsehaytu Balderson
David Barnett
Ryan Colin Bowers
Cynthia D. Bridger
Chaunnay Monique Brown
Wesley Jerome Brunson
Michael Patrick Budock
Shannon R. Burbank
Ellen May Campbell
Daniela R. Cervantes
Unomachuwuka Dawn Chukwurah
Daphenie J. Cox
Steven Phillip Dea
Sean Joseph Divver
Samantha Nicole Donovan
Ashleigh N. Evans
Lauren Kayla Fernandes
Ryan Michael Gilbert
Marvin Gomez
James A. Gray
Chris K. Grossarth
Marilyn Gyedu
Ameen M. Hady
Keulin Han
Erin R. Hassan
Marian Grace Heidel
Claudia Elizabeth Holder
Tyler Schenck Holzman
Sheila Estrella Hourihan
Amelia Caroline Huggins
Delana Allison Husby
Shafaq Hussain
Katelyn Marie Jacobs
Jared Lee Jacoby
Jeffrey Ronald Johnson
Rebekah Ann Jones
Rachael C. N. Khai
Yajan Khanal

Katherine Rose Kinnaman
Gabriel Patrick Lattimer Turner
Laurel May Lenz
Theresa Esmeralda Lopez
Christopher John May
Melody D. Mehdizadeh
Elizabeth Grace Morgan
Andrew Shaun Morris
Samuel George Murrill
Soraya Saleh Ngarnim
Mirela Oliveira-Balestino
Daniella B. Pasten
Jackayla M. Pendergast
Elijah Samuel Perry
Travis D. Ponton
Adam Howard Popp
Jake Barrett Pyke
Gabriella A. Ramirez Limeres
Karla Yaren Ramirez Bravo
Elliot Carlton Rittenhouse
Christopher Owen Robeson
Maggie J. Robinson
Audrey Lassiter Simmons
Olivia R. Stang
Christian A. Stewart
Amy Melinda Taylor
Aidan Pieter Tenhoor
Connor Thomas Thode
Rachel Meghan Thomas
Tsigemariam Abu Tilaye
Huai Thian Uap
Ashley Audry Vasquez
Anthony Vercelli
Tom B. Vuong
Kimberly Wade
Dawud Faheem Wallace
Christina Mary Weston
Amber Whalen
Alexandra Nicole Whatley
Sara E. Williams
Yuting Zhang

General Studies - Business, Leadership, Technology

Michael Patrick Budock
Mickel Anthony Harding
Leah Erin Smith

General Studies - Business/Technology Emphasis

Jacob L. Antonelli
Jamila Elmarina Ratliff
Ashley Erin Winder
General Studies - Science Emphasis

Muhammad Ali
Paulina Maria Balderas
Abigail Mary Brodsky
Benjamin Robert Brown
Darlene Jasmine Brown
Laura Elise Butterfield
Isabelle Josephine Cox
Ayushi Dave
Rachel Lauren DiGuiseppe
Hannah V. Giampietro
Kiera Moreen Gilbert
Joshua Frederick Gonzalez

Ifunanya Immanuella Ike
Nicole Larson
Jessica Ann Marquis
Harrison Pelham Mayo
Ian Moller-Knudsen
Vivian Onwugbenu
Urviben Patel
Parsa Samadani
Sifat B. Sayeed
Hamza Umar
Eli Joseph Vogel

General Studies for Certificate Students

Adebayo Abayomi
Rachel Okuko Abe
Daniel Oloruntosin Adegbesan
Idowu B. Adeleke
Mahtub Ahmadi
Cristian Eduardo Alfaro Molina
Emily Jasmin Alvarez Pereira
Lindsey Marie Amos
Aaron N. Archampong
Noemi Arreola
Stephanie Asgarali
Antonia Maria Bacon
Electro T. Belton
Timeka Joy Benson
Kelley Marie Berge
Matthew L. Best
Sophia Judith Betlejewski
Justin Alexander Betz
Binayak Bhattarai
Dani E. Blair
Christian Boakye
Andrew G. Boales
Jena Kay Borlik
Alanna Renee Brandt
Tina Ngoc Bui
Zenobia Quiana Ifetayo Burns
Michael Alfred Butler
Jacob Andrew Carroll
Kellie Anita Carswell
Chastity C. Carter
Yasmeen Chapman
Antony S. Chin
Aundrea N. Clark
Sam DelVecchio Collins
Alexandra Leigh Condor
Kaylen R. Copper
Theodore M. Cornwell
Bolanle A. Dada

Quang Huyen Dang
Lois S. Darko
Clarisa Hascal de León
Ian Charles Decker
Natalia N. DeJesus-Torres
Cory Edward Demers
Clifford Dalton Dewey
Hannah Lynn Euphemia Dubois
Ahmed Farooq Dura
Scott James Dzwirulski
Talicia D. Eastmond
Leya Asfaw Engdaw
Reilly Quinn Escalante
Bennie Richard Fanning
John Patrick Farley
Brandon Alexander Feldman
Marisa Raquel Filipovic
Olivia Marie Fletcher
Jordan Lee Flowers
Ari William Freireich
Rebecca Frimpomama
Zackary Miles Garrett
Julie Ann Garshell
Karla S. Gomez
Ryan Brice Gorinson
Michael David Graham
Grace E. Grossmann
Matthew Robert Hairell
Darius Keith Hannah
Jessica K. Herd
Sarena S. Hines
Steven Richard Hollies
Gregory D. Howard
Jennifer D. Hudson
Chantil Marie Hunt Estevez
Wania Simal Ismail
Bryanna Antoinette Johnson
Danielle Nicole Jones
Lestina Krystal Jones
Capri Lashea Joppy
Alejandro K. Kayl
Ramah Khalil
Zara M. Khan
Gurkanwar Singh Khangura
Estifanos T. Kidane
Rooklyn Jesse Kline
Patrick Kendrick Kontchou
Mariam Koroma
Kimberly Aissita Kouame
Anne Kwarteng
Erin Gardner Larkin
Raquel Elizabeth Laws
Jane Yooli Lee
Albert Lewis
Nia Louden
Pa Lung
Le Mia F. Lynch
Mayowa Rejoice Malomo
Yasmin Mamodesene
Aynur Mikayilzade
Andrea Earlene Millen
Julia Louise Miller
Zachary John Miller
Carter Alexander Montgomery
Sara V. Morgan
Arman Amir Moshasha
Meredith Ann Mox
Tim P. Namie
Ralph Jickel Nankap Yougang
Naomi Narat
Jamira Monet Newby
Hang Nguyen
Ngan Thi Thanh Nguyen
Karlis K. Nix
Tyler Lawrence Nowak
Peyton M. Oakes
Faith T. Ogunleye
Lokendra Oli
Corina Jimenez Ovando
Amma Adjeiwaah Ampofo-Owusu
Yaw Ekow Owusu
Vrushali Raju Parikh
Jennifer Therese Park
Lauren Elizabeth Parker
Ishan R. Patel
Connor R. Payne
Stenealle Aiyanna Ragin

Information Technology

Fethi Sufian Beker
Ferenc Cserhati
Lytissa Deann Carter
Lianna Marie Gabriel
Nehemiah Biru Gugssa
William Eugene Hamilton
Jacob Kennedy
Rizwan Mohammad Munir
David Jerome Robertson

Matthew Tyler Wade
Edward Lee Warren
Emmanuel Nyonton Wright
Zhengchao Yu

International Business

Michael Omram Musambi

Nursing

Admiral Naa Kordai Addy
Oyeronke Adebola Akinmola
Amber N. Augenstein
Shawn Robert Avery
Mercy Ayaba Anwi
Binta Bakarr
Tynisha M. Ballard
Yermiah Serena Bigo
Jennifer M. Bilenki
Shakiera Lashay Black
Kaitlyn Sierra Borries
Lindsey Nicole Boswell
Tiarra Boyd
Kathleen Renee Casagranda
Roselyn Chigamba
Angela F. Cooper
Sierra C. Cutler
Lisa L. Davila
Celeste Delgado
Alice Ebako
Mariah Joy Edelin
Karla Vanessa Elie
Lorena A. Escoto-Gajardo
John Patrick Farley
Marisa Raquel Filipovic
Olena Fioravante
Jennifer Marie Fries
Yamuna Gautam Adhikari
Alaina Marie Gayle
Jennifer Gray
April Michelle Gruenke
Selam Gulelate
Sydney N. Hall
Jessica Kristen Herd
Jodi L. Hutchison
Stephanie Elise Hyde
Emily K. Jackson
Delayca Brittany Johnson
Martine Mboumdon Kadje
Yoomi Kang
Maria Kavalarchik

Christiania Adeola Kayode Adebowale
Sara S. Kepenerova
Evidence Chiratidzo Kunaka
Tolulope Kuteyi
Robert Franklin Larhue
Jean J. Lee
Stacey Lynn Lee
Ashley Lianna Lemmon
Shemara Shay Mack-Smith
Remi Manoj
Ellyse McKiver
Nancy Yasmin Medina
Tiffany Camille Mickens
Dominique Mitchell
Paul C. Monteferrante
Angela Marie Murphy
Nicole Monique Nelson
Yvonne O. Obenson
Chioma C. Okoli
Adeoluwa A. Oresanya
Brooke Linden Pearson
Bayyinah K. Price
LaShawn Russell
Amanda V. Saco
Cicely Sanders
Emma Rose Saylor
Holly Lynn Sernulka
Rochelee Shing
Beatrice Sidze Tchounda
Allison Lynn Silverman
Tauri Smith
Dana N. St. Clair
Marissa Nicole Stevenson
Brianna Simone Taylor
Erica Victoria Thomas
Jovan S. Tillotson
Deisha Lynae Ware
Andrea Jane Warfel
Nakisha Nicole Wilmore
Billy G. Zanzola
Tim Oreste Zimmerman
Public Health
Ashleigh A. Brown
Venus Olympia Jackson

Secondary Education - Humanities/Arts
Makeda Tsehaytu Balderson

Secondary Education - Social Sciences
Laura Lynn Hayden

Teacher Education - Early Childhood Education
Nia Louden

Teacher Education - Elementary Education
Melissa Marie Robinson

ASSOCIATE OF APPLIED SCIENCE

Biomedical Engineering
Paul Anthony Alfaro
Tameka Rasheda Gongs
Rogers G. Kiriggwajjo
Mitchell J. McKnight
Eric Ngemekam Nieng
Celestin Njibeck Ngwa
Najeeb Ali Sayeed
Bawi Lian Uk

Business Management
Muzammil Akil Allidina
Summer Rose Breitschwerdt
Heather Nicole Dugan
Paul Michael Tyler

Cardiovascular Technology - Invasive Technologist
Su Jeng Cho
Gregory D. Howard
Jacqueline Louise Hyppolite
Kanjana Livingston
Maria Laura Lopez de Haro
Nora F. Patton
Taylor Paige Simmons
Gerard Tsafack Tafoyem
Chenoa Deidra Wilson
Computer-Aided Design Technology
Yves Laurentz Diasso
Eltan C. Fisch

Culinary Management
Khafre Ibrahim-Augustus Annis
Rebecca Frimpomaa

Dental Hygiene
Kadeja Erica Brown
Ashley Choe
Katie Noel Danielson
Ashleigh N. Evans
Sonya Hayle Gebreegzbaher
Stacey Lynn House
Sooin Kim
Yoojin Kim
Sung Jin Park
Michelle Marie Saah
Jessica Nicole Seidelman
Jessica Anne Willems

Diagnostic Medical Sonography
Samantha Marie Anderson
Yanna M. De Castro
Demi Danielle DelRicco
Daniel Foster Gold
Caitlin Marie Green
Toni Marie Hansen
Maren Mei Kamischke
Amber M. Kelly
Mariann C. Killen
Dorcas Larrey
Alizé Unique Lassiter
Gracia V. Le
Leodaly Leidiana Sierra

Early Childhood Development
Jeanne Doyle
Tanajah Nicole Hairston
Sungran Park
Monica Mariluz Pino-Thompson
Katherine Virginia Schiaffino
Rhonda Darrell Watson

Entertainment Technology
Yaw Ekow Owusu

Hospitality Management
Rebecca S. Hopson
Genesis Vanessa Lopez Flores
Michael Dimitri Swan

Information Systems Assurance
Mohammed Alaa Al Sakini
Medical Laboratory Technician

Lauren Clabough
Allison Elaine Edwards
Shabana Jamal
Gavin Kent
Gye Ryeong Park
Jaime Edward Quansah
Adria N. Summers

Physical Therapist Assistant

Adam Forest Brown
Nathan Scott Brown
Kortney Anne Dwyer
David Paul Jacobs
Alessia Ann Lora
Christine Potenzone
Jordan Max Saltzman
Elizabeth Eva Schwarcz
Christopher Denisc Vidhyaphum
Lauren Helen Westermeyer

Radiologic Technology

Aliya Arshad
Candice Jenelle Carter
Emmanuel Eno Agbor
Shannon Allison Fields
Renika June French
Carl Justin Montero Gaytano
Kyle Andrew Golinski
Yunho Hur
Edwige Kamdom
Lorette Louise Kenney
Alia A. Khan
Jessica Marie Long
Tyrai Nicole Mason
Rebecca Lee Paugh
Brooke Anne Reinholtz
Bao Tiet
Michael Louis Willemin

ASSOCIATE OF ARTS IN TEACHING

Early Childhood Education/Early Childhood Special-Education

Hayley Lynn Foster
Aida S. Nichols
Samantha J. Tate

Elementary Education/Elementary Special Education

Robert Jordan Foyles
Allison Kathleen Miller
Anthony Joseph Mundie, Jr.
Cory Wade Nance
Austin An Ngo

Secondary Education - English

Peyton M. Oakes
Christina Marie Smith

Secondary Education - Mathematics

Jeremy John Stewart
ASSOCIATE OF SCIENCE IN ENGINEERING

Computer Engineering
Yilmaz Mert Akin
Isabela Porfirio de Aguiar
Logan Gerald Reardanz
Truc Hoang Thanh Trinh

Electrical Engineering
Logan Gerald Reardanz

CERTIFICATE
Baking and Pastries
Amanda G. Hunt

Biomedical Engineer Specialist
Mitchell J. McKnight
Celestin Njibeck Ngwa

Cardiac Monitoring and Analysis
Jacqueline Louise Hyppolite
Kanjana Livingston
Alireza Salehi Pouran
Leah Chalnicea Wennah

Certified Bookkeeping
Diana Marcela Peralta Ortega
Jordan A. Stanford

Computer-Aided Design Technology
Rachel Anne Athey
Pallavi Milind Kulkarni

Construction Management
Arielle McKenzie Wickstrom

Cyber Forensics Technology
Noah Chase Pomerantz
Early Childhood Development

Tanya Blackmon
Lois S. Darko
Karla Andreina Flores
Tanajah Nicole Hairston
Tracey Vanessa Jones
Linda Marie Long
Sungran Park
Jamie Shannon Seymour

Electronics Technology

Tameka Rasheda Gongs
Mitchell J. McKnight
Celestin Njibeck Ngwa

Help Desk/LAN Support Technology

LaJuanda Johnson
Ashley M. Maas
Andrew Lanard Polis

Hospitality Management

Ekaterini Gaidartzaki
Zaida Lebron

Legal Administrative Professional

Alexandra Leigh Condor

Lodging Management

Pauline Akol
Patrick Sheridan Barry

Network Security Administration

Mohammed Alaa Al Sakini
Joshua Stewart Ronkette

Professional Coaching

Oretta Timmons
3 – Faculty Promotions for Fiscal Year 2020

**Background:** The faculty promotion system fosters continuous improvement through professional development, teaching improvement, learning outcomes assessment, and curriculum development. Promotion projects are used to move major instructional initiatives forward.

The college recognizes and rewards faculty members who have achieved a prescribed level of self and instructional development in accordance with college procedure 63.03.03, Promotion (Faculty), which describes the requirements for promotion for each faculty rank.

**Assistant Professor**  
Criteria include:
- Master's degree or equivalent in related experience; experience may not be substituted for a bachelor's degree except in highly extraordinary circumstances.
- Three years at the instructor level at HCC.
- Three years at the excellent or outstanding performance level, including the year of promotion.
- Satisfactory completion of all activities required of probationary faculty as outlined in the Merit Achievement Plan.
- Demonstrated evidence of quality teaching based on an analysis of student evaluations, supervisor observations, and other appropriate evidence.

The following faculty have met these requirements:

Lawson, Carla, Health Promotion and Human Performance  
Robertson, Chante, Health Promotion and Human Performance  
Walker, Crystal, Communication  
Yu, Yang, Geography

**Associate Professor**  
Criteria include:
- Master's degree or equivalent in related experience; experience may not be substituted for a bachelor's degree except in highly extraordinary circumstances.
- Three years at the assistant professor level at HCC.
- Three years at the excellent or outstanding performance level during the promotion period, including the year of promotion.
- A significant course or curriculum improvement project that strives to improve student learning including these elements:
  - Evidence of innovation
The following faculty have met these requirements:

Bell, Allison, Mathematics
Bridges, Karen, Geology
Diamond, Brendan, Astronomy and Physics
Hedd, Harolda, Nursing
Johnson, Sarah, English
O’Hanlon, Elizabeth, Education
Williams, Rosemary, History

Professor
Criteria include:

- Master’s degree or equivalent in related experience.
- Four years at the associate professor level at HCC.
- Four years at the excellent or outstanding performance level during the promotion period, including the year of promotion.
- A significant course or curriculum improvement project that strives to improve student learning including these elements:
  - Evidence of innovation
  - Design and implementation of the project
  - Evaluation of the project, including the collection of data
- Completion of all activities required of probationary faculty when appropriate, or the equivalent as approved by the VPAA.
- Demonstrated evidence of quality teaching based on an analysis of student evaluations, supervisor observations, and other appropriate evidence.
- Significant professional development activity within the last four years prior to promotion, including external activities. This development should total approximately 400 hours, of which up to 50 percent may be included in normal yearly expectations. Examples of significant professional development activities include: graduate courses, internships, community activities using professional skills, selective publications, selective presentations at national conferences, exhibits, and performances.
The following faculty have met these requirements and the details of their promotion projects are included:

**Beaver, Archiena:** This promotion project combined the three transition courses: **NURS-124 - LPN Transition Concepts**, **NURS-125 - Paramedic Transition Concepts**, and **NURS-126- Military Corpsman Transition Nursing Concepts** in the nursing program into one seamless option for those seeking advancement to registered nurse. Students continue to enroll in their respective courses (LPN, Paramedic, and Military Corpsman) to obtain disaggregated data for each cohort. The change is in the delivery of the course, which promotes financial budgetary gains by combining student enrollment to prevent cancellation of courses due to low enrollment. Class content was revised to reflect the needs of each cohort. Role transition, health assessment and clinical decision making are all examples of the revised classes that impact each discipline. More time and attention is spent on synthesizing content so that students are engaged in sharing their interpretation of course content within their cohort. Robust discussion during lecture promotes comprehension and fosters relationships. This project resulted in faculty being more attentive and skilled with the consistency of their course content across the disciplines and allowed them to hone in on techniques to enhance student learning. Combining the courses has fostered relationships among the three cohorts that enhance support systems as students progress through the nurse education program. The major success of the course for students is the integration, understanding, and comprehending the role of the registered nurse from their unique perspective.

**Cripps, Laura:** This project summarizes the research, delivery, and analysis of activities and products designed to create a greater sense of cohort identity among social sciences program majors at HCC. This goal was derived from nationwide research showing a correlation between the formation of student cohorts and improvements in academic retention and completion. With national movements toward Guided Pathway models of admission, advising, and structured curriculum, the benefits resulting from the creation of cohort identity around a shared academic program is significant.

**Garner, Jennifer:** This project made adjustments to the accelerated learning program (ALP-121) course to align it with the college composition (ENGL-121) course and utilize integrated reading and writing (IRW) principles to streamline the course. When the project began, HCC had two versions of ALP, one for students who did not place into college-level reading (RALP) and one for students who did not place in college-level writing (WALP). Focusing on the national trend, the ALP class now uses IRW principles where the basic tenet is that there is no writing without reading and vice versa. This change required significant professional development and resources for instructors who viewed themselves as mainly writing teachers. In addition to the switch to IRW, the ALP class also evolved to align with ENGL-121 in using the same textbook, though the ALP class used an extended version with readings.

**Leith, Richard:** This project focused on developing and/or strengthening student and faculty engagement through service learning experiences and education to advance the goal of student success, completion, and life-long learning. Specifically, the project sought
to influence students' progress toward responsible, civic-minded citizenship by analyzing data drawn from classes that include service learning in terms of student success, attendance, and completion; creating "high-quality, innovative, and interactive experiences" for HCC students; strengthening existing relationships with community partners and establishing new ones; and developing an online service learning instructional instrument for HCC's faculty. The project allowed opportunities for students in HCC’s service learning program to participate in discussions of best practices, course offerings, and alternative break opportunities at state, regional, and national levels. The project also aligned with Columbia's 50th Birthday celebration, and part of this project was to design a service-based observance with existing community partners, Columbia Archives and Merriweather Post Pavilion. The project culminated in the "What's Your Story?" The Merriweather 50th Birthday Interview Project. These interviews served as the basis for an historical look at Merriweather with a focus on community partnership and engagement.

**Lilly, Kathy:** This project was designed to improve student performance and completion in general education chemistry courses, chemistry and society (CHEM-105) and fundamentals of general chemistry (CHEM-103). Inquiry-based learning strategies were developed to shift instruction from instructor-led presentations to student-focused learning environments in both lecture and lab. CHEM-105 was also redesigned to add an online version of the class. Open educational resource textbooks were adopted for both courses.

**Lowe, William:** This project shifted with the college decision to consolidate Asian studies along with Spanish and Arabic into a new associate of arts degree program entitled world languages and cultures. The revised project goals included ensuring sustainability of the Asian studies path within the new degree program and maintaining the articulation agreement with University of Maryland, Baltimore County for students transferring into the bachelor of arts program in Asian studies; attending and presenting at Asia-related conferences and sharing the presentations with colleagues through encore presentations at HCC; developing an Asia-themed section of an English as a Second Language (ESL) writing course, academic intermediate writing and grammar for ESL students (ENGL-084); and participating in a course review of Asian literature (ENGL-219); and coordinating and completing a program review of Asian studies prior to consolidation.

**Roberson, Elisa:** This project was created to help address the need for an improved understanding of hybrid pedagogy, a more clear hybrid identity in the English world languages (EGWL) division, and included a cross-functional conversation to hybrid teaching, learning, and scheduling. Hybrids are course offerings that meet face-to-face for a percentage portion of the weekly instructional time and meet online for a percentage portion of the weekly instructional time. For example, a 50/50 hybrid class that is three credits would meet on campus for 1.5 hours per week and 1.5 hours per week online. The project afforded opportunities to learn about the historical approaches used in hybrid teaching and learning that had been tried at the college. In collaboration with eLearning, this project examined the efficacy and efficiency of hybrid course offerings to meet the instructional delivery needs of HCC students.
Yongue, Amelia: This digital-age project assumes that accomplishing HCC's strategic goals of lifelong learning and student success must include learning and practicing real communication with others outside of the U.S. to gain a global perspective. This project involved finding and developing international contacts at several universities; working with a variety of online communication technologies and strategies; and creating Canvas activities to facilitate students’ intercultural and collaborative learning. Results were collected and assessed qualitatively via brief, end-of-course surveys and group discussions. After designing, creating, and testing a variety of engaging activities for English composition (ENGL-121) and academic intermediate writing and grammar for ESL students (ENGL-084), the work was presented at two conferences, as well as shared with the international contacts and EGWL and business and computer systems division faculty who are now expanding additional international communication projects within their own courses.

Purpose: To obtain board approval for faculty promotions

Timeline: FY20

Recommendation

The administration requests that the board of trustees approve all promotions for the faculty members listed above.

Compliance: This request is in compliance with college procedure 63.03.03, Promotion (Faculty).
4 – Office Supplies Contract

**Background:** The college has been using the Mid-Atlantic Purchasing Team’s (MAPT) cooperative contract with Office Depot to purchase office supplies for the last seven years. MAPT is a coordinated effort of the Baltimore Metropolitan Committee and the Metropolitan Washington Council of Governments to aggregate the purchasing power of the counties, school systems, and community colleges in the Maryland, Virginia, and Washington D.C. region. Anne Arundel County Public Schools issued the office supplies solicitation on behalf of MAPT. This contract allows for multi-jurisdictional participation and a corresponding discount structure based on the increased annual volume of participants in the contract. Since the inception of the contract, a number of jurisdictions have also signed up to participate in the contract, which has increased the anticipated annual volume. This increased volume will lead to even greater discounts for all participating entities on items such as desktop paper and toner cartridges, which are both high volume purchases for the college. As a result, the administration would like to continue to utilize the MAPT cooperative contract and purchase office supplies from Office Depot. It is anticipated that approximately $500,000 will be spent on office supplies.

**Purpose:** To obtain board approval to continue to utilize the MAPT contract to purchase office supplies from Office Depot

**Timeline:** FY20

**Total:** Approximately $500,000

---

**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The use of the MAPT contract for office supply purchases from Office Depot

**Source of funds:** FY20 budget, including unrestricted agency and grant funds

**Compliance:** This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
5 – Risk Management Program for Insurance Protection

**Background:** The college is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The college is insured through the Howard County self-insurance fund, which provides general liability, all-risk property, and workers’ compensation insurance. The fund is a self-insurance mechanism authorized under Maryland law by which local governments pool together to provide casualty self-insurance coverage. The college’s coverage includes up to a maximum of $1,000,000 for each general liability claim, $100,000 for each property claim, and $500,000 on each workers’ compensation claim.

The college also maintains a separate policy with the Local Government Insurance Trust (LGIT), the member-owned insurance association that administers the self-insurance fund for local governments and municipalities for automobile coverage up to a maximum of $1,000,000 for each automobile claim. LGIT was created to provide broader insurance than that available from commercial insurers, coverage that otherwise would be unavailable, and loss control and risk management services for local governments. Under the umbrella of Howard County, the college also has additional coverage of $5,000,000 through LGIT for liability, property claims, and workers’ compensation claims in excess of the coverages described above. The county pays annual premiums to LGIT for liability coverages. Settled claims have not exceeded coverage in any of the past five years.

The college makes payments to Howard County for the self-insurance fund based on the premiums established by the county through a combination of actuarial estimates and historical cost information. The college has no liability for covered claims other than paying the premiums established by Howard County.

One of the benefits of participating in the self-insurance fund, is that the participating members share in the savings realized from lower premiums costs and reduced claims during the fiscal year. The college is pleased to report that this year’s premium was reduced by $18,790 from $514,550 in FY19 to $495,760 in FY20.

**Purpose:** To obtain board approval to make the risk management payment to Howard County

**Timeline:** FY20

**Total:** Approximately $495,760
The administration requests that the board of trustees approve:

**Method:** The continuation of the risk management program through Howard County Government for inclusion in the self-insurance fund

**Source of funds:** College operating budget

**Compliance:** This request is in compliance with Board Bylaws – Article II: Board of Trustees Responsibilities and Powers, Item I: Liability Protection.
6 – Mechanical Services Contract

**Background:** The college has a need for mechanical services to accomplish a number of planned projects around the campus, as well as other miscellaneous, unscheduled, and unforeseen projects that arise as needed. The college has successfully utilized an indefinite delivery/indefinite quantity (IDIQ) mechanical services contract with Emjay over the past several years in order to streamline the procurement process and reduce the amount of time necessary from the identification of a project to the completion of a project. IDIQ contracts are often used with service contracts, as it is difficult to determine the exact quantity of services that will be required during the contract period. An IDIQ contract is for a fixed period of time and is limited by an overall dollar amount. The administration is satisfied with the quality of Emjay’s work and would like to continue to use its services. The Howard County Public School System (HCPSS) has a contract for mechanical services with Emjay, which was publicly solicited and is available for the college to utilize. It is estimated that approximately $400,000 will be spent for these mechanical services in fiscal year 2020.

**Purpose:** To obtain board approval to utilize the HCPSS contract to purchase mechanical services from Emjay

**Timeline:** FY20

**Total:** Approximately $400,000

---

**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The use of the HCPSS contract to purchase mechanical services from Emjay

**Source of funds:** Facilities operating budget and systemic capital budget

**Compliance:** This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
7 – Facilities Condition Assessment

Background: Facilities condition assessments are typically performed every five years, to coincide with the master plan cycle. The most recent facilities condition assessment was done in 2014. The facilities condition assessment allows the facilities department to properly prepare for and budget for potential issues that may arise on or within the physical infrastructure of the college. The assessment involves a survey of the campus’ grounds, buildings, and the buildings’ infrastructure (boilers, chillers, handlers, switchgears, etc.). This survey results in a list of deficiencies and the cost to correct them, which allows the facilities department to plan, budget, and prioritize any needed major replacements, repairs, or upgrades to these systems before major issues occur that may affect the college’s infrastructure.

The Howard County Public School System (HCPSS) has a contract for professional architectural and engineering services with ECS Mid-Atlantic, LLC, which was publicly solicited and is available for the college to utilize. The facilities department compared the pricing of the ECS contract with another firm that has a contract with HCPSS pursuant to the same solicitation and determined that ECS’ services will cost the college less while providing the same value. The cost of this survey is approximately $131,000.

Purpose: To obtain board approval to utilize the HCPSS contract with ECS Mid-Atlantic, LLC, to perform a facilities condition assessment

Timeline: Summer through fall 2019

Total: Approximately $131,000

Recommendation

The administration requests that the board of trustees approve:

Method: The use of the HCPSS contract with ECS Mid-Atlantic, LLC, for a facilities condition assessment

Source of funds: Capital funds

Compliance: This request is in compliance with college policy 62.05F, Cooperative Purchasing, and procedure 62.05F.01, Cooperative Procurement.
8 – Markforged X7 3D Printer

**Background:** The college’s engineering program seeks to purchase an advanced 3D printer to augment current fabrication capabilities, as well as to support various project-centric courses such as introduction to engineering and the new additive manufacturing program. These courses often require students to design and create parts that are unique and not commercially available. Students are able to 3D print these unique parts, but the plastic-based parts that the college can currently print typically lack the strength to be used for their intended purpose. As a result, students are often forced to replace these parts with more expensive commercially-available parts and redesign the project to accommodate the change. This greatly reduces students’ opportunities for innovation, and is one of the greatest limitations of the college’s current fabrication capabilities.

The engineering program searched for a 3D printer that is able to produce parts that are strong and durable enough to be used in practically any application, has reasonable operating costs and physical footprint, and, most importantly, is safe and user-friendly so that students are able to operate it themselves. Most high-strength material printers are intended for commercial manufacturers, far exceed the college’s needs, and are accordingly priced at $500,000 or more. Of those 3D printers not intended for large-scale manufacturing, only one, the Markforged X7, truly meets the college’s requirements. The X7 prints in a nylon/carbon fiber filament base while simultaneously adding pure carbon fiber or fiberglass reinforcement, producing extremely high-quality parts that are both lightweight and as strong as aluminum. The lightweight nature of the material is of particular interest to the engineering department due to programs focused on the development of small unmanned aerial vehicles, or drones.

College staff did investigate the other 3D printers that print using material strong enough for the college’s purposes and meet the engineering department’s other requirements, but those devices print using metal. The metal printing devices require expensive facility modifications to install such as additional power or gas, produce finished printed products slower, pose additional safety concerns due to the use of metallic powders and extremely high temperatures, and require significantly more space. Additionally, the metal printers cost roughly $100,000 to $150,000 more than the Markforged X7. The college also considered 3D printers that print utilizing carbon-reinforced plastic rather than metal or continuous fibers of carbon, but determined that such material would not be suitable for the engineering program’s purposes due to a significant lack of strength when compared to metal parts or carbon fiber.

After an exhaustive search, the engineering department has determined that the Markforged X7 is uniquely able to meet the college’s requirements. DesignPoint is the only authorized reseller for Markforged 3D printers for the state of Maryland. Purchase of
the Markforged X7, which includes installation and training, 15 spools of printing material, and a three-year maintenance and repair plan, will cost approximately $98,000.

**Purpose:** To obtain board approval to designate DesignPoint as a sole source vendor

**Location:** Science, engineering, and technology (SET) engineering lab (SET-163C)

**Timeline:** Expected delivery May 2019

**Total:** Approximately $98,000

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**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The designation of DesignPoint as a sole source vendor

**Source of funds:** SET division budget

**Compliance:** This request is in compliance with college purchasing policy and procedure 62.05C/62.05C.01, Sole Source
**9 – Construction Management At-Risk Services for Horowitz Visual and Performing Arts Center Photo Suite**

**Background:** The facilities department would like to repurpose the photo suite in the Horowitz Visual and Performing Arts Center (HVPA). The renovation assessment committee has recommended the realignment of the instructional space to meet current and foreseeable future instructional needs for better functionality in response to changing industry technology. In January 2018, the college retained architectural and engineering design and consulting services for the first phase of this project.

The HVPA photo lab is in use 40 hours a week or more, during the spring and fall semesters. As a result, the college has a short timeframe during the summer in which to complete the next phase of the project and renovate the room. The facilities department determined that the college would need an external company to manage the construction and renovation of this space in order to have the project completed in a timely fashion.

Educational and Institutional Cooperative Services (E&I) has a contract with Gilbane for construction management at-risk (CMAR) services that was publicly solicited and is available for the college to utilize. E&I is a national, member-owned, non-profit purchasing cooperative that serves educational entities. Under the E&I contract, Gilbane developed a guaranteed maximum price (GMP) of approximately $552,000, which includes subcontractor costs, the construction management fee, general conditions for personnel, general conditions for non-personnel, and contingencies. In addition to the E&I contract with Gilbane for CMAR services being publicly solicited, Gilbane solicited bids from multiple subcontractors as part of its GMP process to help ensure that the college gets the most value from the contract possible.

**Purpose:** To obtain board approval to utilize the E&I contract to purchase CMAR services from Gilbane for the HVPA photo lab renovation

**Location:** HVPA photo suite (HVPA-165)

**Timeline:** Summer 2019. Work to begin at the end of the spring 2019 semester and to be completed before the fall 2019 semester.

**Total:** Approximately $552,000

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**Recommendation**

The administration requests that the board of trustees approve:
**Method:** The use of the E&I contract to purchase CMAR services from Gilbane

**Source of funds:** Capital funds

**Compliance:** This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
H-1 Discussion Item: Work Session Topics for Fiscal Year 2020

Background: During the course of the year, there are opportunities for five board directed work session topics to be presented at board meetings. These five work sessions are in addition to the budget work session in January and the Learning Outcomes Assessment presentation in March. Once the five topics are identified, the appropriate areas are notified so that materials can be prepared to present to the board.

In order to help facilitate this discussion, a list of the work sessions for the past five years follows this cover sheet. Also, listed below are possible topics suggested by president’s team that may be of interest to board members:

- N/ST Tour of Academic Commons and Howard Hall
- Financial Aid (previously suggested by the board of trustees)
- Technology Security Infrastructure and Procedures
- Facility Master Plan and Update on Mathematics and Athletics Center
- Business Programs

Recommendation

This item is for discussion only and requires no board action.
HISTORICAL LISTING
Howard Community College Board of Trustees
Work Sessions

FY19
- Health Sciences
- Disability Support Services
- Open Educational Resources Zero and Low-Cost Textbook Initiative
- Learning Outcomes Assessment
- Overview of Service Learning at HCC
- Academic Scheduling

FY18
- Under Graduate Research
- The Center for Hospitality and Culinary Studies
- Self-Service: Online Enrollment Services for Credit Students
- Cybersecurity at Howard Community College
- Learning Outcomes Assessment
- Division of Continuing Education and Workforce Development

FY17
- Policy Governance and Key Performance Indicators (Board Core Ends)
- Arts and Humanities at Howard Community College
- Enrollment Analysis and Projections and Update on the Early College Program
- Science, Engineering, and Technology Building Tour
- Program and Course Development and Review
- Learning Outcomes Assessment
- Update on the NST Building Renovation
- Sustainability at Howard Community College

FY16
- Title IX/Clery Act
- Strategic Marketing, Social Media and Website
- Commission on the Future Update and Internships
- SET Building
- Honors Programs/Learning Communities
- Learning Outcomes Assessment
- East Garage Expansion
- Fitness Center Tour

FY15
- Facilities Master Plan Concepts and Progress Report
- English and World Languages
- Science, Engineering & Technology Building Design Update
- Facilities Master Plan
- Dental Hygiene Program/Medical Laboratory Technician Program
- Learning Outcomes Assessment
- Engineering Program and Club/LOA
- Cyber Security
## I-1 Fiscal Year 2019 Board Calendar

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Event/Location</th>
<th>Tentative Agenda Items/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2, 2019</td>
<td>Student Awards Banquet</td>
<td>• Trustee Attendance Required**</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sheraton Columbia</td>
<td>• Trustees Invited and Participate in Presenting Awards</td>
</tr>
<tr>
<td>6:30-9:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 8, 2019</td>
<td>Entrepreneurial Celebration</td>
<td>• A Competition of Entrepreneurial Students’ Business Ideas</td>
</tr>
<tr>
<td>Wednesday</td>
<td>RCF-400</td>
<td></td>
</tr>
<tr>
<td>5:00-8:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 13, 2019</td>
<td>Audit and Finance Committee</td>
<td>• Committee Member Attendance Required**</td>
</tr>
<tr>
<td>May 14, 2019</td>
<td>RCF-401</td>
<td>• Meeting with Auditors</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 13, 2019</td>
<td>Dragon Athlete Awards Banquet</td>
<td>• A Celebration of Student Athletes</td>
</tr>
<tr>
<td>May 16, 2019</td>
<td>Sheraton Columbia</td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
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<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30-9:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 18, 2019</td>
<td>REPartee</td>
<td>• Fundraiser</td>
</tr>
<tr>
<td>Saturday</td>
<td>Horowitz Center</td>
<td>• A celebration of Rep Stage’s Past and Present that Benefits the Future</td>
</tr>
<tr>
<td>7:00-10:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 21, 2019</td>
<td>Howard Hall/Academic Commons</td>
<td>• Trustee Attendance: Board Chair Required**</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Ribbon Cutting Old N/ST buildings</td>
<td>• To be moved to August 2019.</td>
</tr>
<tr>
<td>10:00-1:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22, 2019</td>
<td>Pre-Convocation Breakfast</td>
<td>• Breakfast will be followed by the Innovation Fair at 9:30 am</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Café on the Quad</td>
<td></td>
</tr>
<tr>
<td>8:45 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22, 2019</td>
<td>Spring Convocation</td>
<td>• Trustee Attendance: Board Chair Required**</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Smith Theatre</td>
<td>• Welcome from Board Chair</td>
</tr>
<tr>
<td>10:15 am</td>
<td></td>
<td>• Recognition Event for Retired Employees, Degree Recipients, New Employees, and Career Service Awards</td>
</tr>
<tr>
<td>May 22, 2019</td>
<td>Nursing Recognition Ceremony</td>
<td>• Trustee Attendance Encouraged</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Marriott-BWI</td>
<td>• Recognition Ceremony</td>
</tr>
<tr>
<td>6:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 24, 2019</td>
<td>Platform Party Reception and</td>
<td>• Trustee Attendance Required**</td>
</tr>
<tr>
<td>Friday</td>
<td>Preparation and Commencement</td>
<td>• Board Members Confer Degrees</td>
</tr>
<tr>
<td>8:30 am – 12:00 pm</td>
<td>UMBC</td>
<td>• 8:30 am Platform Party Reception and Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 10:00 am Commencement</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Event/Location</td>
<td>Tentative Agenda Items/Information</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| May 29, 2019    | Work Session / Regular Meeting RCF-400 | • **Trustee Attendance Required**  
• Recognition of All-USA Academic Team  
• Election of FY20 Board Officers  
• Mission, Vision, Values, and Strategic Goals  
• Identity Theft Prevention – Red Flags and Payment Card Industry Compliance  
• Approval of Audit Areas for Review  
• New Academic Programs  
• Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting  
• Full-time/Part-time Faculty Ratios  
• Anticipated Summer Approvals  
• Sodexo Report  
• Barnes and Noble Report  
• Sustainability Update |

<table>
<thead>
<tr>
<th>June 2019</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| June 7, 2019    | Board Retreat / Closed Session RCF-401 | • **Trustee Attendance Required**  
• Agenda – TBD  
• Board Self-Evaluation  
• Presidential Year-end Evaluation |
| June 12, 2019   | Current and Former HCC Boards Social The Catherine Joan Cochran Community Room, SET-101 | • **Trustee Attendance Required**  
• Clark Medal Award Presented  
• Current and Former Board of Trustees Members, Current and Former HCCEF Board Members, and Former Capital Campaign Council Members Invited |

**Looking Ahead**
HCC 5K Challenge Race – Sunday, October 13, 2019

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

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

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

**Red** denotes information changed from original posting.  **NEW!** denotes item not listed on the last calendar.

**A “Required” event is one in which trustees play an integral part (i.e., board meetings, commencement, etc.) and which all trustees should make every effort to attend.

Shaded areas represent board meetings, committee meetings, and other activities that trustees are highly encouraged to attend, most of which are counted in the governor’s yearly attendance report.
I-2 Agreements Signed by the Board Chair Disclosure

**Background:** The agreements included in this disclosure are non-purchasing agreements and pass through contracts of $100,000 or more signed by the board chair in compliance with signature limits established at the May 2010 board meeting.

**Purpose:** To disclose to the board the list of non-purchasing agreements and pass through contracts that have been signed by the board chair since the last board meeting.

**Timeline:** March 14, 2019, through April 10, 2019

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**Disclosure**

There were no items for the board chair to approve during this time period.
I-3 Personnel Summary

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

**Purpose**: Disclosure to the board

**Timeline**: March 2019

---

**Recommendation**

This item is for information only and requires no board action.
## Section I – Change in Status

### SPECIAL ASSIGNMENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Associate Vice President, Human Resources</td>
<td>Human Resources</td>
<td>Existing Budgeted Position (Acting)</td>
<td>22</td>
<td>$81,455-$142,545</td>
<td>$105,933</td>
<td>Young, Karlyn</td>
<td>01/16/19</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Director, Athletics</td>
<td>Athletic &amp; Fitness Center</td>
<td>Existing Position Replacement</td>
<td>20</td>
<td>$73,962-$122,038</td>
<td>$91,811</td>
<td>Foley, Erin</td>
<td>07/01/18</td>
<td>2/13/19</td>
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<tr>
<td>Acting Senior Director, Athletics and Student Conduct and Title IX Deputy</td>
<td>Student Services</td>
<td>Existing Budgeted Position (Acting)</td>
<td>21</td>
<td>$76,364-$133,636</td>
<td>$81,316</td>
<td>Colbert, Geoffrey</td>
<td>01/17/19</td>
<td>Undetermined</td>
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<td>Acting Associate Director, Howard P.R.I.D.E. Program</td>
<td>Academic/Student Support &amp; Career Services</td>
<td>Existing Budgeted Position (Acting)</td>
<td>17</td>
<td>$64,702-$105,298</td>
<td>$65,853</td>
<td>Lamb, Shawn</td>
<td>01/28/19</td>
<td>Undetermined</td>
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<tr>
<td>Acting Associate Vice President, Enrollment Services</td>
<td>Student Services</td>
<td>Existing Budgeted Position (Acting)</td>
<td>22</td>
<td>$81,455-$142,545</td>
<td>$115,628</td>
<td>Plantz, Dorothy</td>
<td>2/25/19</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>

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

### SEPARATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Basic Skills Student Success Specialist</td>
<td>Continuing Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Cohen, Brenda</td>
<td>03/15/19</td>
</tr>
<tr>
<td>Computer Solutions Technician</td>
<td>User &amp; Network Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Jim, Ho Kiu</td>
<td>03/29/19</td>
</tr>
</tbody>
</table>

### PHASED RETIREMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Associate Vice President, Finance</td>
<td>Finance</td>
<td>FT to PT (60%)</td>
<td>22</td>
<td>$81,455-$142,545</td>
<td>$129,536 (paid 60%)</td>
<td>Lombard-Cullison, Janet</td>
<td>10/08/18-10/04/19</td>
</tr>
</tbody>
</table>
### CHANGE IN TITLE ONLY

<table>
<thead>
<tr>
<th>Old Title</th>
<th>New Title</th>
<th>Department</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Program and Budget Assistant</td>
<td>Community Development Operations Assistant</td>
<td>Continuing Education</td>
<td>Augoustatos, Althea</td>
<td>01/01/19*</td>
</tr>
<tr>
<td>Continuing Education Office Associate IV</td>
<td>Basic Skills Program Assistant</td>
<td>Continuing Education</td>
<td>Haspert, Catherine</td>
<td>01/01/19*</td>
</tr>
<tr>
<td>Basic Skills Instructional Specialist</td>
<td>Basic Skills Academic Specialist</td>
<td>Continuing Education</td>
<td>Spinner, Zethene</td>
<td>01/01/19*</td>
</tr>
<tr>
<td>Director, English Language Center</td>
<td>Senior Director, English Language Center</td>
<td>Continuing Education</td>
<td>Verratti, Naomi</td>
<td>01/01/19*</td>
</tr>
</tbody>
</table>

### POSITION TRANSFER

<table>
<thead>
<tr>
<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>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer</td>
<td>Environmental Services Technician</td>
<td>Facilities</td>
<td>11</td>
<td>3</td>
<td>$25,787-$41,990</td>
<td>$41,990</td>
<td>Snell, Michael</td>
<td>03/25/19</td>
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</tbody>
</table>
Howard Community College

SUMMARY OF PERSONNEL ACTIVITY
March 1, 2019 – March 31, 2019

### RECLASSIFICATION

<table>
<thead>
<tr>
<th>Old Title</th>
<th>New Title</th>
<th>Department</th>
<th>Old Grade</th>
<th>New Grade</th>
<th>Range for New Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education Specialist</td>
<td>Coordinator of Youth Programs</td>
<td>Continuing Education</td>
<td>12</td>
<td>15</td>
<td>$59,937 - $97,544</td>
<td>$60,122</td>
<td>D'Andrade, Megan</td>
<td>01/01/19*</td>
</tr>
<tr>
<td>Manager, Special Populations Programs</td>
<td>Coordinator of Special Populations Programs</td>
<td>Continuing Education</td>
<td>13</td>
<td>14</td>
<td>$57,394 - $93,406</td>
<td>$70,301</td>
<td>Gold, Sheryl</td>
<td>01/01/19*</td>
</tr>
<tr>
<td>Basic Skills Data Entry &amp; Registration Assistant</td>
<td>Basic Skills Information, Intake, and Assessment Assistant</td>
<td>Continuing Education</td>
<td>7</td>
<td>9</td>
<td>$39,685- $64,585</td>
<td>$43,765</td>
<td>Swick, Rebecca</td>
<td>01/01/19*</td>
</tr>
</tbody>
</table>

*Information was not available for previous report

### Section II – Leaves

#### SABBATICAL LEAVE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Beginning Date of Leave</th>
<th>Ending Date of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bauer-Taylor, Robin</td>
<td>Professor, Spanish</td>
<td>01/01/19</td>
<td>06/07/19</td>
</tr>
<tr>
<td>Yongue, Amelia</td>
<td>Associate Professor, English</td>
<td>01/01/19</td>
<td>06/07/19</td>
</tr>
</tbody>
</table>