ED 464 697                                                          JC 020 401

| | |
|---|---|
| TITLE | Commission on the Future.of Howard Community College Progress Report, 2001. |
| INSTITUTION | Howard Community Coll., Columbia, MD. Office of Planning and Evaluation. |
| PUB DATE | 2001-00-00 |
| NOTE | 149p.; For the 2000 report, see ED 446 789. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Accountability; Business; College Faculty; Community Colleges; Distance Education; *Economic Impact; *Educational Assessment; Educational Improvement; Faculty Recruitment; *Institutional Cooperation; Labor Force Development; *Personnel; Technological Advancement; *Technology Education; Two Year Colleges |
| IDENTIFIERS | *Howard Community College MD |

ABSTRACT

         This Howard Community College (HCC) (Maryland) 2001 Progress
Report makes assessments and recommendations in the following areas: (1)
creating a world class learning organization; (2) collaboration with other
educational organizations; (3) collaboration with business and industry; (4)
economics and workforce development; (5) preparing students as global
citizens; (6) technology and education; and (7) communicating with current
and new markets. The report is arranged in a table format that aligns the
goals and recommendations with progress reports from 2001 and 2000. The table
also identifies the campus department or area responsible for the listed
item. Examples of areas addressed and progress made include: HCC aims to
capitalize on the rich resources in the Washington-Baltimore area to provide
joint programs and speakers on cultural activities. Progress made includes
the Rep Stage group's utilization of cultural resources in the area, HCC
staff members' participation on local arts boards, and assistance at such
events as the Columbia Festival. In the area of educational partnerships, in
2001 HCC negotiated articulation agreements with Governor's State University,
Dickinson College, Strayer University, and Baltimore Culinary Institute. In
the technology area, HCC offered 90 online courses in fiscal year 2000, with
enrollments of over 1,100 students; enrollments in fiscal year 2001 are
expected to exceed 1,600. (NB)

Commission on the Future of Howard
Community College,

Progress Report 2001.

BEST COPY AVAILABLE

# COMMISSION ON THE FUTURE
## OF
# HOWARD COMMUNITY COLLEGE

## Progress Report 2001

# Commission on the Future of Howard Community College
## Progress Report 2001

## I. Creating a World Class Learning Organization

| Section # | Item | Responsible Area | Progress Report–April 2000 | Progress Report–May 2001 |
|---|---|---|---|---|
| | **Strategic Process Recommendations** | | | |
| I-1 | Build an agile organization that is responsive to students and other stakeholders. This organization should be able to move quickly and effectively and, by its skills, experience and attitudes, be fully capable of supporting the different functions and emerging businesses of the college. | President's Office | ◆ The college's executive leadership team is now in place. Reorganization at the senior staff level has been accomplished and the key leadership positions have been filled with the recent hiring of:<br>• chief information technology officer (CITO)<br>• executive associate to the president for the capital campaign | ◆ Over the last year, the leadership team has undergone some restructuring with the retirement of the vice president of community and organizational development and the discontinuation of that position, as well as the hiring of the final members of the leadership team. The complete college executive leadership team is now in place and is functioning at a high level. Some significant accomplishments of this team have been:<br>• launching of the silent phase of the college's capital campaign and the successful annual employee campaign<br>• development of the technology advisory board<br>• heightened presence of the college and its capital needs in the legislative arena<br>◆ The college is now in the silent phase of a 5-year $12 million capital campaign. The public phase will begin approximately Jan. 2002.<br>◆ The college has adopted the |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | Baldrige framework to help core work units and teams examine their processes and guide improvements. The college is in the second year of its five-year plan http://www.howardcc.edu/hcc/cqi/hccsteps.htm to disseminate training on the Baldrige principles throughout the organization and to develop an application for the national quality award. |
| I-2 | Provide a structure that allows teams to form easily across normal organizational lines, staffed to optimize the particular skills and experience needed for the task, and that disappear easily as the task is accomplished or as needs change. | President's Office | ◆ The college is supporting cross-functional teams that are constructed, work and dissolve as their work is completed, such as our subcommittees for the upcoming Middle States Association review. Other cross-functional teams that have been established are the diversity team, the enrollment management team and the organizational development team. | ◆ The cross-functional team concept has been a success.<br>• The Middle States cross-functional team led the college through an extraordinarily positive and successful Middle States ten-year review.<br>• The efforts of the enrollment management team, coupled with the cooperative work of faculty and staff college wide, is expected to achieve the enrollment goal of a 5% increase.<br>• The diversity cross-functional team has sponsored a diversity celebration day in April.<br>• The facilities cross-functional team has led the work to implement the master facilities plan.<br>• The work of the organizational development and curriculum & |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | instruction cross-functional teams will be described further within the document. |
| I-3 | Build a climate of respect, trust, and open communication in which it is understood that the organizational structure or form of the college must continually evolve to meet the needs of the constituencies served. | President's Office | ◆ Two-way communications are facilitated through a variety of activities such as brown bag lunches with the president, president's council, planning council, walk-arounds, focus groups, etc. | ◆ A variety of methods of communication continue to be utilized including: president's weekly e-mail update; Presidential Dialogues (6 per year); monthly brown bag lunches; augmented team meetings; planning council; focus groups; convocations; individual meetings with constituent groups, etc.  ◆ In addition the college is reviewing its process for shared governance with the end goal of providing a structure for communication, recommendation formation, etc. that provides a voice for all members of the staff/faculty. |
| I-4 | The commission identified and described six businesses within the college that serve potentially different core constituencies. The first three businesses are functions that the college has historically served: degree and certificate programs oriented toward transfer; programs oriented toward preparation for entry into the workforce; and programs for non-career and continuing education. The commission also identified three new emerging businesses that it characterizes as entrepreneurial functions; economic development programs; workforce development programs; and community development programs | President's Office | ◆ These businesses have been enhanced through a variety of activities suggested in later sections in this report. | ◆ These businesses continue to be enhanced through a variety of activities suggested in later sections in this report. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | programs. These businesses and how they affect the organization are described in greater detail in the task force report. | | | |
| | **Tactical Action Recommendations** | | | |
| I-5 | Develop structures that allow for learning to occur in a variety of ways: learning communities; cross discipline instruction; team teaching and distance education. | Academic Affairs | ◆ Silas Craft Collegians Learning Community for students with unrealized potential has been created and 11 applicants have been accepted so far for September 2000. The Silas Craft Collegians Program is designed particularly to impact the retention and success rates of first-time, full-time African-American students.<br>◆ The number of offerings and the enrollment in online courses has increased dramatically. In 1991 we offered our first online course to 7 students. In FY2000 we have 3 online degrees, and we have offered 90 online courses with enrollments of over 1100 students.<br>◆ Campus Web, a new type of distance learning class, is being piloted in September 2000. Campus Web courses are being targeted to first-time, full-time students who have the lowest retention rates in online courses. Campus Web courses have half the seat time of traditional onsite courses with the remainder of the coursework being accomplished online. This design will allow first-time, full-time students to participate in the online mode to | ◆ The first class of Silas Craft Collegians began in Fall of 2000. Eighteen of the original 24 students have been retained at HCC for the Spring 2001 semester for a retention rate comparable to that of all full-time students. The review process has begun for applications for Silas Craft Collegians II.<br>◆ Enrollments in online courses are expected to exceed 1500 students for FY2001. The new director of distance learning has been charged with monitoring quality and establishing best practices in distance learning courses.<br>◆ The Microsoft Certification program has adapted the Campus Web format in a series of its certification courses.<br>◆ Through Interactive TV, the college is sharing courses and programs with Anne Arundel Community College and offering courses to Atholton High School. |

10

11

4

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | which they are clearly attracted while providing the safety net of a physical class meeting each week. | |
| I-6 | Consider grouping some of the entrepreneurial businesses of the college together organizationally. | President's Office | ◆No changes have been made to re-organize the entrepreneurial aspects of the college; however, there have been several initiatives to promote crossover between credit and non-credit professionals to better serve our customers, e.g, credit faculty internships in continuing education and workforce development, the sharing of adjunct faculty, the design of training for the credit area by continuing education and workforce development, and the design of continuing education and workforce development training modules by credit staff. | ◆Crossover between credit and non-credit professionals to better serve our customers continues to move forward. The photonics project is a prime example. |
| I-7 | Maintain an inventory of the particular skills, competencies and experiences possessed by the people hired or assigned to various business functions. Use these characteristics in a matrix fashion for the benefit of other functional areas. | President's Office | ◆The inventory has not yet been developed; however, there is an active practice of deploying staff to various tasks as necessary; many staff serve on cross-functional teams. The organizational development team will include this as one of its tasks. | ◆Human Resource with the help of our administrative computer systems team and in cooperation with organizational development cross-functional team has developed a professional competencies tracking capability. |
| I-8 | Support organizational development initiatives which stress ongoing learning for faculty and staff and which are strategically aligned, particularly in the areas of most accelerated change; provide ongoing forums for faculty and staff to learn about the work of other functional businesses of the college and | President's Office Academic Affairs | ◆A new organizational development program for adjunct credit faculty was instituted in FY2000 that includes professional development workshops, curriculum development/teaching improvement/outcomes | ◆16 adjunct faculty participated in our tuition reimbursement and curriculum development grant program. ◆2 adjunct faculty have been funded to attend national conferences. ◆About 70 adjunct faculty have |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | for discussing change issues. | | assessment grants, and tuition reimbursement. Adjunct faculty advancement is linked to professional development and teaching improvement in the new program.<br>◆ The coordinator of faculty professional development participated in a new professional development design initiative that began with the identification of core technology competencies.<br>◆ We are in the process of developing workshops for faculty and staff to train them to work with diverse students. Staff will participate in a teleconference in March and invite faculty and members of local colleges.<br>◆ Three Howard Community College staff members have developed competencies grouped by categories. The college will convene a cross-functional team to propose a comprehensive organizational development program. | qualified for the Senior Adjunct Instructor level.<br>◆ 2 adjunct faculty completed the professional development requirements to move to the Master Adjunct Instructor level.<br>◆ In addition to our internal professional development program, a new program was established in FY2001 to fund an external professional development activity for an Outstanding Adjunct Faculty from each of 7 academic divisions.<br>◆ 8 full-time and adjunct faculty participated in Community College of Baltimore County's Virtual Academy online training institute.<br>◆ 2 additional full-time faculty participated in the Maryland Community Colleges Teleconsortium/Maryland Online train-the-trainer grant program.<br>◆ 2 division chairs participated in a major CQIN/APQC national benchmarking study on developmental education. A new cross-functional team to recommend which of the key findings from the national study should be implemented at HCC.<br>◆ A campaign priority is to fund a $150,000 endowment, *The Charles Ecker Visiting Professorship*. The purpose of the Ecker Professorship is to recruit outstanding instructors from academe and industry to |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | expand the faculty by offering visiting professorships for a variety of innovative programs. ◆The organizational development cross-functional team has organized itself and has developed a listing of core competencies that each member of the faculty and staff should possess. The draft list of core competencies is being shared college wide for feedback purposes. The core competencies will be used to guide the college's staff development programming. Phase I of the staff development program is expected to be launched by the end of this academic year. |
| I-9 | Encourage creative thinking, support risk taking, and publicize, reward and celebrate successes, creativity and innovation. | President's Office | ◆Our spring convocation recognizes the accomplishments for the prior year. ◆Throughout the year the president acknowledges noteworthy accomplishments. | ◆Comment cards are available throughout the college to provide constituents with a vehicle to let us know how we are doing. Those comment cards come directly to the president. Dr. Duncan acknowledges employees for a job done well. ◆The president's weekly electronic update is often a forum to showcase and congratulate employees on accomplishments. ◆A spring employee appreciation social is being planned to give the administration an opportunity to acknowledge employees for their efforts on core work, on strategic initiatives, in volunteer capacities, etc. |
| I-10 | Create an "entrepreneurial" unit to | Academic Affairs | ◆A new intellectual property | ◆The college is currently |

16

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | permit and provide support to individuals to pilot new initiatives and products/courses. Consider use of the Howard Business Ventures Board as a resource in this process. Add outside expertise to new or reorganized advisory groups and target these advisory groups to provide guidance and assistance to faculty and staff who have promising ideas that might be developed into programs beneficial to them and to the college. | | policy and procedure was established to promote and encourage the development of new knowledge products by faculty and staff. As a part of the procedure, the college's share from intellectual property agreements will support other intellectual property projects. The first intellectual property agreement for a Biology 101 textbook and CD-ROM was signed in the fall of 1999.<br>◆ A multimedia development team was created in FY2000 to support faculty and staff in the development of multimedia teaching materials and new intellectual property. With the expansion of our online offerings and the use of multimedia in our onsite courses, the team's expertise is needed to assist faculty members in making their courses more interactive. The team has the capacity to develop graphic design, interface design, digital and analog audio and video, and 2-D and 3-D models and animation delivered by disc or through the web.<br>◆ The credit and non-credit technology programs are in the process of revamping their current advisory board structure to create a shared technology advisory board with the expertise and influence to assist the college in identifying and realizing new | negotiating an intellectual property agreement with OpenMind Publishing, Inc., for a faculty-developed CD-ROM on economics.<br>◆ The TV Studio completed "Cry of the Pepperbird," an internally developed documentary on the history of Liberia.<br>◆ The multimedia development team is close to completion of an online Access and Responsibility training module for human resources.<br>◆ The Technology Advisory Board consisting of business and industry leaders has been established and has met with the vice president of academics affairs and executive director of the business training center to discuss programs and campus technology initiatives. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | initiatives. | |

**II.    Collaboration with Other Educational Organizations**

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **Strategic Process Recommendations** | | | |
| II-1 | HCC, along with the Howard County Public School System, four-year institutions of higher education, and representatives from the business community should form a regional K-16 partnership. | President's Office | ◆ HCC has many separate articulation agreements.<br>◆ The college is currently pursuing such a seamless partnership around the science, engineering and technology curriculum with Anne Arundel Community College, Montgomery College, the three public school systems and business partners. The four-year institution partners have yet to be chosen.<br>◆ HCC is serving on the Howard County Public School System's Baldrige In Education (BIE-IN) Leadership Team | ◆ The college continues to seek partnership relationships that provide concrete benefits for our students.<br>◆ An articulation agreement has been signed with the United States Navy Technical Training Program and many other institutions, see II-2.<br>◆ The college's executive team and senior staff meet twice annually with the leadership team of the Howard County Public School System in a retreat setting to identify strategic collaborative initiatives between the two organizations.<br>◆ Tim Nolan has presented a report: *Career/Technical Education for the Howard County Community* proposing a systemic educational process for career technical education that the county's schools need to coordinate and implement in order to address the workforce development needs of Howard County Maryland.<br>◆ HCC is serving on the Howard County Public School System's Baldrige In Education (BIE-IN) leadership team |
| II-2 | HCC should pursue the purposes of collaboration identified by the task | Academic Affairs Student Services | ◆ We are participating in the third pilot semester of the | ◆ The test center is participating in a statewide initiative to provide |

10

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | force: strengthened and diverse programs, smooth transfer of knowledge, improved utilization of resources, student transfer, staff development, and workforce readiness. | | Maryland Community Colleges Teleconsortium (MCCT). In addition, the college is a charter member of the Maryland Online Consortium (MOL). Through this second consortium, the 16 state community colleges are able to share online courses and resources for the development of online faculty.<br><br>◆ In response to identified needs in the county, we have developed new program tracks in internet technology, American studies, and international studies; a partnership with Anne Arundel Community College to offer its radiologic technology to HCC students; a partnership with the Howard County Public School System to offer teacher certification training to its provisional teachers and to HCC teacher education students; credit courses in anatomy and physiology and nutrition re-designed for the traditional acupuncture institute; and new continuing education and workforce development programs to train certified nursing assistants.<br><br>◆ MHEC has facilitated the development of the Mid-Maryland Allied Healthcare Education Consortium and Tuition Reciprocity Agreement including Howard, Carroll, and Frederick Community Colleges | free Microsoft Office User Specialist (MOUS) exams to students and faculty.<br><br>◆ The test center is upgrading equipment used for testing to allow computerized college level equivalency placement exams for students and county residents.<br><br>◆ The office of admissions and advising is working with Carroll Community College and Frederick Community College on our first joint initiative related to the Mid-Maryland Allied Healthcare Education Consortium and Tuition Reciprocity Agreement.<br><br>◆ The transfer center website has been enhanced to include financial aid and scholarship information. The site has also met the specifications for the Bobbie Certification thus ensuring that it meets ADA specifications.<br><br>◆ The Dickinson College articulation agreement includes separate agreements with the Rouse and Silas Craft Programs as well as a general agreement. HCC was the first community college in the nation to sign an agreement with the University of Phoenix.<br><br>◆ A general agreement was signed with Virginia Union University.<br><br>◆ An agreement was signed with Shippensburg State University, |

24     25

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | that will allow the three colleges to share health programs that will provide a significant cost savings to all three institutions. This is a major breakthrough.<br><br>◆ The college has created a transfer center web site on the college's homepage so students will have the latest information on transfer institutions.<br><br>◆ The college has expanded its transfer day to include 50+ institutions and we serve as a model for other institutions for conducting transfer days.<br><br>◆ The college has negotiated new articulation agreements with Governors State University, Dickinson College (for the Silas Craft Collegians Program), Strayer University and Baltimore Culinary Institute. The college is currently negotiating an articulation agreement with the University of Phoenix and has additional articulation agreements under review.<br><br>◆ Microsoft Office User Specialist (MOUS) exams are now offered by the Test Center to provide student Microsoft certification.<br><br>◆ The college offers testing in Spanish proficiency to police officers.<br><br>◆ The college is collaborating with the Howard County Board of Education Human Resources Department to use its learning | which includes a tuition discount component.<br><br>◆ Negotiations are in progress for the following: a) Teacher Education articulation agreements with Towson University, University of Maryland at College Park, and Villa Julie; b) Rouse Scholars Program agreements with Western Maryland College and the College of Notre Dame; and c) Silas Craft Collegian Program agreements with Hood College and St. Vincent College (PA).<br><br>◆ The pilot phase has been completed and MCCT/MOL has established itself as a fully functional consortium to share courses and training resources.<br><br>◆ We are currently negotiating a new articulation agreement with Anne Arundel Community College to share its Hotel and Restaurant Management program.<br><br>◆ HCC has developed and is offering all of the professional courses required for teacher certification for persons who have a bachelor's degree. In addition, we offer a course to prepare prospective teachers for the required Praxis I exam.<br><br>◆ The college has also been among the leaders of a statewide initiative of all 16 community colleges to articulate an Associate of Arts in Teaching degree and to secure the authority for |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | assistance center and technology to provide training and support for those teachers who are testing for certification. In turn, they are providing us with the funding by means of a grant. | community colleges to not only offer the coursework but also to grant the certification for career changers and others who already have a bachelor's degree. ◆ Through the Mid-Maryland Allied Healthcare Education Consortium, Howard is able to add the following programs to its catalog for FY2002: A.A.S. in Surgical Technology, Certificate in Surgical Technology, A.A.S. in Physical Therapy Assistant, and A.A.S. in Respiratory Therapy. The division of Continuing Education and Workforce Development is collaborating with Wilde Lake High School to provide vocational training in allied health areas to interested students. |
| | **Tactical Action Recommendations** **Curricular and Programmatic Development:** | | | |
| II-3 | Communicate with the University of Maryland on the need for keeping its computer inventory of course and program transfer agreements current. Determine what resources could be shared among Maryland community colleges and University of Maryland to help achieve this goal. | Academic Affairs Student Services | ◆ The college currently has faculty representatives on committees that are reviewing the articulation of math, composition, and reading courses. ◆ The college collaborated with University of Maryland College Park (UMCP) to update its web site. ◆ HCC has trained staff to upload new courses into the University of Maryland System. | ◆ The ArtSys articulation database is updated yearly. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | ◆ We have developed a computer inventory of articulated programs within the University of Maryland System. | |
| II-4 | Develop improved statewide coordination/management of articulation efforts. | Academic Affairs Student Services | ◆ This item is high on the agendas of community college academic and student services deans. Our concerns about articulation are consistently expressed and were one of the factors that influenced the Maryland Higher Education Commission ruling that prohibits 4-year institutions from rejecting community college general education core classes. ◆ Community college presidents are working on a white paper to address transfer and growth issues. | ◆ As noted above, the sixteen community colleges are currently working on A. A. T. degree in teacher education that would be articulated with all the state four-year institutions with teacher education programs. |
| II-5 | Develop a template for use in conducting strategic planning at the programmatic level. | Academic Affairs President's Office | ◆ The vice president of academic affairs has assembled a cross-disciplinary research and development (R&D) team that will work in collaboration with the enrollment management team to identify new course and program opportunities and facilitate their development. The R&D team has already targeted the program areas of analog and digital video, e-commerce, cyber-forensics, fiber-optics, and wireless technology. The R&D committee will host a series of roundtable discussions with industry representatives in these areas as a part of the research and development process. | ◆ A record seventeen new programs or transfer patterns were developed for FY2002: -Horticulture -Anthropology -Global Economics -Music Therapy -Mass Media Design & Production -Video/Multimedia -Dance Performance -Interdisciplinary Studies -General Studies- Technology Emphasis -General Studies- Business/ Technology Emphasis -Physical Therapy Assistant -Respiratory Therapy -Surgical Technology (A.A.S.) |

30

31

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | -Surgical Technology Certificate<br>-Cisco Certified Network Associate/Engineer Certificate<br>-Ecommerce/Ebusiness Certificate<br>-Hotel & Restaurant Management (pending) |
| II-6 | Improve mechanisms for the systematic identification and regular review of the training needs of business and industry in Howard County and the region. | Academic Affairs President's Office | ◆ The division of continuing education and workforce development, in response to the LERN audit, is currently improving its systems to better achieve this goal.<br>◆ The college convened a symposium to assess training needs for the health professions workforce. New curriculum is being developed. Various collaborations occurred which are noted elsewhere. This activity also resulted in a prototype for future initiatives.<br>◆ HCC hosted an economic sectors breakfast (construction) and lunch (automotive). Planning is underway for a session on the hospitality sector. | ◆ The position of director of business development and legislative relations was created last year and filled in May 2000. The person holding this position works cooperatively with the college's development office, the division of continuing education and workforce development and a variety of county organizations to identify business needs that have yet to be addressed by the college.<br>◆ Continuing education is continuing to implement the LERN audit recommendations-<br>  ● Centralize the development of marketing materials in continuing education, freeing program directors to concentrate on repeat business;<br>  ● Develop reports to analyze productivity and establish base information for benchmarking;<br>  ● Custom Datatel reports are being developed for cost analysis. Consultants from Datatel are working with Continuing Education staff on business processes. |

32

33

15

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | ◆ Based on information gained from economic sectors meetings and other discussions with HCPSS administrators, HCC has identified a need for more vocational education opportunities and is currently working on the designing of some new initiatives. |
| II-7 | Standardize developmental course work, testing, and prerequisites across community colleges. | Academic Affairs | ◆ Inter-college committees that are reviewing the articulation of math and composition courses have recently recommended consistent placement scores and the use of the AccuPlacer exam. The group meetings of presidents and deans that occur throughout the year have provided a forum for proposing inter-college initiatives. However, since the 16 community colleges are all independent, compliance is voluntary. Even with consistent scores, how the information is used to determine placement varies from institution to institution. | ◆ The 16 community colleges have made Accuplacer/Compass the standard for determining initial math and English placement. There is a standardized placement cut-off score into the college level course. However, since the design and number of developmental courses vary from institution to institution, those cut-off scores are not standardized. |

**Professional Development of Faculty and Staff:**

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| II-8 | Research and recommend specific communication strategies for faculty members throughout K-16. | Academic Affairs President's Office | ◆ See I-8 <br> ◆ The communication occurs in various ways, both formal and informal. MHEC initiates formal communication strategies; HCC and HCPSS sets annual objectives for cooperation. | ◆ With a few exceptions, communication across the state still tends to take place among heterogeneous groups. The staff of HCC and HCPSS continues to have regular meetings to discuss shared goals and issues and work toward solutions. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| II-9 | Research and recommend strategies for combined K-16 faculty and staff development opportunities, especially in content areas and in accommodation of different learning styles. | Academic Affairs | ◆ A cross-disciplinary committee including representatives from HCC and HCPSS has designed a teacher certification-training program that will be shared by HCPSS provisional teachers and HCC teacher education students. ◆ Discussions were initiated during our July meeting with HCPSS administration about joint training. Aside from the teacher training, other areas where joint training would be cost effective and practical from a logistical standpoint have yet to be identified. Another area targeted for collaboration at the July meeting were community-based training. The college's continuing education and workforce development division met with representatives of HCPSS to confirm HCC's capability to deliver such training. The college is currently awaiting direction on the training HCPSS would like us to offer. The alignment of the HCPSS exit math competencies with the higher education entrance placement exams was the third area targeted. The latter issue is as yet unresolved but, due to the intense scrutiny this year, is currently under review by MHEC and Maryland State Department of Education (MSDE) who have made a commitment to a system wide | ◆ The community colleges have several initiatives to share training resources through MCCT/MOL and the community college academies for online training. ◆ Outside of the teacher education initiatives with HCPSS, we have been unsuccessful in bridging the barriers to K-16 shared training. ◆ The alignment of math competencies between the public school systems and the community colleges remains unresolved. |

17

37

36

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | resolution of the issue | |
| | **Student Assessment & Achievement:** | | | |
| II-10 | Coordinate diagnostic evaluations throughout all of K-16. | Academic Affairs | ◆This is still an area of contention. MSDE and MHEC have promised a resolution of the math articulation issues. There are many issues of confidentiality to be resolved before diagnostic information about individual students can be shared across systems. | ◆For further review and possible action. The confidentiality issues are unresolved. |
| II-11 | Research and recommend strategies to deliver college/career readiness skills. | Student Services | ◆The college offers programs to various segments of Howard County's high school population. Through the Career Links program, the college hosts teen parents from Wilde Lake and Long Reach High Schools with the aim of retaining them in high school and helping them to transition to Howard Community College. The college also provides a transition program for disabled high school students through Project Access. Both programs need grant funding to continue and the college is seeking financial support. | ◆The college continues to deliver college/career readiness skills to HCPSS students through Project Access, Career Links – Teen Parent workshop, participation in HCPSS career/college fairs and junior interview days. In addition, a career workshop component has been included into the Freshman Focus program. For HCC students and interested community members a career cluster workshop series has been implemented. A career cluster component has been also included in the college's orientation program. |
| II-12 | HCC and its educational partners should develop a strategic plan to connect HCC with Howard County public school students earlier in their academic careers to reduce the need for remediation. | Academic Affairs Student Services | ◆For further review and possible action. | ◆HCC has prepared several grant proposals to NSF and private donors seeking funds to improve this situation. |
| II-13 | Pioneer the development of electronic academic advising records that will facilitate a student's educational planning across public and private institutions. Electronic records would | Student Services | ◆For further review and possible action. | ◆For further review and possible action. |

18

39

38

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | travel with the student with his or her permission. | | | |
| **Shared Resources:** | | | | |
| II-14 | Investigate and recommend strategies to share resources, including facilities, technology, administration, student activities, grant writing, etc. | Academic Affairs Development Office Administration & Finance | ◆ The college routinely shares facilities internally and externally with organizations like HoCoPoLitSo, the Mediation and Conflict Resolution Center and the Chinese Language School. <br> ◆ The college is re-thinking its scheduling process to maximize use of space. The college anticipates that it will be completely out of classroom space 1 – 2 years before the new classroom building is completed. In the interim the college is centralizing the scheduling process so that asymmetrical time blocks and other unusable gaps are not created, scheduling courses in block times, creating early morning sessions at 7:00 a.m., expanding use of the weekend times, re-thinking how summer sessions are scheduled and marketed, and seeking partnerships that will provide off-campus sites for teaching. | ◆ The college is currently investigating shared use of facilities with other non-profits and profit companies for our Business Training Center. In addition, shared maintenance of the athletic fields is also being investigated. <br> ◆ The development office continues to secure grant funding for facilities, programs, and student scholarships. <br> ◆ A new initiative is to secure funding for a Business Training Center. The center would house the HCC continuing education offices, a Center for Non-Profit Leadership, a Photonics Institute, and the HCC Business Training Center. The Beacon Institute may also consider relocating its offices to the BTC. <br> ◆ The HCCEF, Inc. continues to manage the Children's Learning Center construction loan and actively seeks additional funding for the Center. <br> ◆ The college continues to make its facilities available to community organizations. <br> ◆ Our diversity program activities are also open to the community. <br> ◆ Our First Arts initiative, in its second year, presents a day-long series of workshops in the visual |

41

| Section # | Item | Responsible Area | Progress Report–April 2000 | Progress Report–May 2001 |
|---|---|---|---|---|
| | | | | and performing arts to the public free of charge.<br>◆ Faculty and staff have been active in the community in roles like:<br>-Participating on the planning committee of the Aging in Place initiative of the Office of Aging.<br>-Participating on advisory committees in the area of public health.<br>-Serving on the board of directors of the Howard County Arts Council and Maryland State Arts Council.<br>-Participating in Mothers Against Drunk Drivers<br>-Participating as performers during the Celebration of the Arts program.<br>-Participating in the Ellicott City Partnership and in the development of the Roger Carter Scholars program.<br>-And many, many more. |

20

43

42

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| II-15 | Create regular forums for higher education institutions and other providers to share information about resource issues and opportunities. | Student Services | ◆ Each semester, the college holds a transfer day. Over 50 colleges and universities attend this event to give information about their schools to HCC students who plan to transfer. Prior to the fair, the college offers students a workshop to prepare them for transfer day. Students learn about questions they need to ask about transfer institutions and how to best focus the time they spend at the event to gain the most knowledge. The evaluations from the most recent transfer day held on 2/29/00 were outstanding. In fact, HCC has been asked by the University of Maryland system to give a presentation on how to conduct a model transfer day. | ◆ HCC has repeatedly been cited by the UMS as the model transfer fair site for the state. HCC's transfer coordinator conducted a presentation on this topic at the UMS annual transfer advisors' meeting at the UMS's request. During the 2000-2001 academic year, 10 additional institutions participated compared to the prior year from states as far north as Massachusetts and as far south as South Carolina. This spring's transfer fair included programs conducted by UMCP's Robert H. Smith School of Business and American University's Kogod School of Business. <br> ◆ Special efforts have been made for Teacher Education majors due to the complexity of the issues involved in their transfer. A Teacher Education transfer fair was conducted and Teacher Education transfer workshops were conducted for all New Student Orientation sessions. Various institutions have been hosted on campus throughout the academic year to meet with students on an individual basis. |
| II-16 | Research and recommend strategies for participating in community service activities. | Academic Affairs | ◆ The college is very active in community service projects, such as Aerators, which places students in organizations in the county. Additionally, many employees are involved in | ◆ See II-14 above. |

21

44

45

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | supporting fundraising for community organizations. Valerie Costantini, chair, arts and humanities division, for instance, serves each year on the program planning committee for the Celebration of the Arts fundraiser for the Howard County Arts Council, and Pearl Atkinson-Stewart, office associate, plant operations, who is on the Board of Directors of Community Building in Howard County, is involved every year in fundraisers for that organization. | |
| II-17 | Capitalize on the rich resources in the Baltimore-Washington area to provide joint programs and speakers on cultural activities. | All | ◆ Our Rep Stage group draws on the cultural resources of our region. HCC staff members participate on local arts boards and help out at such events as the Columbia Festival. ◆ The diversity program and student activities frequently partner with HoCoPoLitSo speakers for co-curricular activities. | ◆ Student Life has sponsored and scheduled several joint cultural events for the fall and spring semesters. These have included topics on Native American culture, Jewish mysticism, Latin American and Mexican activities, and African art. Co-sponsors include the Jewish Federation of Baltimore and Howard County, African Arts Museum, and Howard County General Hospital. We routinely draw on regional resources for speakers on diversity, student activities programs, adjunct faculty, guest lecturers, etc. ◆ Among the many regional organizations with whom we have partnered are HoCoPolitSo, Peabody Prep, the Applied Research Lab, the Howard County Center for the Arts, the Museum of African American |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | Culture, the Columbia Festival, Dundalk, Anne Arundel, Frederick, and Carroll Community Colleges. |
| II-18 | Continuously evaluate progress of educational partnerships. | Academic Affairs Student Services | ◆ Favorable articulation agreements were negotiated with Governor's State University, Dickinson College, Strayer University and Baltimore Culinary Institute. In reaction to agreements drafted by other institutions which frequently offer our students little more than what they are already entitled through system wide articulation arrangements, the college has created its own articulation document which solicits 5 particular benefits from our partners for our students. The transfer institution will:<br><br>• Accept HCC GPA's as computed<br><br>• Accept HCC evaluation of the student's transfer credits<br><br>• Accept completion of the HCC development sequence as satisfying prerequisite for entry into the transfer institution's college-level courses<br><br>• Give junior year status with the completion of 57 credits<br><br>• Apply all articulated credits to the student's | ◆ See II-2<br>◆ The college continues to seek new articulation agreements and to review existing ones in light of our own "best partners" articulation document. New agreements have been articulated with Shippensburg State University, the University of Phoenix, and the Department of the Navy. Like the existing Governor's State University, the new Shippensburg agreement allows our students to attend at in-state rates. Discussions about additional articulation agreements are currently being held with Anne Arundel Community College and Morgan State University. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | major<br>◆ The college has negotiated new articulations agreements with Governors State University, Dickinson College (for the Silas Craft Collegians Program), Strayer University and the Baltimore Culinary Institute. The college is currently negotiating an articulation agreement with the University of Phoenix and has additional articulation agreements under review.<br><br>◆ The college has negotiated an articulation agreement with Dickinson College for the Silas Craft Collegians Program. The idea is to provide a seamless transition for HCC graduates who are Silas Craft Collegians to Dickinson College, a prestigious liberal arts college in Pennsylvania. Dickinson College was the first college to establish an articulation for this new program. The college anticipates that because of the stature of Dickinson College, more colleges and universities will establish articulation agreements with HCC. | |

50

51

24

III.    Collaboration with Business and Industry

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **Strategic Process Priorities** | | | |
| | **Establish a strategy to create and maximize partnership opportunities:** | | | |
| III-1 | Recognizing that partnerships grow out of special relationships, the college needs to identify the relationships that already exist and determine areas not currently being served. HCC has brought together various groups to determine needs: health, automotive, construction, hospitality and seniors. HCC has built on its relationships with the chamber and Economic Development Authority (EDA) to support business appreciation and business development. An HCC person set on the advising committee for the tech incubation in the county. | President's Office | ◆HCC has brought together various groups to determine needs: health, automotive, construction, hospitality and seniors. HCC has built on its relationship with the Chamber and the EDA to support business appreciation and business development. An HCC person sits on the advisory committee for the tech incubator in the county. | ◆HCC was invited and joined as a member of the Greater Baltimore Alliance. Through its membership with this group, the college will be involved in strategic education and economic develop problem - solving initiatives on the state level. HCC along with the 5 other colleges in the Greater Baltimore region have joined together to offer training to the region. Staff working at GBA will coordinate this effort with the business community. |
| III-2 | Create a senior position with responsibility for developing new business opportunities. | President's Office | ◆The position of director for legislative relations and business development has been created and board-endorsed. A person will be named in April and will begin in May 2000. | ◆The new director of legislative relations and business development was hired in May 2000. This director has been active in meeting one-on-one with businesses in the county to ascertain their economic development needs; has worked closely with the Howard County Chamber of Commerce, and helps to represent the college at professional business gatherings. The director has also worked to highlight the college's legislative agenda with Howard County's elected officials. |
| III-3 | Develop strategies that go across | President's Office | ◆Three college cross-functional | ◆The information technology area |

25

53

52

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | department lines so that partnership opportunities can be expanded to provide financial, technical or equipment support for the college. | | teams have been developed: • enrollment management • organizational development • diversity  These teams capitalize on the college human resources as they bring together teams of people who may not routinely work together to focus on critical issues.  ♦Continuing education and workforce development and credit partnership initiatives include credit faculty internships in the continuing education and workforce development division, the sharing of adjunct faculty, the design of training for the credit area by continuing education and workforce development, and the design of continuing education and workforce development training modules by credit staff. In addition, continuing education and workforce development runs credit telecourses, TeleWeb courses (online telecourses), Fast Track courses (where the 42 hours of instruction are conducted in a compressed time frame), and Weekend College courses. | and the development office have partnered in the creation of a technology advisory board. The focus of this group is on identifying fundraising avenues for the college's information technology needs. The advisory board also assists in the identification of businesses for training partnerships. |
| III-4 | Recognize that while some ideas require funds, many of the ideas themselves would present opportunities for both mentoring programs and fundraising contributions. | President's Office Development Office | ♦Mentoring is a significant component of Rouse Scholars, Silas Craft, Americorps and other college programs.  ♦The development office, with the Educational Foundation | ♦Mentoring continues to be a significant component of Rouse Scholars, Silas Craft, Americorps and other college programs.  ♦The development office and the Educational Foundation Board |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | Board, is aggressively seeking funds for scholarships, the childcare center, and state technology match. | continues to aggressively seek funds for scholarships, the childcare center, state technology match, a new Business Training Center, The Center for Non Profit Leadership Development, The Photonics Institute and other campaign priorities. Community Development Block grants for low and moderate-income students seeking workforce training is also being pursued. |
| | **Become more pro-active than re-active in responding to the needs of the community:** | | | . |
| III-5 | Develop relationships with different groups of employers (for example, small businesses, large businesses, construction trades, health care providers, non-profits and public agencies) to understand their needs and how to assist them. | All | ◆ Three economic sectors events have been held to determine training needs. Two others are scheduled.<br>◆ The college will soon launch *HCC Jobs On-Line* – an online connection between employers and HCC students. Employers post available positions in their companies and students submit resumes to match the positions. | ◆ Promoting the existence of *HCC Jobs On-Line* has been a focus of meetings held with individual businesses during the past year by the director of legislative relations and business development. The businesses have expressed a strong interest in the service and have applauded the college for taking this step to connect students (potential employees) with businesses. Currently 225 employers have listed employment opportunities and 200 students are identified as job seekers.<br>◆ The college is currently working on relationships with healthcare providers, laser optics companies, and biotech companies.<br>◆ Co-sponsored two (fall and spring) job/career fairs with the Howard County Chamber of |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | Commerce. More than 100 companies participated in each event. ◆The Science and Technology division and the division of Continuing Education and Workforce Development are working with Ciena to develop new certificates and A.A.S. degree programs in photonics. |
| III-6 | Perform analyses of competitors to determine the services HCC is best able to provide. | President's Office | ◆Past image surveys show HCC in relation to competitors. | ◆A county-wide survey conducted May 2000 measured awareness and reputation of competing institutions. ◆The enrollment management team routinely reviews "Intelligence Reports" including information on activities of competitors. Marketing subcommittees of Enrollment management team analyzes competitive environment for developing marketing campaigns for priority areas. |
| | **Establish Howard Community College as a major resource within the county:** | | | |
| III-7 | Broaden involvement in community groups by identifying the most critical organizations and making sure that a college representative is actively involved in each of these groups as part of his/her job. | President's Office | ◆College officials serve on a wide variety of community organizations reinforcing HCC's role as a major resource within the county. | ◆College officials continue to be involved in a myriad of community organizations as members and often in leadership positions. This involvement includes a regional initiative level with the Greater Baltimore Alliance. |
| III-8 | Identify a single or a few major points of contact within the college so that the community can more easily access the | Student Services | ◆The college established a welcome center to offer students a single point of contact for | ◆The routing of incoming calls to the college was examined and a central phone number (4856), |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | variety of services. | | information about access to the college. <br> ◆ The college established a web-based calendar that includes all college events and activities. | with call processing, was created to provide a single source of information. The central phone number was prominently publicized in college literature. |
| | **Provide a variety of business and professional exchanges and opportunities.** | | | |
| III-9 | Convene a board of visitors that meet with the college on a regular schedule so that the staff and the board of trustees benefit from a wide spectrum of the community. (See task force report for suggested activities of this group). | President's Office | ◆ The first annual meeting of the "board of visitors" is scheduled for April 5, 2000. Members of the Commission on the Future have been invited to serve three-year terms as members of the "board of visitors." HCC's board of visitors will be known as the "Commission on the Future." | ◆ The second annual meeting of the "Commission on the Future" in its capacity as the college's board of directors is scheduled for May 2, 2001. |
| III-10 | Establish mechanisms to grant recognition and give credit for non-credit courses through assessment so that there is an easier transition between the credit and credit-free courses. | Academic Affairs | ◆ For further review and possible action. | ◆ The college is currently working on a transition path from the Certified Nursing Assistance program to the Licensed Practical Nurse program. |
| | **Tactical Action Recommendations** | | | |
| | **Build relationships and partnerships:** | | | |
| III-11 | *Small businesses:* Examples include English as a second language institute (for Hispanics) offered in several locations; a package of construction mathematics offered in several locations; a small business center; or marketing courses for art and music organizations. | Academic Affairs | ◆ As a result of the healthcare symposium, the college had discussions with healthcare providers that have resulted in the development of custom training programs through the division of continuing education and workforce development, the modification of the structure or timing of two-credit courses to respond to the specific needs of | ◆ The college has established a joint credit/non-credit English Language Institute that enrolled its first students in the Spring 2001 semester. <br> ◆ The college is researching the feasibility of a fast-track foreign language institute focusing on the needs of those traveling to a foreign country for business or pleasure. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | the Traditional Acupuncture Institute, and a partnership and articulation agreement with Anne Arundel Community College to offer its radiologic Technology program to our students. Allied health programs, in particular, are expensive to develop because their enrollments are typically small (compared to general studies or computer science, for instance) but they usually require a full-time director and fully equipped labs for the clinicals. Consequently, partnerships like the one with Anne Arundel or the Mid-Maryland Healthcare Consortium become essential if the college is to be able to present a wide range of offerings to our students or even provide a needed service for the community. <br> ◆ The college is participating in the planning stages for the "aging in place" project to identify possible training needs that the college can provide. <br> ◆ The college has developed a collaborative partnership with the Howard County Center for the Arts that will allow the college to offer credit HCC courses at the centers site. | ◆ The college is offering the first art courses at the Howard County Center for the Arts in Ellicott City in the spring of 2001. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| III-12 | *Large businesses:* for example Dale Carnegie style courses, or English as a second language institute offered as an off-site program. | Academic Affairs | ◆ For further review and possible action. | ◆ Continuing Education and Workforce development routinely does onsite training for small and large businesses and for government agencies on the subjects mentioned. |
| III-13 | *Non-profits:* establish systems and methods for measuring size and impact of non-profits; organize internships; develop specific partnerships with Maryland Association of Non-Profit and the Association of Community Services. | Academic Affairs | ◆ For further review and possible action. | ◆ HCC is currently working on a Horizon grant proposal to establish a Non-Profit Institute on campus. |
| III-14 | *Minority & Disadvantaged Groups* (for example, women, Blacks, Asians, and Hispanics); establish entrepreneurial activities and opportunities; entrepreneurial training for youths; English as a Second Language Institute; and partnership with Dingman Institute-UMCP. | Academic Affairs | ◆ HCC currently offers a developmental track for credit ESL students that prepares them for success in the college composition courses. The track includes 6 reading, oral communication, and writing and grammar courses, and placement is determined by the English placement test. Continuing education and workforce development has a similar program for non-credit English as a second language (ESL) students that is partially funded by the state. Continuing education and workforce development and credit are currently working on the design of a joint English as a second language institute. | ◆ The English Language Institute has been established.<br>◆ HCC is participating in a partnership with Mt. Zion AME Church in Ellicott City and the local neighborhood organization to impact the success of minority and other at risk students and to increase the number who go forward to post-secondary education. |
| III-15 | *Health Establishments:* Center for Allied Health Services (a centralized training and allied health center) | Academic Affairs | ◆ For further review and possible action. | ◆ For further review and possible action. |
| III-16 | *Retired or people preparing to retire:* | Academic Affairs | ◆ The college currently has 3 | ◆ Two study/travel courses to |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | luncheon lecture series; book clubs with outstanding teachers; study/travel courses partnered with travel companies (see also the task force on communicating with new markets) | | sections of a field trip course targeted to seniors that visits museums in the region.<br>◆ This summer the college has study/travel courses to Ireland and Russia. | Italy and Russia are being offered through Continuing Education in the summer and fall. |
| III-17 | *Community Leaders:* Board of visitors program; forum on community issues (regionalism, growth vs. "smart growth", etc.); resource support to Howard County Council for data collection and analysis. | President's Office | ◆ See III-5<br>◆ The annual meeting of the Commission on the Future is scheduled for April 5, 2000. April 5 will also be the date of the 2000 President's Forum. The President's Forum event gathers the community's opinion leaders. Both the Commission on the Future and the President's Forum are critical components of the college's environmental scanning and planning process. The college seeks to gradually improve its capacity to collect and analyze data beyond state and federal requirements. | ◆ This item continues to be addressed through the annual meeting of the college's board of visitors. Additionally, the college's membership on the Greater Baltimore Alliance will involve the college more often in discussion of regional issues. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| III-18 | Develop an aggressive marketing campaign that promotes the college as the first place to go to get help in problem solving and for educational and cultural opportunities, (see also the task force on communicating with new markets) | Student Services President's Office | ♦The enrollment management team (EMT) is developing marketing strategies. A marketing survey will be completed this spring, which will assist in the designing of the marketing plan.<br>♦"You Can Get There From Here" campaign was launched in summer 1999. | ♦The college continues to successfully utilize the "You Can Get There From Here" campaign, which was launched in summer 1999. This slogan and accompanying collateral piece has gained recognition throughout the county A county-wide survey conducted in May 2000 added the question, "what institution comes to mind first when you think of college or continuing education?" HCC was most frequently cited institution, followed by UMCP. Rating will serve as benchmark to gauge continued branding strategies. |
| III-19 | Highlight the "stars" on the college staff, provide them maximum exposure to the community, and compensate them for these extra responsibilities. | President's Office | ♦HCC staff profiled in local media feature stories included Dawn Barnes (Aurora Dance Company), Valerie Costantini and Kasi Campbell (Rep Stage), Police Chief Wayne Livesay (criminal justice), and Diane Schumacher (athletics director). Faculty profiles being planned as part of new multimedia magazine, Campus Insider. | ♦The public relations staff continues to showcase faculty, staff and student talent via local media. Faculty, staff and student talent are often featured at major college events such as the President's Forum, convocation, First Arts, etc. Faculty and staff are encouraged to present at local, regional, national and international conferences. |
| III-20 | Develop or acquire more comprehensive databases that can provide information on student backgrounds, county demographics, characteristics of new businesses in the county, and other statistics that will help shape a responsive educational program. | President's Office | ♦This information is gathered and analyzed by various college groups and is incorporated into core work and the annual strategic plan. | ♦A database is being developed to track the input garnered from businesses as a result of HCC contacts. Information gathered by Career Services, Continuing Education, and the director of legislative relations and business development about business needs and concerns will be catalogued and available to establish a more comprehensive |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | and portable institutional knowledge of business needs in the county. ◆ The information specialist position was created and filled in fall 2000. This individual is working with members of the information technology staff to develop a comprehensive database through Colleague. |
| III-21 | Other possibilities; use of facilities for sports and commercial sponsorship; residential component for international students; total quality management courses for local businesses; and hosting citizenship meetings. | All | ◆ Facilities are used by numerous groups to the extent they are available, e.g., Chinese Language School, Rotary, Howard County Leadership, etc. ◆ Continuing education and workforce development provides total quality management (TQM) courses for local businesses on request. | ◆ The college provides meeting and event space for a myriad of groups including the HCPSS and many other local business and community groups. With growing enrollments, however, renting/loaning facilities to non-college groups has become a great challenge since the college's first priority in facilities use must be for HCC students. ◆ The new instructional building will house a multi-purpose area that will be made available to the business community on a space-available basis |

70

71

34

IV. **Economic and Workforce Development**

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **Strategic Process Recommendations** | | | |
| IV-1 | Develop processes and assign staff to stay informed about employer and employee training needs. | President's Office | ◆ See III-5 | ◆ The enrollment management team routinely reviews "Intelligence Reports" that include trends in business training needs. |
| IV-2 | Develop processes to continuously investigate the "skill sets" that will be needed for future jobs. | Academic.Affairs | ◆ For further review and possible action. | ◆ Research is underway to create credit and non-credit photonics courses. |
| IV-3 | Create a quick response capability to take advantage of emerging opportunities to respond rapidly to businesses needs. | Academic Affairs | ◆ This is also a priority identified through the LERN audit process that continuing education and workforce development is currently working to implement. | ◆ ConEd has responded to needs identified by healthcare organizations, high-tech companies, and community groups resulting in a C.N.A. training program for Lorien, physics and optics courses for the laser optics industry, and a proposal for GED training for the Ellicott City Partnership and SAT training for the Chinese Language School. |
| IV-4 | Keep the whole college in close touch with business practice and market demands by encouraging credit faculty to provide services to the continuing education and workforce development division. | Academic Affairs | ◆ The college has an internship program that allows credit faculty to be assigned to continuing education and workforce development for a semester or a year.<br>◆ Credit faculty are also engaged in a project to develop online business training courses for the continuing education and workforce development | ◆ A credit physics faculty partnered with ConEd during FY2001 to develop and teach courses for the laser optics industry. |

35

73

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| IV-5 | Incorporate work ethics, team skills, problem solving, and technology foundations into all college curricula. | Academic Affairs | ◆For further review and possible action. | division.<br>◆Ethics Across the Curriculum is an instructional effort to infuse ideas on ethics in classroom discussions across the college. Whether the subject matter is English, nursing, business or technology, this project is about engaging students in discussions on ethics. The Ethics Across the Curriculum is a voluntary program in which faculty choose to make ethics a focus of their instruction. To assist faculty in introducing ethics to their students, a comprehensive ideas and resource guide has been developed. On March 28, the academic affairs division sponsored an Ethics Day on campus. Special Features of Ethics Day included guest speakers on topics ranging from ethics and medical research to ethics in worldwide marketing. All faculty were encouraged to touch on the concept of ethics in class. |
| | **Tactical Action Recommendations** | | | |
| IV-6 | Seek partnerships to develop and share local and regional economic, employer and employment databases. | President's Office | ◆For further review and possible action. | ◆HCC has targeted businesses to visit through the use of databases obtained through partnerships with HCEDA and the Howard Chamber. To further the positive working relationship with the Chamber, HCC's director of legislative relations and business development and the president of |

36

75

74

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | the Howard Chamber have conducted visits with individual business leaders jointly. |
| IV-7 | Reorganize the planning, research and organizational development unit to provide the data that will trigger the evaluation of current programs, the development of new programs and services, and the dissolution of obsolete programs. | President's Office | ◆Current staffing and roles are being evaluated. ◆Enrollment data analysis is underway. | ◆A position for a full-time learning assessment analyst has been added. This person reports jointly to the Vice President for Academic Affairs and the Interim Director for Planning, Research and Organizational Development. In addition to general skills assessment, a number of programs in the computer science division are being evaluated. ◆Enrollment data continues to be analyzed and reported by the office of Planning, Research and Organizational Development staff. |
| IV-8 | Develop an improved marketing effort and be part of the advance team that "welcomes" new business and potential business to the county. | President's Office Student Services | ◆A college cross-functional enrollment management team has been established and is focused on a 5% credit enrollment increase and a 17% increase in continuing education revenues. The enrollment management team is developing marketing strategies. (See III-18) ◆The director for legislative relations and business Development will focus on identifying new business partnerships for the college to explore and establish. ◆The student ambassador program was instituted this year. Ten students act as | ◆HCC has established a partnership with the Howard County Chamber of Commerce to link respective web pages and cross-reference information on job placement and training. ◆The Public Relations and Marketing office works with business development director to provide brochures, news clips, and other materials for presentation to new businesses. Materials include a set of "student stories," including corporate clients, to illustrate how HCC helps students achieve educational goals. ◆Companies are introduced to the BTC web page (which won an |

38

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | student ambassadors on behalf of the college. They provide tours of the campus to business representatives, work in the college's welcome center to answer prospective students' questions and represent the college at community events. | international award) and Marylandtraining.com. |
| IV-9 | Engage faculty and students (e.g., economics classes) in projects that provide, collect and analyze business trends. | President's Office Academic Affairs | ◆ For further review and possible action. | ◆ For further review and possible action. |
| IV-10 | Streamline communications and processes so that leads are acted upon in a timely fashion. | President's Office | ◆ The college hired a marketing agency that evaluated and confirmed that the Business Training Center (BTC) is the best structure for communicating and receiving inquiries for business training. The new position of director for legislative relations and business development was created in the president's office to pursue business leads. | ◆ An email communications system has been established to share information about business contacts between the various constituencies of the college that interact with the business community. This communication method will allow the necessary college staff to know specific needs to be acted upon regarding a specific business.<br>◆ The BTC website and Marylandtraining.com enable customers to easily search for classes, obtain information about customized training, and submit requests for information |
| IV-11 | Expand existing training markets into areas like K-12 teacher training and on-line training. | Academic Affairs | ◆ A teacher certification training program developed through a partnership between HCPSS and HCC program is being implemented in April 2000. This initiative is the first of its kind in the state and will allow Howard County to respond to a teacher shortage | ◆ See II-2. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | that is predicted to worsen over the next 5 years. This program will prepare HCPSS provisional teachers and HCC teacher education students for the new Praxis exam which all provisional teachers must pass and which HCC teacher education majors must pass before being admitted to a transfer program. Maryland is among the states that have set the highest-level requirements for the Praxis in the nation. | |
| | **Other Issues and Ideas** | | | |
| | **Howard Community College needs to expand its use of E-commerce tools:** | | | |
| | 1. Books should be available for ordering on-line, just in time. | President's Office Student Services | ◆ The ability to purchase books on-line was accomplished in fall 1999.<br>◆ Colleague's Web Advisor will provide e-commerce capability for on-line web registration upon delivery of future upgrade. | ◆ The college is participating in the beta release for online credit card payments for web registration which is due to be implemented in May 2001 to compliment HCC express services. |
| | 2. Registration should be available on-line (as the default). | Student Services | ◆ Colleague's Web Advisor is in the process of implementation. Project completion scheduled for June 2000. | ◆ Phase I (inquiry only) was implemented December 11, 2000. Phase II (on-line registration) is scheduled for implementation spring 2001. |
| | 3. Program previews should be available, such as media clips of the courses and instructors. | President's Office | ◆ For further review and possible action. | ◆ For further review and possible action. |
| | 4. Establish a mechanism within the HCC website to track which portions of the site are visited and for how long and begin to use that information. | President's Office | ◆ Web site contact and functionality are under "reconstruction." | ◆ Application software has been installed to track statistical information on the use of the college's web site. Information can be provided on the site activities, session time, regional |

39

81

| Section # | Item | Responsible Area | Progress Report--April 2000 | Progress Report--May 2001 |
|---|---|---|---|---|
| | | | | profiles, organizational use and internal utilization. The average use of the college web site is 85,000 sessions with 1.5 million hits per month. |
| | 5. Survey newly enrolled students to find out what influenced their decision to register. | Student Services | ◆ In conjunction with the implementation of Colleague's Web Advisor, the college will survey all students who register on-line about what influenced their decision to register. This information will be used to enhance other enrollment processes. | ◆ The Welcome Center initiated calls to first-time, full-time students to determine which marketing efforts influenced their decision to register. Direct mailing of schedule of classes and recommendations from friends and family were the largest contributing factors. |

82

83

40

V.    **Preparing Students as Global Citizens**

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **Strategic Process Priorities** | | | |
| V-1 | HCC should stimulate students to build a set of skills and knowledge with global relevance, including:<br>-awareness of and sensitivity to international business practices, customs and etiquette;<br>-the ability to apply learned skills in an international context;<br>-knowledge of the customs, literature, music and art of other cultures; and<br>-the ability to speak, write, and read a second language. | Academic Affairs<br>Student Services | ◆ HCC established a new international education program for FY2000 to support international initiatives that significantly improve the quality of instruction or course relevance. As an initial project, the department of foreign languages researched, developed, and successfully implemented a Mexico study program for FY2000.<br>◆ Two persons are charged with internationalizing the curriculum and exploring international markets—Dr. Beckie Mihelcic, international education coordinator, and JoAnn Hawkins, associate vice president, continuing education and workforce development. | ◆ The Mexico study program was enhanced in FY2001 so that students could complete a 3-credit language course during an intensive month-long program.<br>◆ Currently, the college has enrolled 649 international students from 80 countries. |
| V-1a<br><br>V-1-b | Strategic Process Priorities<br><br>HCC should stimulate students to build a set of skills and knowledge with global relevance, including:<br>-awareness of and sensitivity to international business practices, customs and etiquette;<br>-the ability to apply learned skills in an international context;<br>-knowledge of the customs, literature, music and art of other cultures; and<br>-the ability to speak, write, and read a second language. | Academic Affairs | ◆ HCC established a new international education program for FY2000 to support international initiatives that significantly improve the quality of instruction or course relevance. As an initial project, the department of foreign languages researched, developed, and successfully implemented a Mexico study program for FY2000. In addition, the coordinator of international education is participating in a partnership with the Maryland National Guard to provide online and teleconferencing distance learning training to | ◆ See V-1.<br>◆ A new A.A. degree in International Studies and a new program track in International Business have been added to HCC's program offerings. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | Estonia. Activities so far have included a review of the distance learning facilities in Estonia and several planning teleconferences. As a part of the initiative, distance learning programs in Baltic Studies and American Studies are planned. | |
| V-2 | HCC should examine ways in which course content can reflect globalization and should implement appropriate curriculum revisions. A college-wide committee should be established, including faculty, staff and students, to develop and implement global initiatives such as overseas training, business relationships, cultural events, international fairs and clubs, and exchange programs (sister cities, sister schools and internships) | Academic Affairs | ◆The social sciences division has developed a new program track in international relations for fall 2000. One of the requirements of the program is a two-semester sequence of a foreign language. ◆HCC's coordinator of international education (Beckie Mihelcic) is working with faculty and Community Colleges for International Development (CCID) to help faculty revise curriculum. She is also our liaison with the National Guard in the creation of a sister state program with Estonia and in developing other training programs. | ◆International Studies and International Business transfer programs were developed during FY2001. ◆The college continues to be involved as a member in the Community Colleges for International Development organization. ◆Opportunities for study abroad programs, faculty exchanges are constantly being sought out by the college's international education coordinator. This year the college has enjoyed hosting two faculty interns from China. |
| V-3 | The college should support these activities with internal resources and should also seek state and local funding, and grants to help support global initiatives. HCC should have a line item in the college budget for international programs. | Academic Affairs | ◆The coordinator of international education is currently seeking grant funding to supplement institutional resources. International initiatives are currently being funded out of the academic affairs budget. ◆An international grant program was formalized for FY2000 to support faculty in international initiatives that will significantly improve the quality of instruction and/or course or program relevance. A grant was provided in the summer of 1999 for the development of the Mexico study program. | ◆An International Education cost center has been established. Five faculty participated in our International grant program for FY2000 and five are participating in FY2001. |

42

43

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| **Tactical Action Recommendations** | | | | |
| V-4 | Secure the commitment of the board of trustees and the administration to revise the college's mission statement to include a global perspective. | Board of Trustees | ◆The college, with the board's leadership and endorsement, has become a member college of the Community Colleges for International Development (CCID) organization. As a result of its membership, the college endorsed the American Association of Community College statement on globalization. | Accomplished in FY2000. |
| V-5 | Create a clearinghouse and designate a campus coordinator to develop and promote international and intercultural programs. | Academic Affairs | ◆A coordinator of international education was designated in FY2000. In addition, continuing education and workforce development was given the responsibility for international business training. | ◆See V-5 April 2000 Progress Report.<br>◆The coordinator of international education has arranged for extended internships at HCC by two Chinese faculty.<br>◆The college has hosted delegations from China, Denmark, Bulgaria, and Morocco during FY2001. |
| V-6 | Support faculty development opportunities (e.g., the National Endowment for the Humanities seminars, Fulbright programs, and Rotary fellowships). | Academic Affairs | ◆Funds are included in each division budget for faculty development. When necessary, additional support is available from the academic affairs budget. In addition to discipline-related conferences, faculty attend and make presentations at the national conferences such as the League for Innovation in the Community College, the Learning Paradigms Conference, TeleLearning, and the Futures Assembly. In addition, faculty development funds support outcomes assessment projects, | ◆See V-6 April 2000 Progress Report. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | summer curriculum development grants, and international education initiatives.<br>◆ See V-8 | |
| V-7 | Support college and local area seminars on international business, language and culture. | Academic Affairs<br>Student Services<br>President's Office | ◆ The college has a long history of supporting such activities (formerly through International Business and Education Center.) This year the coordinator of international education and the coordinator of the foreign language department have had several meetings with businesses and the police department in support of further training initiatives in Mexico. | ◆ See II-17<br>◆ HCC hosted presentations by artists from Nigeria and China. |
| V-8 | Participate in the Community Colleges for International Development (CCID). | Academic Affairs | ◆ In support of its international education initiatives and its desire to explore international business training contracts, HCC is currently a member of CCID. In addition to the president, the coordinator of international education and the associate vice president of continuing education and workforce development are active members. HCC's affiliation with CCID will present the college with training opportunities for faculty, partnerships for programs for our students, and access to international training opportunities as contractors or sub-contractors. | ◆ See V-8 April 2000 Progress Report.<br>◆ Faculty have also participated in CCID international education projects abroad for FY2000 and FY2001. |
| V-9 | Enhance communication about global efforts through internal newsletters, brownbag lunches, and invitations to staff and faculty to share what they have gained from seminar and conference attendance, exchanges, and specialized study. | Academic Affairs | ◆ The coordinator of international education has presented several sessions during FY2000 to share information about international education opportunities. The college is actively seeking business and education partners with whom it | ◆ We have built into our international grant process a responsibility for faculty to share their experiences. |

91

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | can collaborate on international initiatives. | |
| V-10 | Encourage multilingualism for all members of the college community. | Academic Affairs | ◆For further review and possible action. | ◆For further review and possible action. |
| V-11 | Provide students, faculty and staff with opportunities to participate in local and regional cultural programs and with opportunities to access resources available through community organizations, museums and embassies. | Academic Affairs | ◆The international grant program, the Mexico study program, and our affiliation with CCID present future opportunities for faculty and students.<br>◆Beckie Mihelcic, international education coordinator, is our liaison with the National Guard in the creation of a sister state program with Estonia and in developing other travel opportunities. | ◆See V-7 and V-5. |
| **Participate with Community Groups in Developing Global Competencies:** | | | | |
| V-12 | Partner with the Howard County public school system in developing courses and programs that promote global competencies (i.e., languages, customs, and geography). | Academic Affairs | ◆For further review and possible action. | ◆For further review and possible action. |
| V-13 | Build an inventory of international resources for the institution and community. | Academic Affairs | ◆For further review and possible action. | ◆The coordinator of international education is building an inventory of educational resources. |
| V-14 | Establish links with businesses, seeking their support and involvement in global education. | Academic Affairs | ◆The coordinator of international education is currently working on a proposal for business internships in Mexico. | ◆The coordinator of international education has applied for grant funding to support a business internship program in Mexico. The University of Baltimore is a partner in the project. |
| V-15 | Increase links with ethnic constituencies and community organizations such as sister cities, | Academic Affairs | ◆HCC art faculty member Linda Press, and Pearl Atkinson-Stewart, office associate, plant operations, | ◆The college has strengthened its relationship with the Chinese Language School through |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | religious organizations, language schools, service clubs, chambers of commerce, and trade associations. | | took advantage of the sister cities project. Ms. Press traveled to France and Ms. Atkinson-Stewart traveled to Spain. The participants in the program live with a family in the host country for two weeks after which a member of that family comes back to the U.S. and lives with the participant's family for two weeks.<br>◆ The Mexico project takes HCC students to the Centro Bilingue Universidad Autonoma de Estado de Morales in Curenavaca, Mexico to study Spanish.<br>◆ The Chinese Language School uses HCC facilities. | meetings with its director and board.<br>◆ The new English Language Institute will significantly increase the number of international students on campus.<br>◆ Our coordinator of the foreign language department has established ties to the Hispanic community through membership in a local cultural organization. |
| V-16 | Consult with potential customers to identify and develop programs. | Academic Affairs | ◆ For further review and possible action. | ◆ See V-14. |
| V-17 | Offer incentives to students and faculty to develop innovative international programs utilizing visiting dignitaries, artists and exchange students. | Academic Affairs | ◆ The international grant program provides an incentive to faculty and scholarship aid provides an incentive for students participating in international programs and CCID study/teacher abroad projects | ◆ See V-3 and V-8. |
| | **Other Issues & Ideas**<br>**Technology and Global Initiatives** | | | |
| | -Utilize information technology, including distance learning and teleconferencing, e-mail, and the world wide web.<br>-Continue to aggressively integrate technology into the way languages are taught.<br>-Develop specific global contacts that can identify emerging technical issues and implement appropriate technological strategies that advance | Academic Affairs | ◆ The coordinator of international education is currently investigating possibilities for distance learning partnerships in Mexico and Sweden. | ◆ The college has developed a sophisticated foreign language lab with multimedia capabilities. We discuss with visiting foreign delegations the possibility of using technology—particularly our well-developed online capabilities—to create international teaching and learning partnerships. |

46

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | the college's global opportunities. | | | |

**VI.    Technology and Education**

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **The College's Technology Platform:** | | | |
| VI-1 | The state's policy of treating the purchase of technology as a current year expense rather than as a capital purchase impedes the college's ability to stay current with industry. The college should therefore be actively represented on the statewide task forces evaluating funding levels and mechanisms and should push to improve the current government budgeting and procurement practices. | President's Office | ◆ The staff is participating in state committees that can influence possible action (such as being able to use the Pay As You Go funds). <br> ◆ The board of trustees also attends strategy sessions at the state level. <br> ◆ The community college presidents are lobbying for additional funds for technology through the Maryland Information Technology Initiative (MAITI) project. | ◆ The Maryland Association of Community Colleges and HCC made funding for MAITI-MACC a key legislative priority during the 2001 Maryland General Assembly session. These actions are still in progress. Overtures are also in progress to investigate funding sources for MAITI-MACC from the Federal government, either through grants, or direct Federal appropriation. <br> ◆ HCC and other colleges are analyzing the impact technology has had on the colleges' budgets over the last five to ten years. A plan will be developed to present to legislators about how HCC and other community colleges can get relief from these escalating costs. |
| VI-2 | Evaluate the college's abilities to expand leasing arrangements under current procurement guidelines. | Administration & Finance | ◆ The college has leased computers in the past and included this in an option in its latest computer bid. | ◆ Each time a computer bid is prepared this option is considered. During the last two bids, the leasing option has not been cost-effective for desktop computer systems, network and telephony technologies. |
| VI-3 | Standardize the purchase and usage of certain software systems to reflect those | Information Technology | ◆ This is already in practice in large measure. The Chief Information | ◆ The college continues to evaluate and standardized on |

48

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
|  | systems most commonly used in industry. Currently that means Microsoft or Novell for the network, Microsoft for office applications, and Microsoft or Oracle for large database products. |  | Technology Officer must approve all technology purchases at the college. | the best technology applications and solutions for academic and business requirements. The college's network, servers, and computer workstations are maintained with the current releases of operating systems, firewalls, virus scanning, and applications software. The college uses systems, configurations, and products that are widely used and recognized as the best practices in the industry. |
| VI-4 | Administrative systems should represent those in use by other community colleges, wherever possible, with minimal customization. | Information Technology | ◆ The campus is working through the implementation of the colleague administrative system. Information technology (IT) staff members are working on implementing procedures to assist users with solutions that transfer their business practices over to the colleague system with will minimal customization.<br>◆ The IT staff is also participating with state community college organizations, which share information on administrative systems.<br>◆ The Datatel Colleague administrative system is being used by five community colleges in Maryland. The colleges are Anne Arundel, Carroll, College of Southern Maryland, Chesapeake and Hagerstown. The programming staff is working cooperatively with other institutions on projects such as ATCNet for a statewide community | ◆ The college is in the process of implementing three new modules of Colleague, which includes communications and prospect management and schedule 25 for efficient management of classroom space on campus.<br>◆ The feature of the colleague system for deregistering has been implemented to assist with the billing processes of the business office.<br>◆ The programming staff along with division offices have worked together to implement an automated means to complete prerequisite checking, which will assist with the placement and scheduling of students.<br>◆ HCC Express is the new Colleague web interface, which enables students to access their student and account information |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
|  |  |  | colleges continuing education web initiative. Howard Community College has also hosted a statewide meeting in cooperation with Datatel to showcase its new Web Advisor project, which is being beta tested by the college for implementation in June 2000. | from the web. The new service was made available in December 2000 and students' use of the new service has been extensive. The e-commerce part of this project is still in the beta version and is scheduled for release in May 2001.<br>◆ All these efforts are also in progress at other community and other colleges that are Datatel users. |
| VI-5 | Provide support for faculty and staff attendance at leading community college technology conferences. | Academic Affairs | ◆ Funds are included in each division's budget for faculty to attend conferences. When necessary, these funds are supplemented from the academic affairs budget. Faculty attend and make presentations at the major national conferences on technology such as the League for Innovation in the Community College, the Learning Paradigm Conference, and TeleLearning. HCC has a reputation in all of these venues as an institution on the cutting edge of the integration of technology with the teaching/learning process. | ◆ See VI-5 April 2000 Progress Report. |
| VI-6 | Do not enter into long-term contracts for communication lines or products, even at the expense of current operations, since cost structures are decreasing rapidly and the best solutions are also changing. It does not pay to be locked into a particular provider. | Information Technology | ◆ The college is reviewing the current services and state contracts with telecommunications providers to determine the best solution for services and pricing. | ◆ The college is participating in regional, state, and county purchasing contracts to secure the best possible pricing on telephony, site licenses and technology. The newly formed Technology Advisory Board has also assisted with decisions on technology direction and purchasing. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VI-7 | Establish a permanent technology advisory committee of industry chief information officers to provide feedback on the college's technology plans. | Information Technology | ◆ We are in the process of identifying and contacting prospective members for this board. | ◆ A Technology Advisory Board has been established and holds quarterly meetings. The current membership of the advisory board is made up of 15 local technology executives from small and large businesses within Howard County. The charge of the advisory board includes assisting with developing partnerships, technology planning, securing resources, and encouraging innovative educational and business applications of technology. |
| **We support the college's current practices in the following areas and urge that they be continued.** | | | | |
| VI-8 | Continue the current practice of managing technology through an overall technology plan. Such a plan should be reviewed annually with the assistance of the technology advisory board recommended above. | Information Technology | ◆ The technology advisory board is being formed and will, in conjunction with an on-campus cross-functional group, review the technology plan next year. | ◆ The advisory board is assisting with technology planning and has been involved with plans to improve and expand the college's network. The college is also working with Verizon and Cisco Systems to improve reliability, speed, and future expansion of the college's network. The current technology plan is under review and will be updated to address application changes and expansion of the college's technology infrastructures. |
| VI-9 | Establish policies and procedures for providing the technology appropriate for teaching each program and appropriate for the operational needs of each unit. For example, the most advanced | Information Technology | ◆ Courses on high tech skill development are already taught in the most advanced labs. Faculty members, through their division chairs and the academic affairs | ◆ This process continues to take place. Technology solutions have been implemented to improve network access, reliability and speed to all |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | technology should be placed where advanced technology skills are being taught. | | division, have regular input into the technology decisions affecting their programs via the academic computer support sub-unit of IT. | academic labs, classrooms and the library. ◆ New servers and file storage solutions have been configured and installed so that students can have access to course work, web applications and library databases from any computer workstation on campus. This change has also enabled students to access library resources from home or any location that has Internet access. |
| VI-10 | Maintain a standard desktop configuration and have policies in place to prevent non-standard programs from being used without permission. We note that this is difficult to enforce. | Information Technology | ◆ The college has established a contract with Dell Corporation and has standardized use of their brand for HCC campus desktop systems and servers. The contract provides pricing discounts on their latest technology, which does provide for optimum speed and memory capacity for office, classroom, and labs applications. The contract also provides for discounts on a variety of enhancements for the systems to meet any specialized needs on campus. | ◆ The college continues to standardize on Dell computer and server platforms, which have been very reliable. The use of other platforms are permitted such as MACs for specialized educational applications. |
| VI-11 | Training is key to achieving productivity improvements from technology. We encourage the college to use its own catalog classes and certification programs to provide training for its staff. | Information Technology | ◆ Technology staff is participating in professional, technical and certifications offerings provided though the campus. ◆ Improvements are needed to encourage all employees to fully utilize the technology available to them. | ◆ Information Technology (IT) staff continues to take advantage of course offering on campus and many have completed their certifications in Cisco Systems, Novell, and Microsoft. ◆ The IT staff provides training and informational sessions on application software and technology for faculty, students |

107

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | and staff. |
| **Delivery of Distance Learning** | | | | |
| VI-12 | Continue to focus on the individual students, organizations and businesses of Howard County that are interested in the convenience of attending classes at a distance. | Academic Affairs | ◆Distance education offerings were significantly expanded in both the credit and non-credit areas during FY2000. The college offered 90 online courses with enrollments of over 1,100 students. Those numbers reflect an almost doubling in size from the prior academic year.<br>◆Campus Web, a new type of distance learning class, is being piloted in September 2000. Campus Web courses are being targeted to first-time, full-time students who have the lowest retention rates in online courses. Campus Web courses have half the seat time of traditional onsite courses with the remainder of the coursework being accomplished online. This design will allow first-time, full-time students to participate in the online mode to which they are clearly attracted while providing the safety net of a physical class meeting each week. | ◆Students enrolled in online courses are expected to exceed 1600 for FY2001. |
| VI-13 | Continue the college's involvement with the Maryland Community College Teleconsortium as a means of expanding access to other students in Maryland. | Academic Affairs | ◆HCC has participated in all of the three semester pilots of MCCT and continues to offer courses to the consortium.<br>◆HCC will be a participant in the MCCT /MOL training grant program in FY2001. Under the grant, two faculty fellows from each community college will go through a series of training workshops on the development of online coursework. | ◆HCC continues to offer and receive courses through MCCT/MOL. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VI-14 | Focus on courses with the greatest demand by Howard County residents and in support of high demand specializations. | Academic Affairs Student Services | Faculty fellows will then train faculty at their respective colleges. ◆In response to demand, HCC expanded development in FY1999 and FY2000 on online computer courses and developed an internet technologies program track. ◆Through the efforts of the enrollment management team, the college is reviewing course-taking patterns of students to determine the need for new courses. A research and development subcommittee to the EMT is examining new programs. The team is also examining high-growth job areas to meet the county's needs. The college continues to work with its business partners in the community to assess ways in which it can develop partnerships to educate the workforce. For example, two work sessions were recently held to determine needs in construction and automotive technology. The information from these work sessions will be used to address the critical shortage of workers in these areas and how the college can provide educational support. | ◆The Business and Computer area is currently experiencing the largest expansion in online offerings. Among some of the new program offerings, like internet technologies, virtually all of the courses related to the major are online. For FY2001, some of the Microsoft certification courses are being offered in the CampusWeb format. ◆Technology also allows us to more efficiently offer programs with relatively small enrollments, like some of the more specialized allied health programs, by partnering with other community colleges to share courses in the Interactive TV format. ◆Credit and non-credit courses and programs are regularly added and deleted depending on market demand. |
| VI-15 | Set market-driven criteria for developing technology-aided courses, and evaluate and act on the results of market research in deciding which courses to deliver. | Academic Affairs Student Services | ◆In response to demand, HCC expanded development in FY1999 and FY2000 on online computer courses and developed an internet technologies program track. ◆Through the efforts of the enrollment management team, the college is reviewing course-taking patterns of students to determine the | ◆Based on trends identified by the research and development committee, a new E-Commerce /E-Business Certificate program and a new Mass Media/Video transfer program were developed in FY2001. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | need for new courses. A research and development subcommittee of the EMT is examining new programs. | |
| VI-16 | To determine courses in high demand, students in currently popular classes or programs should be surveyed to ascertain interest in distance education courses. | Academic Affairs  Student Services | ◆ For further review and possible action. | ◆ For further review and possible action. |
| VI-17 | Track distance education courses and students by delivery method – i.e. televised, videotape, and web-based. Courses with low student registration should not be continued. | Academic Affairs  Student Services | ◆ Distance education courses are currently tracked by delivery method and by student satisfaction.  ◆ In keeping with the college's initiative to offer entire degrees rather than isolated courses, low enrollment courses are not discontinued but rather are offered to MCCT to increase enrollment. With the addition of the MCCT students, those are now high enrollment courses. | ◆ See VI-17 April 2000 Progress Report. |
| VI-18 | Budget for an on-line curriculum development specialist who would serve as a resource for faculty and who could provide recommendations on course standards. | Academic Affairs | ◆ The college has budgeted faculty and staff with the skills to provide this service who have been reassigned to support these functions.  ◆ In addition, the college has established a multimedia development team to support the development of multimedia content. | ◆ The director of distance learning is currently charged with the function of establishing best practices in online courses. |
| VI-19 | This curriculum specialist should review all distance education classes to ensure consistent quality and ease of use, and to ensure that course content is compatible with minimum technology standards. | Academic Affairs | ◆ This function will be assigned to the coordinator of distance education. | ◆ The director of distance learning is currently charged with the function of establishing best practices in online courses. |
| VI-20 | Investigate commercial sources for on-line courses and partner with other colleges or companies that are willing to create on-line in return for revenue- | Academic Affairs | ◆ Currently, the continuing education and workforce development division is participating in a partnership with Learning-2-Go to provide online | ◆ We are continuing the very lucrative relationship with Education-2-Go. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | sharing opportunities. | | technology courses. | |
| VI-21 | Identify a training class for faculty on how to teach at distance. This course should be offered using a distance format. All faculty who are teaching in this environment should be required to complete such a course so they have been in the student role in this new type of learning. We note that funding will be required for this effort. | Academic Affairs | ◆ In addition to the college's own training program, faculty members have participated in the training institute at Anne Arundel, and will participate in the MCCT/MOL training program.<br>◆ There is no plan to require online faculty to complete an online course as a student prior to teaching one. Such a requirement would double the amount of time needed to develop an online course, significantly increase development expenses, and significantly decrease the pool of interested faculty. | ◆ See VI-21 April 2000 Progress Report. |
| VI-22 | Increase the use of chat and voice delivery systems at required times for some portion of each course. Emphasize web-based course delivery for future distance education offerings. We support the college's choice to pursue a client-less (i.e. no download required) environment. | Academic Affairs | ◆ There is no plan to mandate an increase in the use of chat. Current research and college experiences bring into question the value of synchronous chats in online instruction. It is the colleges experience that of many other online instructors; threaded asynchronous discussions are frequently more valuable than synchronous chats, particularly in classes with large enrollments.<br>◆ Web-based delivery is currently the fastest growing distance education mode at HCC. | ◆ Our approach in this area will be to establish and enforce best practices rather than mandate a particular delivery system. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VI-23 | The college's selection of "Web CT" was a good one. However, reevaluate this decision at least every two years to ensure that this selection remains the best mechanism for developing and delivering on-line courses. | Academic Affairs | ◆ The college re-evaluates our selection of online software at the end of each college year. | ◆ The director of distance learning did a major re-evaluation in FY2001 of our WebCT platform. Blackboard was reviewed as a possible alternative. Ultimately, we decided to remain with WebCT. A new version of WebCt was installed and made available for online courses stating with the Spring 2001 semester. The new version has enhanced features for students and faculty which include better helpdesk services, improved faculty posting of information to courses, multiple language support, centralized login for students and more useful chat features. |
| VI-24 | Provide a separate listing of distance education courses in the printed course catalog. | Academic Affairs President's Office | ◆ The college instituted for the most recent schedule of classes a separate listing of all courses taught in non-traditional modes including distance-learning courses. There was also a full-page ad on the inside front cover directing readers to the page. | ◆ Course listings in the schedule of credit classes were reorganized to readily identify sections that are day, evening, online, or telecourse options. All of the alternative learning modes will once again be listed separately in the schedule of courses. |
| VI-25 | Courses listed on the college's web site should be easily identified by type of delivery. The distance education courses listed on the college's web site should be identified as "distance education" courses, rather than "on-line" courses, since not all courses are "on-line". Courses should be listed by topic areas so that a student interested in an economic | President's Office Academic Affairs Student Services | ◆ The college has developed a distance learning web site where all the courses are identified by type of delivery. ◆ This recommendation seems to contradict the one above. The college believes that it is critical to identify the delivery mode. Students need to know what courses are | ◆ See VI-25 April 2000 Progress Report. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
|  | class does not have to scroll through the entire list of offerings. |  | online, telecourses, interactive TV courses, or campus web. Since they all reside on the distance learning web pages there is no clear benefit in further identifying them as distance learning. ◆ The college has organized the courses by topic in WebCT. The Web Advisor, with an estimated project completion date of June 2000, will address these recommendations. |  |
| VI-26 | Distance education courses listed on the college's web site should be reviewed to ensure compliance with minimum standards for required information. | President's Office Academic Affairs Student Services | ◆ The coordinator of online courses is working to standardize the online information pages. ◆ See VI-25. | ◆ The director of distance learning is working to standardize the content of the listings and also to insure that they are regularly updated. |
| VI-27 | Continuing students should be able to complete the entire registration process while they are on-line. | Student Services | ◆ See VI-25. |  |
| VI-28 | Investigate partnerships to promote distance education offerings. When a premier class has been developed, explore business arrangements with commercial and non-profit entities that distribute such material. | Academic Affairs | ◆ For further review and possible action. | ◆ The college is currently negotiating an intellectual property agreement with OpenMind Publishing, Inc, for a faculty-developed CD-ROM for an online economics course. |
| VI-29 | Ensure that the college has clear and unambiguous ownership of all intellectual property included in distance education courses. | Academic Affairs | ◆ Under the Multimedia Fair Use Guidelines, faculty members need not own all of the intellectual property included in distance education courses. In fact, if their courses are based on or use texts written by someone else, it is highly unlikely they will own all of the intellectual property. | ◆ See VI-29 April 2000 Progress Report. |
| VI-30 | All advertising materials should make | President's | ◆ Under consideration. | ◆ Distance learning and flexible |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | reference to the availability of distance education offerings. | Office | | scheduling is a prominent message cited where appropriate in brochures, ads, class schedules, and other marketing materials. HCC's website address is given on all materials. |
| VI-31 | Establish a recommended minimum system configuration for students taking classes on-line. The standard should be reviewed periodically to accommodate changes in technological developments. Students in on-line courses should have an e-mail account and Internet access through an Internet Service Provider (ISP). | Academic Affairs Information Technology | ◆ The minimum system requirements are included in each online class description and are updated each semester. Also, an email and an internet service provider (ISP) are required of online students.<br>◆ The college is in the process of identifying and implementing for the fall a solution to providing email accounts to all campus students. | ◆ See VI-31 April 2000 Progress Report.<br>◆ The college has contracted with CampusCruiser Corporation to establish email accounts for all students, which will be implemented by the fall 2001 semester. Email accounts have been established for all adjunct faculty. |
| VI-32 | The college needs to gather more information about the outcomes of its distance education offerings. For example, course drop rates for each type of distance delivery should be compared to each other and to the rates for similar courses offered on-campus. On-line course evaluation surveys should be available for on-line classes and should include questions specific to the on-line experience. Levels of student satisfaction should be tracked by each type of distance delivery and should be compared to each other and to the levels of satisfaction for the same courses offered in classrooms. Grade distributions should also be compared in the same fashion. | Academic Affairs | ◆ The college is currently tracking and working to improve retention rates in distance learning courses. HCC's goal is to have retention and success rates mirror those of the comparable onsite courses. Distance learning classes use the same evaluation and outcomes assessment instruments as onsite classes. Evaluations for online courses are delivered online and contain questions specific to the online experience. | ◆ See VI-32 April 2000 Progress Report.<br>◆ Ironically, Interactive TV courses have the highest success and retention rates but the lowest level of satisfaction with that mode of learning. Online courses have the lowest retention and success rates but among the highest satisfaction levels. |
| VI-33 | Faculty members should complete an evaluation of their experience in teaching | Academic Affairs | ◆ All faculty members review with their division chairs each semester | ◆ Faculty with issues, concerns, comments, or accolades related |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | these classes. | | issues that arise in the teaching of their courses. | to teaching online courses will direct those to the director of distance learning. Dependent upon the outcomes of the investigation into best practices, that feedback may be in the form of an evaluation of their experience or some other form. |
| **Minimum Technical Competencies Required of HCC Graduates** | | | | |
| VI-34 | All HCC graduates should be required to meet a minimum standard of technology competency. Develop a baseline of required technical skills for all graduates and review this set of skills annually in comparison with outside practices. | Academic Affairs | ◆ For further review and possible action. Since most of HCC's students transfer before completing all of the requirements for graduation, this requirement will be difficult to enforce. Additionally, the college is limited on the number of credits that can be part of a degree program. However, the college may be able to assure that these skills are accomplished in existing required courses. | ◆ Since the use of technology is pervasive in our courses beginning with entry level math and English courses, which are taught in computer labs, and threaded throughout our curricula from nursing and science to music and art, we are convinced that we do not need a separate curricular requirement or a separate certification to meet minimum standards. |
| VI-35 | The task force, after surveying local businesses, developed a current list of such basic technical competencies (see the Task Force report). | Academic Affairs | ◆ For further review and possible action. | ◆ See VI-34. |
| VI-36 | Create an internal committee to evaluate this set of skills, compare it to competency standards prepared by other organizations, and formally adopt a set of minimum standards for the technical competency of all HCC graduates. | Academic Affairs | ◆ For further review and possible action. | ◆ See VI-34. |
| VI-37 | In cooperation with a technical advisory group of local employers this set of skills should be evaluated annually. | Academic Affairs | ◆ For further review and possible action. | ◆ See VI-34. |
| VI-38 | Develop a course that would provide these competencies. | Academic Affairs | ◆ Such a course already exists - CMSY-110. | ◆ See VI-34. |

122

123

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VI-39 | Develop a certification test for those students who have already obtained these skills so that they can "test out" of this requirement. Such a skills test should have additional market value as an offering to the business community for evaluating new employees or qualifying employees for various positions. | Academic Affairs | ◆ Students may already test out of CMSY-110 or get credit for an equivalent high school course.<br>◆ Marketing using this course as suggested will be explored. | ◆ See VI-34. |
| VI-40 | Revenue derived from this course, student testing, and administering this test for employers should be sufficient to cover the costs of developing this test and course. | Academic Affairs | ◆ This refers to the second part of the previous statement.<br>For further review and possible action by continuing education and workforce development. | ◆ See VI-34. |
| VI-41 | Prepare a business plan for this certification program. The plan should include the marketing opportunities available for a mandated basic competency test and course. | Academic Affairs | ◆ For further review and possible action by continuing education and workforce development. | ◆ See VI-34. |

124

125

VII.  Communicating with Current and New Markets

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | **Strategic Process Priorities** | | | |
| VII-1 | The college must develop a strategic plan for growth. A commitment to growth is assumed, and beginning at the policy level, HCC must take the steps necessary to support growth and sustain or increase quality. The county population is growing, the school population booming, the workforce increasing and the senior population expanding. | President's Office | ◆ The college has just completed the update on its master plan. The plan includes 10 buildings to be constructed over the next ten plus years, at the cost of $180 million. | ◆ The board of trustees, president and director of business development and legislative relations have established a significant presence with the Maryland General Assembly and local elected officials. Efforts are focused on securing necessary operating and capital dollars to accommodate the college's growth.<br><br>◆ The first building on the master plan is the new instructional building. This building will house computer training and certification, office technology courses, and English classrooms and labs. The design development phase of this building is well underway and construction is expected to start in June 2001. The initial concept for the next instructional building for performing arts and humanities instruction is underway and design for this space is expected to start in 2003. Due to the current enrollment growth, it has been necessary for the college to obtain trailers for additional temporary space on campus. |

62

126

127

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | In addition, the college's Business Training Center (BTC), located on the first floor of the Gateway building is beginning to explore options about future locations. The county recently informed the college that this building would be sold, so the BTC will need to decide on its future location. |
| VII-2 | HCC must develop a marketing plan with defined goals and objectives. Marketing needs to become an integral function of the college administration, and the college must provide the necessary resources to implement marketing goals. | President's Office Student Services | ◆ The enrollment management team (with college-wide representation) has been formed and a marketing strategy is being developed in conjunction with Jared Fast & Associates. | ◆ The enrollment management plan was developed and outlines marketing strategies. The goal of 5% FTE growth provided a focus to guide marketing planning. The enrollment management team identified specific areas likely to produce growth, and marketing plans were developed for the top five areas. The overall college media plan and branding strategy was developed with the focus of achieving enrollment growth. |
| VII-3 | HCC would like to expand its programs for the growing senior population, but this has revenue implications given the State of Maryland's policy of granting free tuition for seniors. The college should study the fiscal impact of expanding programs to seniors. The college must address this issue with senior groups, other community colleges in Maryland, and the legislative and executive branches of the State Government, with the goal of retaining | President's Office Administration & Finance | ◆ The college is studying the impact on senior enrollment on the college and its revenue. Findings of this study are expected by June 30, 2000. | After reviewing the senior enrollments, expanding class offerings in this area was not considered a cost effective option. Other senior ventures should be considered, such as expansion of current programs with the county or employment of retirees on a part-time basis in college offices. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | universal access at community colleges while developing new ways to serve this important age group. | | | |
| | **Tactical Action Recommendations** <br><br> **Marketing** | | | |
| VII-4 | Create a dedicated marketing position. Development and implementation of a marketing plan, collection and analysis of market data, development of a position statement, and other activities are too critical to HCC's future to be segmented within the administration. | President's Office <br> Student Services <br> President's Office | ◆ The enrollment management team is developing marketing strategies. <br> ◆ The public relations and marketing director will transfer legislative liaison duties to the new position of director for legislative relations and business development in order to focus more fully on marketing. <br> ◆ An agency hired to assist with marketing planning and implementation. | ◆ See VII-2 <br> ◆ The enrollment management team developed a comprehensive plan to achieve 5% enrollment growth. Marketing specialists were added to continuing education and public relations and marketing staffs. |
| VII-5 | Adopt a policy of continuous improvement in marketing and continue to seek input from the outside world, especially the business community, for marketing advice, benchmarking, and examples of best practices. | President's Office <br> Student Services | ◆ The LERN audit of continuing education and workforce development was an extensive effort to measure against benchmarks and improve. <br> ◆ The enrollment management team is charged with continuous improvement in college-wide marketing efforts. | ◆ The enrollment management team continues to explore benchmarks. Statewide affinity groups (public relations, marketing, student services, and others) discuss best practices. |
| VII-6 | Gather and use student information to market new products and services, assess and forecast trends and identify good customers. Existing information systems should be enhanced as needed to help HCC market itself better. Then the student database can be mined to identify the best customers and to garner more like them. | President's Office <br> Student Services | ◆ A student tracking and information system being discussed by the EMT. | ◆ Work has begun on implementing communications and prospect management modules of Colleague. Implementation is projected for fall 2001. |
| VII-7 | Develop reliable and up-to-date market data to better serve its key markets. The lack of data hampers HCC's ability to improve current offerings and develop new products for key markets. | President's Office <br> Student Services | ◆ The college has hired a marketing consultant who is working with the public relations and marketing office and the enrollment management team to develop a better focus on the | ◆ The enrollment management team routinely reviews data and trends. The new student tracking system will serve as early warning system of |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | college's key markets. Discussions are currently underway for developing new programs related to the needs of these markets. | emerging interests, as will search capabilities of BTC website and Marylandtraining.com. |
| VII-8 | Identify and ask HCC's best individual and business customers what they like about the HCC experience and what they would like to see improved – and use the feedback to fix the problems they identify. | President's Office | ◆ HCC is improving its research capacity to be able to ask customers for direct feedback on its operation and suggestions for expansion. | |
| Recruiting | | | | |
| VII-9 | We recommend that HCC increase its market share of transfer students as a specific marketing goal. This action will strengthen the stability of HCC by ensuring a continuous and growing source of enrollment. Expansion of HCC's buildings and facilities must be considered. | Student Services | ◆ The enrollment management team is developing marketing strategies. ◆ The college implemented the Silas Craft Collegians Program to attract and retain an untapped market— students with unrealized potential. | ◆ See II-2 |
| VII-10 | Active and focused recruiting of students requires HCC to create a discrete recruiting function as a necessary and strategic complement to the existing admissions process. Full-time and part-time transfer students are the backbone of the college's credit programs. HCC has been the gateway to educational success for numerous individuals, and can easily be marked as the road to a bright future. | President's Office Student Services | ◆ Action has not been taken to form a recruiting unit, but the enrollment management team is developing specific recruiting strategies. ◆ The percentage of transfer students continues to grow at HCC. An emphasis has been placed on increasing the number of articulation agreements with 4-year institutions; a transfer center has been established to have a central point of contact and information, and a transfer center homepage is now part of HCC's website. | ◆ High school students were identified as one of top five marketing priorities, based on expected growth of this age demographic. Recruitment strategies include creating materials to show the full range of program options for this group. |
| VII-11 | Identify and include as prospective future students those residents of Howard County who attend private schools. | Student Services | ◆ The college will visit private schools to promote the Rouse Scholars Program. | ◆ The Rouse Scholars Program has representation from several private schools including Glenelg Country School, St. |

132

133

65

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | Vincent Pallotti, Chapelgate and Valley Brook. |
| VII-12 | Identify those articulation agreements that are most valuable (in terms of student outcomes) and focus marketing and market research resources on these transfer colleges. Seek new agreements of similar or higher quality. Articulation agreements with four-year colleges like Johns Hopkins University are very powerful recruiting tools. Use per experiences to market to potential transfer students. | Student Services | ◆ Articulation agreements have been established with Washington College, Baltimore International College, Dickinson College, Governors State and Strayer University. Agreements with the University of Phoenix, Virginia Union, and Western Maryland are in progress. ◆ HCC has 17 agreements with institutions outside of the Maryland system. Five of these institutions do participate in ARTSYS including Goucher, Hood, College of Notre Dame, Villa Julie and Washington College. | ◆ See II-2 |
| VII-13 | Market the cost-benefit of two years at HCC to students (and parents) followed by two years at a superior university as the smart way of getting a better four-year degree. | President's Office | ◆ For further review and possible action. | ◆ Cost-benefit is routinely cited in marketing materials. |
| VII-14 | **Positioning** The college should articulate a strategic market position that allows it to successfully compete with other providers. HCC should be perceived as the obvious and preferred point of access to learning. The image of the college should be the on-ramp to the learning highway, the portal to success, the gateway to knowledge. HCC should also be seen as a high-quality learning experience in the markets that it chooses to sere. A flexible, responsive, customer-centered learning experience should be available to all. The whole college community must live and breathe the | President's Office Student Services | ◆ Fast & Associates is consulting with public relations and marketing to develop "You Can Get There From Here" branding strategy. | ◆ HCC's branding strategy - "No Matter Where You're Going In Life, You Can Get There From Here" - appeals equally to diverse goals of seeking a degree, entering a new career, sharpening job skills, or exploring personal interests. ◆ A county-wide survey in 2000 revealed that HCC is the first institution to come to mind when residents think "college" or "continuing education." |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | position that HCC gives the customer "What You Need To Know Now!" | | | |
| VII-15 | Promote HCC's capability for training the trainers. The public perception that HCC produces quality instructors supports HCC's image as a quality learning organization. | Academic Affairs | ◆ HCC currently offers training for math and science public school teachers. | ◆ In HCC discussions with potential business and industry customers, one of the standard points is that teaching is our business and that HCC can probably do it more efficiently than an organization that does not have it as their primary focus. |
| VII-16 | Consider developing a membership-based learning experience offering seminar style learning opportunities and linked with activities such as museum visits, trips, and social events. This should not require any new resources for HCC, but is simply a repackaging of current resources in a product targeted to the adult learner. HCC has a singular advantage of convenient access over other colleges and universities (University of Maryland and Johns Hopkins) who are also trying to reach this market. Market the personalities and qualities of the instructors involved here and in other positioning activities. | Academic Affairs | ◆ For further review and possible action. | ◆ An intriguing idea that HCC pursues somewhat with the very popular field trip courses and the travel abroad opportunities. Examples include an Art and Architecture of Italy trip, and the Russia trip which focuses on history and culture. Both of these trips have linked credit-free courses. Certainly this is an area for further development. |
| VII-17 | Articulate the benefits HCC offers to students clearly in a unified communications across all HCC products and services. Suggested benefits to the learner are:<br>Cost effective education<br>High quality of education<br>Responsive to the student customer<br>Convenient locations<br>Seamless transfer to outstanding education institutions | President's Office | ◆ Publications are under review to incorporate consistent message. | ◆ Benefits are articulated in promotional materials as part of "You Can Get There From Here" branding strategy. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VII-18 | There are functions in the college that could be branded independently while remaining an integral part of HCC. HCC itself does not have a negative image, but community colleges in general do suffer from a stereotyped bargain-basement image. The example of the Business Training Center is useful. Among the business community the BTC is seen a quality provider of training first and part of HCC second. HCC's strong programs in information technology and allied health seem to be obvious candidates for strategic branding (e.g. Central Maryland IT Institute, Columbia Allied Health College). | President's Office | ◆ Marketing agency recommended that the Business Training Center have a separate logo, but should be directly linked to the college-wide "You Can Get There From Here" branding strategy. | ◆ Distinct brands have been developed for programs including the Business Training Center, Rouse Scholars, Silas Craft Collegians, and English Language Institute. All, however, are linked to the overall "You Can Get There From Here" strategy. |
| VII-19 | Develop specific plans to form partnerships with other non-educational community organizations which have similar missions, or which serve a market segment attractive to the college. Potential partners include the Department of Recreation and Parks, Columbia Association, Office on Aging, Leadership Howard County, and Columbia Foundation. The partnership activities benefit HCC by (1) increasing the college's ability to network in the community, and (2) reducing inefficient overlap with other organizations. | All | ◆ An event was conducted in November 1999 to explore potential partnerships. Numerous activities are underway to find common interests, e.g., Department of Recreation and Parks, Columbia Foundation and the development office, etc. | ◆ An agreement was made with the Ellicott City Neighborhood Partnership to develop one program to serve under-represented groups within the county. ◆ Received grant funding from the Horizon Foundation to support college-related initiatives. ◆ Established a partnership with Howard County Department of Housing and Community Development to provide childcare tuition for low and moderate income persons enrolled in the college. The Children's Learning Center opened in October 2000, offering childcare services to students, faculty, staff and the community. The current building can accommodate up |

138

139

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | to 55 children, with ages ranging from 6 weeks to 4 years old.<br><br>◆ Career Services partnered with the Howard County Chamber to conduct the fall 2000 HCC Job Fair that had over 100 employers and 600 job seekers attend.<br><br>◆ Career Services continues to connect students (potential employees) with businesses through *HCC Jobs On-Line.* Currently 225 employers have listed employment opportunities and 200 students are identified as job seekers.<br><br>◆ An on-going collaboration with the Chamber has been formed to develop co-op and internships for HCC students, benefiting both Chamber members and students seeking job experience.<br><br>◆ HCC has had a very successful partnership with UPS and their "Earn and Learn" program that offers students well paid part time employment and tuition benefits. Similar partnerships are being pursued with other Howard County businesses. |
| **Promotion** | | | | |
| VII-20 | Use diverse tools for marketing: television, radio, and local publications that have limited distribution but devoted readership such as ZIP 21042 and 21043, | President's Office | ◆ A media plan has been developed for 1999-2000 that includes newspaper, magazine, radio, TV, trade show, and other promotional tactics. | ◆ The media plan for 2000-2001 includes newspaper, magazine, TV, trade show, Internet banner ads, and other |

69

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | and Village News. The latter publications are inexpensive but are effective channels to promote HCC. | | | promotional tactics. |
| VII-21 | Create a coordinated range of marketing materials, including promotional literature and multimedia (audio, video, and Web) segments, as well as giveaway artifacts, for example "Thinking Caps," "Mighty" HCC pens, and "Cutting Edge Technology" letter openers. Devise frequent student discounts, "bring a friend" bounties, and other relationship promotions. | President's Office Student Services Information Technology | ◆ These ideas are under consideration. | ◆ The office of admissions and advising has provided a variety of very well received and sought after items for a variety of programs and purposes, including high school counselor events, school visits on and off campus, the children of current and prospective students, transfer representatives and other constituencies. Giveaways include items such as T-shirts, CD holders, travel mugs, stadium cushions, pens, post it holders, mouse pads and others. ◆ Multimedia promotions are being developed for Rouse Scholars program to serve as prototype for other programs. Special advertising materials included a slinky-like toy for the grand opening of the Children's Learning Center and a safety whistle key chain for a health care expo. An incentive package (including Grand Prix and Rep Stage tickets) is being offered to boost enrollment in summer programs. The college web site is being enhanced to better serve on and off campus audiences. The new site will be managed through a database to keep the information in the site current. |

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | | | | The site will also feature an Intranet for the college community. |
| VII-22 | Segment promotional efforts intelligently; for example: co-market distance learning and cable modems together with the local cable company. Use radio segments, especially PBS, to market business training to regional businesses and their employees. Use direct mail to inform alumni and previous customers of courses that are targeted to their previous interests. Use the alumni and previous customers to reach the general county population with a "Bring a Friend" program. Provide college employees, business customers and friends of the college with promotional materials for them to distribute to people they meet. | President's Office Student Services | ◆ These ideas are under consideration. ◆ A partnership being developed with Comcast Cablevision. Segmentation strategies are being considered by the EMT. | ◆ Families with children enrolled in the Children's Learning Center were offered one week of free childcare if they brought another family to enroll in the center. ◆ The Children's Learning Center collaborated with continuing education to distribute materials to more than 900 families at Howard County family event. ◆ The career services office regularly provides area employers with college promotional materials through regular mailings, event giveaways, HCC TV public service announcements, and the career services web pages. ◆ Segmented promotional efforts are being applied to boost enrollment in summer sessions, a priority growth area identified by enrollment management team. Using the slogan, Summer's For Everyone at HCC, the campaign targets kids, teens, students attending other colleges, and adults. Incentives are offered to enroll multiple family members. |
| **Other Marketing Ideas** | | | | |
| VII-23 | Consider articulation agreements with | Academic | ◆ For further review and possible | ◆ For further review and |

71

144

145

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| | graduate schools, such as the APL program or Johns Hopkins Medical School, where HCC can provide prerequisite and other courses to reentering adult learners. | Affairs | action. | possible action. |
| VII-24 | To better reach the senior market, use the Howard County's Office on Aging *Senior Connection* to advertise classes that are under-enrolled. | President's Office Student Services | ◆ For further review and possible action. | ◆ Communication campaigns targeting senior citizens will be developed when policies and programs for that population are established. |
| VII-25 | Look hard at the growing pool of educated, skilled people who are 50-60, and leaving full-time jobs for part-time jobs. Work with this group of residents as potential students, faculty and mentors. | President's Office Student Services | ◆ For further review and possible action. | |
| VII-26 | Use the ten senior centers as satellite learning sites for all the community, not just seniors. This will increase the effective physical space of the college. | Academic Affairs | ◆ For further review and possible action. | ◆ For further review and possible action. |
| VII-27 | Provide incentives for distance learning students by heavily discounting tuition and fees. These incentives should increase the number of distance-learning students. These discounts should also redirect seniors and other free-tuition to low-cost, but equally valuable, distance learning experiences that have zero impact on buildings and facilities. | Administration & Finance | ◆ The fiscal impact of discounting fees for distance learning will be studied. Board approval and MHEC approval will be required before any changes can occur. | ◆ A review of tuition and fees was done this year. No changes were made to distance learning courses, but this option will be considered in future years. |

146

147

| Section # | Item | Responsible Area | Progress Report-April 2000 | Progress Report-May 2001 |
|---|---|---|---|---|
| VII-28 | If courses are marketed aggressively, as they should be, classes will be oversubscribed until the capacity of the college grows to match. Devise new ways of allocating seats in popular classes. Currently these places are rationed by timing with only the early registrants getting to enroll. However, this is not a solution since it only defers the problem to the next semester. Debate, for example, auctioning some or all seats in these classes, or providing early-bird discounts and late-bird penalties. Also devise a more intelligent method to allocate scarce places to seniors, instead of on a first-come, first-served basis. | President's Office Academic Affairs Administration & Finance | ◆ For further review and possible action. | ◆ New enrollment options were considered for early bird registrations. In addition, payment options were expanded for students. Each year this area will be reviewed for possible changes during the budget process. |

148

149

73

# NOTICE

# Reproduction Basis

EFF-089 (3/2000)