

MISSION STATEMENT REVIEW

February 2006

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MISSION STATEMENTS
February 2006

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**UNIVERSITY SYSTEM
OF MARYLAND**

BOWIE STATE UNIVERSITY

Mission

Bowie State University, a regional comprehensive university of the University System of Maryland, embraces diversity which includes its African American heritage, emphasizes its foundational heritage in teacher education, facilitates interdisciplinary learning, fosters research and produces graduates who are technologically astute, think critically and demonstrate proficiency in their chosen fields.

Values

Bowie State University's core values promote a supportive, rigorous and collaborative environment that nurtures high quality achievement in academics as well as in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching and learning process. Bowie State University cultivates its student body such that it might produce graduates who think critically, value diversity, are committed to high moral standards and who are leaders among their peers in a global community.

Vision

Bowie State University will continue its emergence as one of the leaders in Maryland in the infusion of technology into curriculum and research. Central to this vision is the continued utilization of the recently acquired supercomputer to maximize its potential to enhance research, teaching and public service. The university's technological capacity will become a major cornerstone in the continuing commitment to a high-quality education that supports learning and development of skill acquisition and knowledge discovery based on proven pedagogies.

The University will continue to aggressively collaborate with its sister institutions and other agencies to address student retention, persistence and graduation issues. In addition, increased student internships, study abroad experiences and research opportunities will be pursued. All of these and other efforts will enable Bowie State University to provide even greater service to the

local, state, national and international communities that contribute to an educated workforce and a more vibrant economy.

INSTITUTIONAL IDENTITY

Bowie State University is an outgrowth of the first school opened in Baltimore, Maryland, on January 9, 1865, by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864, to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church located on the corner of Calvert and Saratoga streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga streets for the relocation of its normal school until 1883, when it was reorganized solely as a normal school to train Negro teachers.

The Baltimore Normal School had received occasional financial support from the City of Baltimore since 1870 and from the State since 1872. In 1871, it received a legacy from the Nelson Wells Fund. This fund, established before Wells' death in February 1943, provided for the education of freed Negro children in the State of Maryland. On April 8, 1908, at the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the State Legislature authorized its Board of Education to assume control of the school. The same law re-designated the institution as Normal School No. 3. Subsequently, it was relocated on a 187 acre tract in Prince George's County and by 1914 it was known as the Maryland Normal and Industrial School at Bowie.

A two-year professional curriculum in teacher education which started in 1925 was expanded to a three-year program. In 1935, a four-year program for the training of elementary school teachers began and the school was renamed Maryland State Teachers College at Bowie. In 1951, with the approval of the State Board of Education, its governing body, Bowie State expanded its program to train teachers for junior high schools. Ten years later, permission was granted to institute a teacher-training program for secondary education. In 1963, a liberal arts program was started and the name was changed to Bowie State College.

In 1970, Bowie State College was authorized to grant its first graduate degree, the Master of Education. A significant milestone in the development of graduate studies at Bowie State was achieved with the Board of Trustees' approval of the establishment of the Adler-Dreikurs Institute of Human Relations in 1975. Currently, the University offers bachelors and masters degree programs and one doctoral degree in Educational Leadership. Included in the inventory of degree programs is the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Arts in Teaching, Master of Education, Master of Science, Master of Science in Nursing, Master of Business Administration and Master of Public Administration.

On July 1, 1988, Bowie State College officially became Bowie State University, a change reflecting significant growth in the institution's programs, enrollment and service to the local area. On the same day, the University also became one of the constituent institutions of the newly formed University System of Maryland.

In 1995, Bowie State University won an 11 year \$27 million award from the National Aeronautics and Space Administration/National Science Foundation to become one of only six national Model Institutions for Excellence in science, engineering and mathematics. This award significantly strengthened the institution's academic infrastructure and enhanced an already excellent computer science and technology program that has consistently ranked first in the nation in graduating African American students with master's degrees.

Bowie State University, throughout its history, has achieved major milestones in spite of limited resources. In spring 2005, with the unveiling of the supercomputer that was built by Bowie State university faculty and students, Bowie State University emerged as a leader among higher education institutions in computing power. At the time of its unveiling, Bowie State's super computer was the fastest supercomputer of all higher education institutions in the state of Maryland, the eighth fastest in the United States and among the top 200 fastest in the world.

Among the nation's leaders in teacher education, with fifty years of successive accreditation by the National Council of the Accreditation of Teacher Education (NCATE), it stands to reason that Bowie State's first doctoral program would be in the field of education. For the first time in

the history of the University, Bowie State University conferred its first earned doctorate, with sixteen persons receiving the Doctorate in Educational Leadership, during the May 2005 commencement.

INSTITUTIONAL CAPABILITIES

In the midst of a somewhat stagnant economy and declining state support, Bowie State University has continued to work persistently to maintain strong academic programs. All of our planning efforts are geared to maintaining that posture. We are increasing our efforts to attract additional resources to ensure that adequate resources exist to continue our historical, present and future role in providing access and success to individuals with limited fiscal means.

Bowie State University is one of only six institutions in the nation designated by NASA and the National Science Foundation as Model Institutions for Excellence, mandated to provide high-quality education and research in science, engineering and mathematics. The Bowie State Satellite Control Center is sponsored jointly by NASA and Honeywell Corporation and serves as a live laboratory for education, training, and research in satellite operations and student-controlled NASA-related missions. Bowie State was the first HBCU and among the first predominantly undergraduate institutions to house a NASA satellite control center.

We are continuing to develop our physical plant to create a more vibrant residential learning community. We will continue to aggressively pursue acquisition of additional tracts of land in order to meet our present and future needs for expansion of our physical facilities. Those plans are consistent with our projected growth.

High on our list of priorities are new state of the art facilities to accommodate the fine arts and the humanities. Because of the attempt to supply the state with more nurses, the demand on the current nursing program facilities has become too high. Therefore, we are in the discussion stage of a school of nursing which would need to be housed in a new facility. In addition to the academic area, we expect to develop additional critically needed new residential facilities to accommodate the increased demand for on campus housing and a new state of the art University

Student Center that will provide a more modern environment that is better suited to address the co-curricular developmental needs of our students.

Bowie State University is a comprehensive regional institution with academic programs of instruction currently administered in four schools. The institution is continuously positioning itself to address critical needs in the immediate Prince George's County community, the state of Maryland, the nation and the world. Those critical needs encompass but are not limited to the educational, economic, cultural and social needs of communities locally, in the state, in the nation, and the world.

The School of Education which recently celebrated fifty years of continuous NCATE accreditation continues to develop additional partnerships with local school systems in order to increase the pool of certified teachers. Moreover, with strong support of public officials, the U.S. Department of Education provided funds to address the shortage of certified minority male teachers in Prince George's County. The School Education is working aggressively in order to expand those efforts. The School of Education is comprised of the Department of Teaching, Learning and Professional Development, the Department of Counseling, and the Department of Educational Studies and Leadership.

The School of Arts and Sciences is currently the academic home to seven departments. Those departments are Communications, Computer Science, English and Modern Languages, Fine and Performing Arts, History and Government, Mathematics, and Natural Sciences. In addition, the school provides cores courses and programs that support the institution-wide general education program. Computer Science programs are accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (CSAB).

The School of Professional Studies is the academic home of the departments of Behavioral Sciences and Human Services, Nursing, Psychology, and Social Work. The Social Work program is accredited by the National Council on Social Work Education. Additionally, Nursing programs are accredited by the Maryland Board of Nursing and the

National League for Nursing Accrediting Commission. Also, the School of Professional Studies is the academic home of the Bachelor of Science degree in Pedology. Bowie State University was the first institution in the nation to offer a degree in Pedology.

The School of Business is accredited by the Association of Collegiate Business School and Programs (ACBSP). The School of Business has one of the largest undergraduate enrollments at the University. The School is comprised of the Department of Accounting, Finance and Economics, the Department of Management Information Systems, and the Department of Marketing, Management and Public Administration. Accounting, Business Information Systems, Banking and Finance, Economics, Management, Marketing and Purchasing and Procurement, are areas of concentration in the School of Business.

INSTITUTIONAL GOALS AND OBJECTIVES

Bowie State University is an institution that is committed to a planning process and assessment that is in concert with the State of Maryland's objectives for higher education as stated in the 2004 Maryland State Plan for Postsecondary Education. Additionally, Bowie State University functionally operates within the context of the Managing For Results (MFR) process. Currently, Bowie State University's institutional goals and objectives are:

Goal I. To promote personal, social and academic development through enhanced student engagement and learning

Objectives

- a. Increase the percent of the core faculty with terminal degrees from the current baseline
- b. Increase the second-year student retention rate from the current baseline
- c. Increase the six-year graduation rate for students from the current baseline

- d. Increase the number of undergraduate teacher education, nursing and information technology (IT) graduates from the current baseline
- e. Provide online access to career services
- f. Enhance the institution's research infrastructure

Goal II. To promote the effective and efficient utilization of university resources

Objectives

- a. Expand the scope and number of online course offerings
- b. Schedule and conduct institutional program reviews every three years
- c. Conduct needs assessments prior to formalizing requests for new programs
- d. Expand and maximize the use of current physical space and equipment
- e. Streamline institutional administrative processes to improve efficiency
- f. Enhance the institution's research infrastructure

Goal III. To expand communication initiatives within the university community and the larger public

Objectives

- a. Upgrade, enhance and expand the BSU-TV and radio stations' broadcast capability
- b. Broaden and intensify communication efforts with the alumni
- c. Increase the number of external partnerships from the current baseline
- d. Increase media outreach initiatives
- e. Transform and expand bowiestate.edu into "information central"

Goal IV. To increase external funding and other resources to supplement state appropriations

Objectives

- a. Expand grant writing among faculty and staff
- b. Increase the development of additional revenue streams
- c. Increase alumni giving from the current baseline
- d. Support ongoing development of the university's fundraising professionals

Coppin State University

SUMMARY MISSION STATEMENT

Coppin State University is a comprehensive, urban, institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula and the latest advancements in technology prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

INSTITUTIONAL IDENTITY

Coppin State University is a comprehensive, urban, institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula and the latest advancements in technology prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

As a city normal school, Coppin State University had the highly focused mission of preparing teachers for public schools in a growing urban center. Founded in 1900 as a one-year training program, Coppin State University became a normal school in 1926 and a teachers college in 1930, grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. The University's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. As an institution of higher learning and as a major public service provider, Coppin State University has produced exemplary role models and professional leadership. The University has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future for its students.

Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, and dedicated to teaching, Coppin State University as a Historically Black Institution, fulfills a particularly important mission for the State of Maryland. Active participation in the community by faculty and students provides practical evidence of a public service emphasis. The University advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The faculty work in the Schools of Arts and Sciences, Professional Studies, Honors, Nursing, Graduate Studies, and Continuing Education.

A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, the University is committed to affording students who are traditionally underrepresented in higher education access to high-quality academic programs, as evidenced by its continued commitment to maintaining accreditations by the National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools.

INSTITUTIONAL CAPABILITIES

The University is committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. An institutional pioneer in urban education, Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator. Actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, envisions even more involvement in the area of teacher preparation. The West Baltimore pre-K to 16 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. In partnership with the Baltimore City Public School System, the Urban Education Corridor is a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its longstanding mission of service in urban education. Similarly, the University aspires to enhance its nursing programs. Over the next ten years, the University will expand the Nurse Managed Health Center and provide added health services to the Community. The Management Science Department has a program to support small business owners, a project to assist individuals with credit/debt related problems (Consumer Education Center), and a tax preparation program for those in the community that cannot afford to pay for the services.

By strengthening existing programs in the liberal arts and sciences, humanities, education and nursing, and adding new programs in allied health, science and technology, the University will be poised to address the critical shortages of teachers, nurses, and science and technology professionals across the State. The University is committed to enrolling a more diverse student body, and in compliance with State goals, to increasing the number of other-race students.

Building upon its legacy of affording access to higher education for students traditionally underrepresented in higher education, the University plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the University will expand the recruitment of students for its honors program.

Through advanced technology and telecommunications, Coppin State University will continue to advance the understanding and use of emerging technologies by integrating technology into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings will secure a campus environment that fosters excellence in teaching, service, and research, and increased student enrollment and success. By refocusing and retooling fundraising capabilities, the University will increase private support for student scholarships and the retention of renowned faculty.

In order for the University to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative relationships exist with other public and private institutions. Working with other System institutions, state agencies, local schools, and business and industry, the University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In accordance with the 2004 Maryland State Plan for Postsecondary Education, The USM in 2010 Revisited: Responding to the Challenges that Lie Ahead, and the Coppin State University in 2010: Nurturing Potential ... Transforming Lives, the University will:

1. Restructure and strengthen academic programs through revitalization, enhancement, and expansion that are performance benchmarked to meet the needs of an increasingly diverse student population as well as the marketplace in the central city, metropolitan area, the state, and the nation. Coppin State University will maintain its commitment to those students, particularly African-Americans who come from economically challenged communities.
 - 1A. Restructure and revitalize selected academic programs and add new offerings at the undergraduate and graduate levels that complement the uniqueness of the institutional mission, prepare graduates for service to the state's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency and effectiveness.
2. Enhance student success by attaining optimal enrollment and enrollment mix of students based on admissions policies, institutional studies regarding retention and graduation expectations, the use of technology, and supported by a student friendly environment.
 - 2A. Increase the enrollment from 4000 to 5000 students within ten years ensuring that the growth is related to increased retention efforts, academic and facility plans.
 - 2B. Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.
 - 2C. Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience.
 - 2D. Increase activities that foster student development and support the core values and standards established by the University to promote retention.

2E. Continue to develop a supportive and student friendly environment that promotes mental, and physical health, career opportunities, social interaction, personal development, leadership, and residential life experiences.

3. Construct and renovate facilities and infrastructure to provide a state of the art learning environment that attracts and retains academically competitive students and faculty.

4. Expand external relations and improve advancement operations by advancing the larger educational, economic, and business interests of Coppin State University – building and nurturing mutually beneficial relationships among and between pre-alumni, alumni, philanthropic, government, corporate, and community constituencies in support of academic excellence.

4A. Support and promote the image and mission of Coppin State University.

Revised September 23, 2005

Frostburg State University Summary Mission Statement

Frostburg State University has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The only four-year institution of the University System of Maryland west of the Baltimore-Washington corridor, the University serves as the premier educational and cultural center for western Maryland. At the same time, it draws its student population from all counties in Maryland, as well as from numerous other states and foreign countries, thereby creating a campus experience that prepares students to live and work in a culturally diverse world.

The University is distinguished by a scenic campus encircled by mountains, its excellent academic programs, its nationally acclaimed community service programs, and its vital role in regional economic development initiatives. As a result, it holds the distinction of being one of the University System institutions most closely woven into the fabric of the surrounding area.

Frostburg State University is, first and foremost, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty engage in wide-ranging research and scholarly activity with the ultimate goal of enhancing student learning. The academic experience of undergraduates includes a rigorous general education program in the liberal arts and sciences, including development of core skills. Major areas of specialization are offered in education, business, science and technology, the creative and performing arts, and selected programs in the humanities and social sciences. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations. Graduate programs provide specialized instruction for students involved in or preparing for professional careers.

Frostburg State University continues to define its core mission as providing pathways to success – in careers, in further education, and in life – for all of its graduates.

Frostburg State University Institutional Identity

Founded in 1898, Frostburg State University (FSU) is a comprehensive, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area, thereby serving as the premier educational and cultural center for Western Maryland. With both a culturally and ethnically diverse student population and faculty and staff, FSU provides unique programs and experiences and a stimulating learning environment to the entire state. Because of its significant role in the System and state, FSU has a tri-fold mission of excellence in education, community service, and economic development.

Frostburg State University offers a comprehensive array of high-quality and affordable undergraduate and graduate degrees emphasizing academic programs in education, business, applied science and technology, and creative and performing arts, with selected programs in the humanities and social sciences. Although the main campus focuses on traditional residential students, the University serves the diverse learning needs of nontraditional students with on-line courses, distance learning, collaborative programs and downstate centers. The academic programs promote intellectual growth with a diverse learning environment that equips learners with critical thinking skills essential to developing civic responsibility and global awareness. These programs provide “real life” experiential learning opportunities for students in virtually every discipline. Through a distinguished and caring faculty and staff, students are afforded a supportive environment which helps them complete their degrees in a timely manner.

Nationally known for its programs in community service and leadership, FSU offers an array of opportunities for students to engage in regional volunteerism and service-learning activities. Through students’ internships and volunteer positions at statewide businesses and non-profit and government organizations, the University encourages practical application of classroom knowledge and promotes civic responsibility. University faculty also serve the community through educational outreach activities, hosting educational events and training programs for regional schools and businesses. In addition, Professional Development Schools serve as valuable resources for K-12 teachers throughout Western Maryland and neighboring states.

FSU is also an integral component of regional development initiatives. Each college provides technical and business expertise through its faculty, students, and facilities. Faculty administer research grants, offer consulting services, and manage experiential-learning programs. Students are involved in internships, applied projects, and student-led research and problem solving. The University also makes available shared space for business incubation with an emphasis on engaging faculty and students with business to ensure the collaborative nature of all ventures.

Frostburg State University Institutional Capabilities

Building on a foundation of excellence, Frostburg State University will continue to grow and to develop programs responsive to the diverse needs and interests of students and will collaborate in outreach initiatives focusing on education, public and community service, and economic development.

The University holds as its primary function the provision of high-quality education at both the undergraduate and graduate levels. As the result of a comprehensive review of its offerings, the program of undergraduate education provides students opportunities for interdisciplinary study, collaborative experiences, service learning, and undergraduate research through both its program of general education and its majors. Graduate programs offer students additional opportunities for scholarship and research in a variety of fields.

The University also recognizes its responsibility to assist the State in addressing the critical shortage of teachers and information technology professionals. Therefore, the University will seek to increase the number of qualified undergraduate and graduate students recruited to and graduating in those disciplines. Expanded curricular offerings in education and applied technology will be accompanied by increased efforts in retention in those fields.

FSU also acknowledges its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and K-16 partnerships directed at improving curriculum and pedagogy. Increased opportunities for the continuing education of teachers will be accomplished through the expansion of Professional Development Schools in collaboration with the Maryland State Department of Education and the Maryland Higher Education Commission.

In addition to its focus on teaching, the University understands fully the unique opportunities presented for public and community service as the only public four-year institution of higher learning west of the Baltimore/Washington metropolitan area. Collaborations with government agencies, other educational institutions, and business and non-profit organizations address the emerging needs of the broader community. The institution's highly acclaimed programs in volunteerism and community service (AmeriCorps, America Reads, VISTA, VOICE, Learn and Serve) have brought the University national eminence.

The University also uses its facilities and professional staff to bring to the region outstanding productions at both the local, national, and international levels in music, dance, theatre, and public/current events, in addition to serving as the home for a rich array of student productions. These programs draw audiences from Allegany and Garrett Counties and adjacent counties of neighboring states. Both private and University resources have combined to make the institution the premier cultural center of the region.

Another integral component of public service is contribution to the area's economic vitality. In this regard, the University recognizes its role as a major force for economic

development in the region. FSU is a major employer in the area, providing a positive stimulus for the regional economy and opportunities for advanced learning for the employees of area businesses and professions. Each year the University attracts thousands of visitors to the region through special events such as Homecoming, Family Weekend, and commencements and through its vigorous summer programming, all of which bring additional resources to the institution and to the area. Excellent campus facilities and the expertise of University personnel also enable FSU to serve as a center for applied research in the environmental and social sciences, teaching and learning, and other disciplines responsive to societal needs.

In addition to its contributions to economic development through employment and campus programming, the University plays a role in attracting new businesses to the area. University faculty are available as consultants in a wide variety of fields and specialties to stimulate business activity. The Center for Regional Progress conducts research and analyses for the local Chamber of Commerce and numerous other area agencies. The University has also earmarked Tawes Hall, the former science building, to serve as a temporary incubator/design facility designed to build the county's base of technology-related businesses. Ultimately, the University hopes to grow the incubator over the next four years, with current tenants and/or other companies moving into new buildings in the new Allegany Business Center at Frostburg State University (ABC @ FSU). Currently, the University is working with the Allegany County Department of Economic Development and the Maryland Department of Business and Economic Development to establish this business park. A major attraction for both the University and the private sector will be the excellent location and the availability of University resources, including faculty and student interns.

Frostburg State University Institutional Objectives and Outcomes

In fulfillment of its mission and in keeping with the goals of the State Plan and the USM Strategic Plan, Frostburg State University will address the following goals and objectives over the next several years:

Long-term:

1. Continue to provide a broad array of high quality undergraduate and graduate programs that promote the personal growth and economic well-being of students and meet the critical workforce needs of the region and the state.

Short-term:

- a. Increase the number of teacher education graduates employed in Maryland public school systems.
- b. Continue to promote and expand the number of professional development schools in collaboration with regional school systems and the Maryland Higher Education Commission.
- c. Increase the percentage of information technology graduates employed in Maryland.
- d. Prepare students to enter the workforce by increasing the number of internship opportunities within related fields.
- e. Ensure that undergraduates are proficient at the Regents' required level of technology fluency and are competent at a higher level of technology usage consistent with the needs of the marketplace and their career goals.
- f. Increase the number of programs recognized for excellence by achieving national accreditation, i.e., the reaccreditation of the:
 - University by the Middle States Association of Colleges and Schools;
 - Teacher Education programs by the National Council for the Accreditation of Teacher Education (NCATE);
 - Recreation and Park Management program by the National Recreation and Park Association/American Association for Leisure and Recreation;
 - Collaborative engineering programs: by Accreditation Board for Engineering and Technology (ABET);
 - Counseling Psychology program by the Interorganizational Board for Accreditation of Masters in Psychology Accreditation Council.
- g. Achieve first time accreditation in Business by the Association to Advance Collegiate Schools of Business.
- h. Complete the planning phase for the Center for Communication and Information Technology to house the University's information technology programs.
- i. Expand the array of programs available at the University System of Maryland (USM) at Hagerstown through collaboration with other institutions.
- j. Develop a student learning assessment plan that sets forth realistic standards for good practices, systematically gathers data, and improves university programs and services.

Long-term:

2. Provide access to higher education for qualified residents of Maryland and the region.

Short-term:

- a. Continue to increase the number of enrolled students by providing an academically challenging yet nurturing environment.
- b. Develop strategies that provide increases in financial aid for eligible students and seek to balance merit, need-based, and non-need based aid.
- c. Provide additional online education opportunities for students, including new courses and greater prospects for studying online throughout the calendar year.
- d. Increase the retention and graduation rates for all students.
- e. Sustain graduates' satisfaction rate with education received for work and for graduate and professional schools at 85% or higher.
- f. Increase the percentage of graduates employed one year after graduation.
- g. Establish an Advising Center to provide increased support for transfer students and undeclared majors.

Long-term:

3. Create an environment that prepares students to live and work productively in a diverse society.

Short-term:

- a. Maintain a diverse student population by continuing to improve retention and graduation rates for minority students.
- b. Continue efforts to recruit and maintain a diverse faculty and staff.
- c. Provide experiences that enable students to gain insight into the cultural determinants that shape individual perspectives of the world and influence interaction with people from different backgrounds.
- d. Implement the Undergraduate Education Initiative (UEI) by providing interdisciplinary educational programs and services that increase students' knowledge of the humanities, the natural and social sciences, and the arts and that develop students' ability to think critically; gain proficiency in reading, writing, speaking, and listening; explore, evaluate, and define their values; and become responsible citizens.

Long-term:

4. Serve as a catalyst for economic development in western Maryland and the region and continue to work with Allegany County to attract companies to the Allegany Business Center (ABC) at FSU.

Short-term:

- a. Work with state and local government agencies and private corporations to attract new initiatives to the University's temporary incubator/expansion facility in Tawes Hall.
- b. Encourage incubator/expansion partners to employ student interns and develop collaborative research with faculty.

Long-term:

5. Implement the service-to-community philosophy embraced by the University's faculty, staff, alumni, and students.

Short-term:

- a. Provide increased opportunities for students and faculty to engage in service learning and other forms of community service.
- b. Expand programs that enable students to engage in direct, hands-on experiences that reinforce classroom learning (e.g., internships and undergraduate research opportunities).
- c. Encourage faculty and staff to engage in regional and local community service.

Long-term:

6. Continue the University's commitment to an aggressive physical plant expansion plan that will permit the institution to meet projected growth in enrollment and provide the infrastructure required to meet the needs of academic programs.

Short-term:

- a. Complete the planning stage for the Center for Communication and Information Technology.
- b. Complete the expansion of the University's student center.
- c. Continue to expand core information technology infrastructure to facilitate online learning and other modalities of instruction essential for today's instruction and scholarship.

Long-term:

7. Achieve FSU goals as a component of the USM capital campaign goals.

Short-term:

- a. Invest in a feasibility study to determine readiness.
- b. Complete the planning phase of the USM capital campaign that will direct the University's activities.
- c. Increase the number of major gifts.
- d. Increase the average gift size.

CRG/mg

8/31/05

Salisbury University Mission Statement: 2005

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as teachers, scholars, and learners, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered, where students are taught by professional educators in small classroom settings, where faculty serve as academic advisors, and where virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Values

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations for our students.

Vision

Salisbury University, Maryland's university of national distinction will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic

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engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

INSTITUTIONAL IDENTITY

Salisbury University unites highly-qualified and diverse faculty, staff, and students to create a learning community firmly grounded in a liberal arts education. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Opportunities to study abroad are encouraged to facilitate greater student understanding of the differences and similarities among peoples of the world. Diversity among campus members, ideas, and perspectives is highly valued as the underpinning of an informed education and the basis of understanding in an increasingly interdependent world.

At Salisbury University, particular emphases are placed on active learning and the preparation of students for engaged citizenship with the ability to pursue personal and professional education throughout their lives. The University's Thomas E. Bellavance Honors Program offers an academically enriched schedule of classes enhanced by many cultural events and activities for talented and high-achieving students. As a vital resource and economic engine, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, wide-ranging cultural events that are open to the community, nationally competitive Division III athletics, and the active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts, science and technology, nursing and health sciences, teacher education, professional studies, business, and information systems. Graduate programs are chiefly applied, with degrees offered in business, nursing, education, English, applied health physiology, social work, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines community demands for new or expanded undergraduate programs as well as targeted masters and doctoral programs in such areas as K-12 curriculum design and conflict resolution. Academic programs are offered primarily on our 145-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated

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arboretum for the scientific study and public display of various species of woody and herbaceous plants.

Founded in 1925 as a college for the preparation of teachers, Salisbury University today attracts the majority of its students to the Lower Eastern Shore from the Maryland counties west of the Chesapeake Bay and Baltimore City as well as from other states and nations. Salisbury University serves and supports the Eastern Shore, its communities, and its heritage, as demonstrated by its commitment to the University's Ward Museum of Wildfowl Art, the most comprehensive collection of wildfowl carving in the world, and the Nabb Research Center for Delmarva History & Culture, an outreach center dedicated to collecting, preserving, and providing access to records and artifacts that illustrate the rich historical and cultural heritage of the greater Delmarva region. The institution's many outreach groups support the people and businesses of our home community while providing service learning opportunities for our students, faculty, and staff.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings of cultural affairs, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. At the same time, the University recognizes that its appeal and service, both now and in the future, are to a broad and diverse student population. In recent years, the University has achieved both State and national distinction among its peers and has been acknowledged as one of the best public universities in its class. This reputation extends into all areas of campus life, including our Division III athletics program that affirms academics as the highest priority in the life of student-athletes yet, year-in and year-out, fields nationally competitive teams and athletes who consistently rank among the best, athletically and academically, in the country.

A major presidential initiative focuses on the relationship between the University and its community neighbors and partners in order to strengthen and invigorate town/gown synergies. Salisbury University also collaborates with the University of Maryland Eastern Shore, a Historically Black University located in neighboring Somerset County. This relationship broadens diversity, permits the sharing of resources, and allows for joint educational programming. Additionally, Salisbury University affiliates with the University of Maryland College Park, Old Dominion University, and Widener University in dual-degree physics/engineering programs.

The University is a stakeholder in the Eastern Shore Higher Education Center (ESHEC) at Wye Mills, with the authority to offer baccalaureate and master's degrees at that location. In this venture, Salisbury University partners with Chesapeake College, Cecil Community College, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. The focus of this broad partnership is to ensure that regional educational needs are met by regional institutions through articulated and collaborative programs, distance education, and other opportunities.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, Salisbury

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University makes a conscious effort to promote diversity on campus and supports activities that bring awareness and understanding of different cultures and groups. The University created both the Office of Diversity and the Office of Multi-Ethnic Student Services to develop programs and opportunities to increase the diversity of faculty, staff, and students and ensure a welcoming and open campus environment. Its highly-committed and diverse faculty and staff work together to generate a robust learning environment that emphasizes the sense of community and excellence that are at the core of University initiatives.

INSTITUTIONAL CAPABILITIES

The University has worked diligently to enhance the high quality of academic programming even in times of State fiscal constraints and without undue burden on our students and their families. Ever watchful to meet the high standards expected by our students, faculty, and other stakeholders, the institution has planned prudently for future enrollment growth and facility improvement and expansion. Increasingly, we look to our Alumni Association and Salisbury University Foundation Board to assist the University in raising the necessary resources to ensure adequate scholarships for our students, development support for our faculty, and capital funds to support new buildings and renovations, such as our new and much anticipated Teacher Education and Technology Center.

High on our list of capital needs is a new library. While our Blackwell Library is challenged by the limitations of a current facility built nearly half a century ago, the administration and faculty have strongly endorsed the construction of a new library that will befit the quality of education, programs, and students that make up the Salisbury University of today. A high priority in the Facilities Master Plan, a future library will be a hub for academic discussion and discovery and will blend space for public events, community outreach, quiet study, research assistance, specialized materials and local archives, and the creation of digital publications. Salisbury University is also planning for other academic buildings to meet current and future enrollment growth.

Salisbury University will thrive as a premier comprehensive public institution that is recognized as a model by regional and national peers. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. Our annual survey of extra-institutional activity confirms the high productivity of our current faculty in terms of numerous publications and creative endeavors, hundreds of undergraduate research projects, and thousands of public service days. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in internships, international experiences, research, service learning, and leadership opportunities. Salisbury University's recently-launched Presidential Citizen Scholar program has earned praise for actively preparing and encouraging students to be responsible and contributing members of their local and national community, while the University's Scarborough Student Leadership Center is acknowledged as one of the first free-standing buildings in the nation dedicated to the leadership development of members of our social and honorary societies and other student

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groups. These activities are vital components of the college learning experience and the preparation for engaged citizenship.

Research, scholarship, and creative activity remain fundamental to University life and are integral to both teaching and learning. Faculty, who are teacher/scholars engaged in both pure and applied research, are encouraged and supported for including students in research, scholarship, and creative endeavors. Many of their students present findings at the University's annual research conference, and some present at professional meetings within their discipline. The University is honored to be selected for a second time by the National Conferences on Undergraduate Research (NCUR) to host its 2008 national student convention, where over 5,000 students from across the country will join together to share their undergraduate research scholarship and creative activity. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental health, environmental sciences, and biology are particularly meaningful. Moreover, applied research in many disciplines contributes significantly to the solution of community problems.

Salisbury University faculty have a tradition of service to the campus. Every full-time student is assigned a faculty advisor, and our freshman orientation program includes a summer reading program, initiated by our faculty, which is designed to introduce students to the academic life of the campus before they arrive. Such efforts contribute enormously to the outstanding four-, five-, and six-year graduation rates that Salisbury University students have achieved. Moreover, faculty, students, and staff actively participate in the University's shared governance system.

As a comprehensive institution with four endowed schools, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region.

The Seidel School of Education and Professional Studies is dynamically engaged in every aspect of K-12 education in the region and seeks new and creative ways to address local and State educational needs. The School is home to several nationally accredited undergraduate and graduate programs in teacher preparation, social work, and athletic training. The recently approved Master of Social Work program is the second of its kind in the State of Maryland and the only such program on the Eastern Shore. The Seidel School has partnered with local school districts to create over 30 Professional Development Schools and has developed the Academy for Leadership in Education to meet the educational needs of future school principals and administrators. Faculty members in all three Seidel departments work closely with community and local school personnel to prepare teachers, social workers, and health, physical education and human performance professionals.

The Fulton School of Liberal Arts, with 10 departments spanning the arts, humanities, and social sciences, is the largest and most programmatically varied of SU's four schools, providing courses and curricula central to the mission of the University that foster critical thinking and effective and coherent writing and

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speaking. The School's faculty combine classroom excellence with scholarly productivity, publishing in one recent year alone nine books and over 100 articles. Two Fulton faculty were named USM Elkins Fellows for two consecutive years. The School strongly encourages students to conduct faculty-mentored research, to display their artistic talents in the Bobbi Biron Theatre Program, Salisbury Symphony, SU Dance Company, and Senior Art Show, among other campus venues, and to gain real-world experience through internships. Recently, the Fulton School has made its curricula more rigorous and relevant. For example, modern languages requires study abroad; political science now coordinates an interdisciplinary major in international studies; sociology has added a major in conflict resolution; and English has established undergraduate and graduate degree programs in English for Speakers of Other Languages (ESOL).

The Henson School of Science and Technology provides students with the knowledge and skills needed to become professionals within their disciplines and to be informed citizens on issues of science and technology. The School utilizes a variety of resources including inter-departmental and inter-institutional collaborations, as well as industrially sponsored or community-based experiential learning. The extensive laboratory facilities and equipment of the new Henson Science Hall permit state-of-the-art teaching and applied research opportunities for students and faculty. Recent renovations in Devilbiss Hall provide quality space for our departments of nursing and health sciences at a time of great demand for these graduates. The Henson School's nursing program is one of the highest producers of nurses in the State, and the expansion in our respiratory therapy program has led to a unique collaboration between that department and the Peninsula Regional Medical Center in Salisbury. Additionally, the School participates in activities with the Mid-Atlantic Institute for Space Technology (MIST) and is a leader in advancing the science and mathematics readiness of Lower Eastern Shore middle and high school students for college.

The Perdue School of Business is the largest college-level center for business education and development in the region and the only accredited business program on Maryland's Eastern Shore and the Delmarva Peninsula. Both the baccalaureate and master's programs are accredited by AACSB International, the world's premier business education accreditation organization. The School provides academic programs that meet the highest standards of business education and provide students with the essentials for success in a globally-driven environment. Curricular and co-curricular programs are designed to encourage students to think clearly, demonstrate sound judgment, communicate verbally and in writing, develop interpersonal skills, and make rational decisions in challenging situations. They also provide students with the ethical and motivational foundations underlying service to business, government, and the community. The Perdue School is known for its signature Applied Business Learning Experience (ABLE) program, which links business students with internship opportunities to create real-world settings for students to apply their academic education. The School's diverse undergraduate and graduate student body is

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supported by a faculty with excellent academic qualifications and an outstanding record of scholarship. The faculty's top priority is teaching.

Each of the Schools contributes significantly to the welfare of the campus and the community through its outreach programs, centers, and institutes. For example, the Lower Shore Child Care Resource Center within the Seidel School promotes the professional development and certification of child care service providers. The Eastern Shore Regional GIS Cooperative, housed in the Henson School, provides access to geographic information system (GIS) technology, data, technical support, and training to the local governments of Maryland's Eastern Shore. Also sponsored by the Henson School is the State's designated laboratory for Bacterial Source Tracing (BST), which serves to identify the source of coliform bacteria in surface waters within the State. Within the Perdue School, the Business, Economic, and Community Outreach Network (BEACON) has led the coordination of regional area transportation, developed an umbrella organization of agencies supporting the growing Hispanic population on the Lower Shore, and provides quarterly regional business trends analysis. The School's Small Business Development Center offers a variety of management and technical assistance programs designed to help small business owners establish and expand their companies. The Fulton School hosts the Institute for Public Affairs and Civic Engagement (PACE), which serves the Eastern Shore and students and faculty of Salisbury University by enhancing, in a non-partisan way, a more informed and responsible citizenry and by promoting ethics and good government at the local and state levels. The School's nationally recognized Center for Conflict Resolution is a dynamic community outreach program where students, faculty, and professional staff collaborate on service programs and research projects located all over the world.

Salisbury University students, faculty, and staff annually contribute thousands of volunteer hours in community service, and the University hosts a number of service learning programs, including AmeriCorps, Habitat for Humanity, and Shore CAN—the local citizens' action network. The campus is the home of Public Radio Delmarva, two public radio stations offering classical music, news, and public affairs programming, and PAC 14, a public, educational, and government access television channel serving the Wicomico County area. The University also hosts the Maryland Summer Center for the Arts, a residential program for middle and high school students offering intensive study in the fine and performing arts, and is a college partner in the Somerset County GEAR UP program, "Excelling in Math and Science." A recent monetary impact study indicates that Salisbury University generates over \$300 million annually for the local and regional economy, an extraordinary sum that does not include such well-attended events as the Sea Gull Century, one of the top 10 bicycle rides in the country, and the state-wide respiratory therapy conference.

The University will respond to regional and statewide educational needs and create specialized programs at the undergraduate, masters, and doctoral level as demand requires and resources allow. The institution has grown by 15% over the past five years and is prepared to grow more. Additionally, we have identified areas of growth and access issues as well as the resources needed to accommodate increased enrollment, particularly in high need areas such as teacher education. Realistic enrollment plans are continually monitored and adjusted in

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response to State enrollment projections yet are sensitive to present fiscal, geographic, and physical constraints. Foremost, Salisbury University is unswerving in its dedication to enhance its reputation for excellence in education and student development. Minimum State funding thresholds would help to bolster growth and support student access through increased need-based scholarship awards and, more importantly, would allow the University to do what it does best—produce skilled graduates to successfully enter Maryland’s workforce and be actively engaged in community life.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury University is increasingly outcomes-oriented and reports these measures to internal academic and administrative leadership, the State of Maryland’s governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a strategic plan and outcomes that support the State of Maryland’s objectives for higher education as stated in the 2004 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the USM Strategic Plan. The University’s most recent strategic plan, developed through a campus-wide collegial process that considered the views and perspectives of students, faculty, and staff, was completed in 2004 and reflects the spirit and emphasis of the State Plan. Salisbury University’s current strategic goals and objectives are:

Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.

- A. Advance academic excellence as the defining attribute of all academic programs and student learning.
- B. Enhance General Education as the necessary foundational experience for students.
- C. Offer each student opportunities for experiential learning, including but not limited to: service learning; civic engagement; volunteering; internships; student research; study abroad; and community outreach activities.
- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- E. Ensure resources support and strengthen current academic programs, while exploring opportunities to offer new graduate and undergraduate programs.
- F. Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology in teaching and services.
 1. Provide effective and reliable classroom and computer lab technology and campus telecommunications infrastructure.
- G. Recruit and retain highly qualified faculty and staff.
 1. Develop and implement workload standards that are comparable to institutional peers.
 2. Develop and implement mechanisms for enhancing faculty and staff rewards and support.

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3. Strengthen available resources for scholarship, research, sabbatical leaves, professional activities, and other faculty development opportunities.
4. Commit to having the vast majority of instructional staff consist of tenured and tenure-track faculty, and strive to provide healthcare, pension, and other benefits to all full-time faculty and staff.
5. Improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: The University will advance a student-centered environment.

- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- B. Develop "Student Academic Enrichment Centers" to assist the academic achievement of students of all abilities.
- C. Improve the high quality of advising, individualized for undergraduates and graduates.
 1. Establish faculty/advisee ratios at levels consistent with BOR policies and school guidelines.
 2. Ensure that a full-time advising coordinator is on staff in all schools.
- D. Elevate student access to campus services and activities.
 1. Improve recreational, wellness, and fitness services, programs, and facilities.
 2. Examine and implement alternative scheduling options and support services to meet the needs of our students.
- E. Sustain quality theatre, leadership, Division III athletics, and other extracurricular programming while affirming academics as the highest priority in the lives of students.
- F. Provide classrooms and other settings that foster effective faculty-student connections and engaged, interactive student learning, and strengthen student and faculty exchanges.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic, personal, and intercultural transitions and deepens their connections with their peers and the University.

Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.

- A. Provide multicultural and sensitivity education and activities for the campus community.
- B. Examine and align the weight of the current, multiple admissions factors, particularly standardized tests, in line with institutional priorities and values.
- C. Foster the growth of a more diverse student and employee population.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- E. Expand academic and social practices/support for the integration of international students into Salisbury University and the local community.
- F. Enhance University linkages to immigrant communities.

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- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- H. Enhance multiculturalism throughout the curriculum.
- I. Work cooperatively with K-12 institutions and community colleges to enhance the success of underrepresented groups.

Goal IV: The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

- A. Align Salisbury University strategic collaborations and targeted community outreach activities with institutional priorities.
- B. Enhance the University's ability to respond to the region's business, economic, community, and workforce development needs through its academic and extra-curricular activities.
- C. Develop and implement an effective, efficient, integrated, comprehensive University marketing plan.
- D. Encourage and support the development of grant and sponsored research projects and programs that support the University's mission.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- F. Recognize and reward students, faculty, and staff involved in University strategic collaborations and targeted community outreach.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.

TOWSON UNIVERSITY
MISSION STATEMENT
September 20, 2005

I. Summary Mission Statement

Towson University, as the State's Metropolitan University, focuses on providing highly developed educational experiences and community service through a broad range of intellectual opportunities to a diverse student body at both the graduate and undergraduate levels. The academic programs and services offered through the university provide a core quality environment for students to acquire the intellectual and social preparation to achieve their potential as contributing leaders and citizens of the workforce and a complex global society. Faculty, students, and staff serve the region through research and professional outreach that specifically responds to the state's socioeconomic and cultural needs and aspirations.

II. Institutional Identity

Towson University began as The Maryland State Normal School and was founded in Baltimore City in 1866. In 1915 it moved to its current location in Towson and became the Maryland State Teachers College at Towson in 1935, offering a Bachelor of Science degree in education. The institution's mission was expanded in 1946 with the introduction of a variety of degree programs in the arts and sciences, and this programmatic development led to its becoming Towson State College in 1963. The move to a more diverse academic portfolio including health professions, business, technology were interwoven into the transition to Towson State University in 1976 and Towson University in 1997. It is Maryland's largest comprehensive university. The quality of its programs, its educational value, and its focus on student achievement and civic engagement has brought it national recognition as a premier metropolitan institution. With strong baccalaureate programs in the arts and sciences, the fine arts, health and nursing, education, business, information and computer science, and interdisciplinary studies to serve as the foundation, it similarly provides high quality graduate programs in a variety of areas of professional practice and applied fields. Through its programs, staff, and faculty, it seeks to respond to the needs of the region and greater metropolitan area, serve as an engine of change in the academic and socioeconomic environments of the state, and create a productive future for our students, our region, and enrich the lives and opportunities for all members of its community.

The University's longstanding commitment to creating a multicultural campus is advanced by policies and practices that assure the recruitment and retention of a diversified student body, staff, and faculty who accurately reflect local, regional, national, and global diversity. This commitment is sustained through a focus on community service, democratic principles, and globalization as it relates to the curriculum, services, activities, and partnerships on and off the campus. Through its international education program, it enrolls students from as many as 100 nations. Diversity initiatives provide a direction that

mirrors the face of the population in the region and the state and serve to prepare all members of the institution to live comfortably within an increasingly multicultural society.

The undergraduate curriculum promotes the intellectual skills essential for effective communication, gathering and evaluating information, critical thinking, meaningful use of technology, appreciating diversity, and making informed choices. These skills are grounded through the University's long-standing commitment to a strong liberal arts core that emphasizes an understanding of the arts and sciences and how their branches of knowledge gather, evaluate, and apply information to reach valid conclusions. The liberal arts core also serves to develop intellectual and social skills that will guide students as contributing members of the workforce and of a democratic society.

As a complex comprehensive learning community, the University currently emphasizes the systematic addition of strong undergraduate and graduate programs that represent emerging disciplines, address economic and workforce needs, and serve the metropolitan region. To date, master's degree programs in the health professions, applied information technology, education, homeland security, and a variety of interdisciplinary or applied fields, have been developed in response to pressing regional needs and extensive student demands. The four applied doctoral programs build on the foundation and strengths of the University and are in areas that are fundamental to the development and vigor of the institution: Audiology, Occupational Science, Instructional Technology, and Computer Science.

The certification and professional development of educators has been and will remain central to Towson University's future. It is the largest single provider of certified teachers in Maryland and plays a leadership role in the continuing professional development of the state's educators. The College of Education's strategies for improving the quality of undergraduate teacher preparation serve as regional and national models, as do its highly regarded Professional Development School Network and the professional development programs of its different centers and projects. To meet the critical needs for more and better teachers in Maryland and the nation, the University has expanded programming in teacher education with plans to add specialized master's and doctoral programs responding to market demands and the Maryland State Plan.

Towson University is committed to a student-centered learning environment that uses a variety of formats to provide innovative access to information. Through academic partnerships and collaborative programs, it advances the statewide goal of attaining a cost effective and accountable system for delivering high quality post-secondary education. It is an active participant in four regional higher education centers and has expanded its current certificate and baccalaureate programming through formal 2+2 partnerships with community colleges in the state. It works closely with profit and non-profit organizations to provide educational opportunities, including baccalaureate and post-baccalaureate programs meeting the organizations' specific needs. It has created a technology infrastructure for providing improved access to degree programs for a greater numbers of Maryland residents. In so doing, Towson strengthens Maryland's role as a national leader

in the use of technology to enhance its economy and to improve learning and life-long access to learning for all of its citizens.

Towson's faculty members actively pursue scholarship and creativity that complement disciplinary knowledge and superior teaching. The University values and rewards equally the scholarships of discovery, teaching, integration, and application. Faculty members also engage in a wide range of activities, which support the University's institutional outreach programs to government, health care organizations, nonprofit groups, education, business, and the fine arts in its region. Its self-support centers, such as the Regional Economic Studies Institute, the Center for Geographic Information Sciences, the Center for Applied Information Technology, and the Center for Educational Leadership continue to link faculty expertise with community needs and interests. Partnerships with corporations engage the University both as learners and as teachers. The Maryland Arts Festival, the Children's Dance Division, and numerous faculty and student performances and exhibits throughout the year contribute to the cultural life of the community. The Wellness Center and the Speech and Hearing Clinic provide clinical sites for faculty members and students and serve the well being of members of the community. The Institute for Teaching and Research On Women and The National Center for Curriculum Transformation Resources On Women provide international as well as national services for a full variety of disciplines and agencies.

Towson University's chief role in enhancing responding to Maryland's workforce needs rests in its ability to respond quickly to changing circumstances and emerging needs by revising or introducing high quality undergraduate, masters, doctoral, and certificate programs. Program development readily can be targeted to support economic and social development as identified by national, state, and regional government agencies. Its plans for expanding its graduate programming, increasing the number of both students and degrees offered, will lead to an increase in the number of teaching and research opportunities available to the graduate student body and will allow the institution to export valuable expertise to regional and state agencies and organizations. This design gives Towson a strong presence in the educational growth of employees from local school districts, health care fields, the arts, government agencies, and technology and service industries, including e-Business.

III. Institutional Capabilities

By Carnegie Classification, Towson University is a Masters (Comprehensive) University I. It has achieved national prominence as a premier metropolitan comprehensive university by offering a wide-range of excellent graduate and undergraduate degree programs and by increasing its regional and national reputation through its focus on student learning, innovative programs and pedagogies, faculty creativity and scholarship, applied and sponsored research, community service, and cultural outreach to business, education, and health care organizations and professions. Its commitments to the active facilitation of learning through a variety of modes as its faculty members' primary role, and to developing and retaining a diverse student population will sustain its record for high retention and overall six-year graduation rates.

The University has a strong commitment to study in the liberal arts, both as it serves as a general intellectual resource for more specialized disciplinary work and as it enriches students' cultural and social awareness. A highly regarded general education program provides undergraduates with multiple ways of knowing and specific skills that equip them to reason in and respond to a wide range of work and life settings. Active initiatives to recruit African-American, other American minority, and a range of international faculty, staff, and students advance its commitment to diversity and support strong multicultural and international studies programming. It further augments and enriches students' academic programs through an expanding Honors College experience, extensive practice of faculty-student and student-student mentoring, a model first year experience program, undergraduate research projects, internships, practica, career services, clinical placements, departmental honors, colloquia, forums, and performance and lecture series.

Faculty members value excellent teaching and give it high priority. Their active engagement in scholarship and service generates sustained originality and outstanding performance throughout their academic careers. Their frequent participation in more than one academic unit or department sustains the unusually high number of innovative multi-disciplinary programs offered by the University. Their large number of refereed publications and presentations are noted for their quality and innovation, and the richness and diversity of their research and interests provide a wide array of learning and research opportunities for students, who often engage in collaborative research and creative projects with their instructors.

The University capitalizes on its urban/suburban location by providing varied and distinctive opportunities for students and faculty learning, teaching, and research. It recognizes its obligation to serve at the local, regional, and state levels through its academic programs and professional services. It uses its metropolitan context as the environment for basic and applied research, as a teaching laboratory for the curriculum, and to strengthen its program and course offerings from the baccalaureate to the doctoral level. These strengths also support the ability to draw on national and international candidacy pools for faculty and administrative positions. Its pursuit of these intentions will lead eventually to a change in the University's Carnegie Classification to the Doctoral/Research Universities – Intensive in that it will maintain a wide range of baccalaureate programs along with a commitment to graduate education through the doctorate.

The University, while designated as a growth institution, maintains its commitment to student-centered, small class engagement. This value is reflected in the Master Plan that calls for substantial modification to and growth of the academic precinct over the next ten years. The plan includes a focus on designing new academic and academic support spaces that emphasize the values of interactive learning, informal teaching and learning communication, and individual student attention.

IV. Institutional Objectives and Outcomes

To In keeping with the Towson University 2010 Strategic Plan, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the University will pursue the following directions:

Goal 1: Enrollment Management, Growth, and Mix

- A. Improve/expand targeted outreach programs to allow us to achieve our goals for enrollment and student size.
- B. Align resources and retention efforts to meet our enrollment goals and make Towson a first choice institution for an increasing percentage of students.
- C. Develop select undergraduate and graduate programs and initiatives to meet workforce needs.

Goal 2: Student Experience and Success

- A. Support initiatives the promote diversity.
- B. Improve our graduation and retention rates to place us among the top 10 percent of our peers.
- C. Develop co-curricular activities to encourage student engagement in the University community.
- D. Provide and academic organizational structure, support services, library, and technology to create an enriched environment to serve student needs in a dynamic marketplace.
- E. Affirm and enhance the educational experience we provide, grounded in traditional values of a liberal education, while addressing workforce needs of the State.
- F. Engage students in off-campus educational experiences.

Goal 3: Partnerships Philosophy

- A. Serve and continue to evolve as a workforce engine for the State.
- B. Expand outreach efforts to promote economic development and address social issues within the State.
- C. Strengthen linkages to local, state, and federal governments.
- D. Develop a strong shared governance structure that involves stakeholders throughout the University and assure a responsive organization structure.
- E. Establish new partnerships.

Goal 4: Resources for Success

- A. Enhance recruitment and retention efforts and development opportunities for faculty.
- B. Enhance recruitment and retention efforts and development and training opportunities to open career paths for staff.

- C. Implement the Master Plan to address the educational, research, housing, recreation, and co-curricular space needs to support the student experience.
- D. Expand and improve campus infrastructure to allow for extramural support of faculty research and scholarship efforts.
- E. Expand our resources for the library and campus technology as a critical resource in the support of existing and future programs.

Goal 5: Telling and Selling the Story

- A. Convey Towson's message to the external community/
- B. Improve campus inter- and intra communication.
- C. Make the arts and athletics key components of campus life and use both as links to the external community.
- D. Solicit feedback from our graduates and their employees to measure our success.

UNIVERSITY OF BALTIMORE MISSION STATEMENT

Summary Mission Statement

The University of Baltimore provides innovative education in law, business and the applied liberal arts to serve the needs of a diverse population. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University:

- Makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;
- Establishes a foundation for lifelong learning, personal development and social responsibility;
- Combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and
- Is an integral partner in the culture, commerce and future of Baltimore and the region.

I. Institutional Identity

The University of Baltimore (UB) provides high quality, career-oriented education at the bachelor's, master's, and professional degree levels, including a select number of applied doctorates. UB offers degree programs in law, business, and liberal arts. Graduates of UB contribute to the well-being of Maryland as responsible citizens and through their chosen professions. UB's faculty, staff, and students apply their expertise and University resources to current economic, social, and political problems.

During its 80-year history, the University of Baltimore has been committed to providing outstanding educational opportunities in its urban setting. Located in Mid-Town Baltimore, the University contributes significantly to the academic, economic, and cultural vitality of the center of the city. UB is committed to valuing and enhancing its Baltimore connection as well as to continuing development of its core campus. The University will keep working diligently to attract students to pursue their education in an urban environment.

In order to serve its students and the citizens of Maryland with the widest possible range of high-quality academic programs, UB takes full advantage of the synergy among its three schools: law, business, and liberal arts. UB is also committed to developing and sustaining cooperative programs with Maryland community colleges, with other USM campuses, and with other public and private institutions in areas of complementary strength.

The Law School's areas of strength include clinical legal education, environmental law, family law, intellectual property law, international law, litigation skills, criminal practice, and taxation law. As an AACSB-International accredited institution, the Merrick School of Business focuses on finance, marketing, management, human resource management, leadership, operations and supply chain management, decision sciences and management information systems, international business, accounting, and entrepreneurship at both the undergraduate and graduate levels. The Yale Gordon College of Liberal Arts emphasizes applied and professional programs, including public administration, criminal justice, applied psychology, legal and ethical studies, negotiations and conflict management, publications design, corporate communications, information technology, and health systems management. In addition, focused liberal arts programs in the humanities and social sciences are offered at the baccalaureate level.

Building on the strengths of its core campus programs, UB also offers an expanding number and variety of distance education programs via the Internet, interactive video networks, and other emerging technologies. The University is striving to be a leader in the implementation of e-learning across the curriculum and in development of online programs, such as the webBachelors, the webMBA, and the webMPA.

UB takes pride in its diversity. This diversity enhances the educational experiences of the students at UB, preparing them better for service to their communities and for success in the increasingly diverse workplace. The student body is one-third U.S. minority with more than one-quarter African-American. More than half of UB's students are women.

UB's plans for future academic programs include:

- expansion of undergraduate and master's programs in technology and applied fields, such as:

- applied politics and citizenship,
 - real estate,
 - forensic accounting,
 - business security,
 - e-learning instructional design and measurement,
 - supply chain management,
 - technology and society, and
 - urban studies;

- addition of advanced certificate programs in such areas as:

- e-commerce,
 - e-learning instructional design and measurement,
 - library technology, and
 - management certificates for professionals;

- development of additional, applied doctoral programs similar to the JD, DCD, and DPA in areas of UB's particular strengths and societal needs;
- development of executive training programs; and
- growth in distance education curricula and the use of educational technology (e.g., webcasting) in both credit and non-credit programs.

Carnegie Classification: Master's (comprehensive) Colleges and Universities I

II. Institutional Capabilities

At its Mid-Town campus, UB combines instruction, research, and public service to advance the intellectual, professional, and economic life of the Baltimore metropolitan area, the State of Maryland, the mid-Atlantic region, and beyond. The University's emphasis on practical, applied, career-oriented education at both the undergraduate and graduate levels attracts students with clear professional objectives.

Traditional strengths of the University are the care with which faculty educate students and the individual attention students receive. UB provides them with the latest skills and techniques for productive careers in the public and private sector, as well as with a broad foundation of knowledge to meet the continuously changing conditions of today's work environment. UB is meeting the demands of present and future employers for skilled professionals, managers, and leaders who can succeed in today's competitive society.

UB is committed to enhancing student access, including access for students of underrepresented racial/ethnic groups, older students, and returning students. Strategies to accomplish this goal include:

- holding tuition at affordable levels;
- enhancing the campus environment;
- fostering a campus climate that welcomes diverse students on an equal basis;
- recruiting and retaining a diverse faculty and staff;
- increasing need and merit based scholarships and other student financial aid;
- meeting demand for disability services;
- enhancing tutoring and academic services;
- enhancing career services;
- expanding flexible scheduling, permitting day, evening, weekend, and online access to programs;
- increasing collaboration with other educational institutions in the Baltimore area including the Coppin/UB Collaborative and the Towson/UB joint Masters in Accounting and Business Advisory Services); and
- adding complementary specialized academic opportunities that will not only enhance the educational experience of UB's students, but that will also "raise the sights" and academic ambitions of those who participate.

A major institutional goal is to ensure the success of UB's graduates in an information-oriented society. In addition to developing information technology academic programs, UB places a high priority on the integration of technology into instruction in all fields. A large and growing number of classroom courses provide online components, including syllabi, links to relevant websites, threaded discussions, and electronic library resources. UB also offers many courses entirely via the Internet, including its complete Bachelors in Business Administration, (webBachelors), Masters in Business Administration (webMBA), and Masters in Public Administration (webMPA) programs. The University is committed to the expansion of all these efforts

Through its Office of Technology Services and its two libraries, the Langsdale Library and the Law Library, UB provides to students, faculty, and staff a networked IT environment appropriate for learning, teaching, and administration; access to the Internet via wireless technology; hard-copy and electronic books and journals, available on-site and remotely 24-hours a day; training in research, the Internet, and the use of electronic classrooms; class-specific research sessions; and electronic reserves. UB is committed to the further investments necessary to keep IT resources current and adequate to meet the increasing needs of the campus community. A new library building is critical to success in this area.

More than 86 percent of UB's core faculty hold the PhD or JD degree. The workload policy and reward-structure are designed to promote a balance among instruction, scholarly productivity, and service. Although excellence in teaching is the first priority of the University, faculty members also engage actively in basic and applied scholarly and creative activities. UB emphasizes quality over quantity in these scholarly activities, as measured by peer-reviewed publications, and competitive grants and fellowships. In keeping with the applied emphasis in UB's academic programs, much of the faculty research focuses on real world problems and produces results that have an immediate impact on the solution or amelioration of those problems. Many faculty members combine research and service by analyzing important public policy issues. Faculty research from AY 2000-2001 to AY 2004-2005 produced 152 books, 637 refereed articles, and approximately \$37 million in sponsored research.

UB has exceptional strength in applied research conducted through a number of centers:

- Jacob France Institute
- William Donald Schaefer Center for Public Policy
- Ampersand Institute for Words & Images
- Hoffberger Center for Professional Ethics
- Center for International and Comparative Law
- Center for Negotiations and Conflict Management
- Center for Baltimore Studies
- Center for Community Technology Services
- Center for Global Business Studies
- Center for Technology Commercialization
- MBNA Information Institute

- Center for Families, Children and the Courts
- Stephen L. Snyder Center for Litigation Skills

Over time, UB will establish new centers to address significant institutional and societal need in areas of faculty expertise.

UB's presence in Mid-Town Baltimore is critical to the stability and future growth of the cultural center of the city. UB may develop student residential facilities in collaboration with the private sector in order to attract more students to live near the University and participate more fully in campus and urban life.

In its commitment to serve its community, the University provides research, training, and student interns to corporations, small businesses, professional practices, local and state agencies, and other non-profit groups. For example, UB's Law Clinics, recently ranked among the top 23 in the nation, assist battered women, the elderly, and others.

Among UB's many contributions to economic development in the State are the Maryland Business Research Partnership, the Regional Employment Dynamics Program, and the Center for Technology Commercialization. UB also serves public and professional communities through a wide variety of seminars, workshops, and conferences addressing their needs and interests. Leaders in business, law, government, and other professions are provided opportunities for continuing education and lifelong learning. The Merrick School of Business is planning to design executive training and project management programs to meet specific needs of Baltimore area businesses and not-for-profit organizations.

III. Institutional Objectives and Outcomes

Consistent with the State Plan for Higher Education and the USM Board of Regents' Strategic Plan, UB's Managing for Results goals over the next four years are to:

Goal 1. Assure that University of Baltimore graduates are successful in their chosen careers. This goal is founded on the institutions commitment to quality. The university believes that quality in education is reflected, in part, by the career success of its graduates.

Objective 1.1. Maintain the percentage of graduates employed in their field one year after graduation at 95.1% in Survey Year 2002 to 95.1% Survey Year 2008.

Objective 1.2. Increase to 75%, by FY 2008, from 70% in FY 2004, UB's first attempt passage rate on Maryland Bar Examination.

Goal 2. Assure that qualified Marylanders have access to the University of Baltimore's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. The university's commitment to both access and diversity is highlighted in its second MFR goal.

Objective 2.1 Increase to 355, by FY 2008, from 310 in FY 2004, the number of minority students, including African-Americans graduating from UB.

Objective 2.2 Increase the percentage of African-American undergraduate students from 35.9% in FY 2004 to 39% in FY 2008

Objective 2.3 Increase or maintain the percentage of economically disadvantaged students from 73% in FY 2004 to 75% in FY2008.

Objective 2.4 Expand the percentage of students earning credits in at least one learning activity outside the traditional classroom to 35%, by FY 2008, from 30% in FY 2004(Number of students registered for on-line, independent study, internships, study abroad divided by total students).

Goal 3. Meet community, businesses, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland. This goal reflects the university's commitment to serving the Baltimore region and the State of Maryland by producing graduates in high demand fields.

Objective 3.1 Maintain the percentage of UB IT graduates employed in Maryland from 85% in FY 2004 to 85% in FY 2008

Goal 4. Contribute to the success of its mission through the generation of self-support revenues. UB's strategic plan commits the university to increasing external funding for faculty research. Measured by the sponsored-research dollars per full-time faculty the external funding continues to grow, reaching \$52,000 in FY 2005.

Objective 4.1 Increase by 5 percent a year, by FY 2008, the sponsored-research dollars per faculty member.

Objective 4.2 Increase by 5%, by fiscal 2008, entrepreneurial revenues

MISSION AND GOALS STATEMENT

UNIVERSITY OF MARYLAND, BALTIMORE

SUMMARY MISSION STATEMENT

The University of Maryland, Baltimore (UMB) is the State's public academic health center and law and social work university devoted to excellence in professional and graduate education, research, patient care, and public service. Our mission is to provide outstanding and innovative education in health care, biomedical science, social services, and the law; to attract and admit diverse students of exceptional character and accomplishment; to carry out internationally recognized research to cure disease and to improve the health, social functioning and treatment of people; to translate discoveries into public benefit; and to ensure that the knowledge we generate provides maximum benefit to society.

INSTITUTIONAL IDENTITY

Essential Attributes

UMB is a unique configuration of schools and educational programs with extensive responsibilities for patient care. Our student mix is different from other USM institutions with only 17% of our students enrolled in three baccalaureate degree programs – dental hygiene, medical and research technology and nursing. The remaining 83% of students are in post-baccalaureate graduate and professional programs.

UMB presently offers professional degree programs in nursing, dental hygiene, medical and research technology, medicine, law, social work, public health, pharmacy, genetic counseling, dentistry and physical therapy. UMB also offers clinical masters of science programs in nursing, preventive medicine, toxicology, pathology and medical and research technology; and doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines, for example, biochemistry, and interdisciplinary programs such as neuroscience.

Because of the clinical departments in the Schools of Dentistry, Medicine, Nursing and Pharmacy, as well as the partnership with the University of Maryland Medical Center, UMB is uniquely qualified within the public higher education sector to combine ideas and protocols based on basic research to advance new treatments for disease, establish best practices for clinical care, and advance public policy. In addition, the presence and active involvement of the Schools of Law and Social Work enables UMB faculty and

students to investigate the interaction of health sciences with the law and social work to improve the health of the public.

UMB intends to build upon its excellence in biomedical research and focus an in-depth concentration of basic science research into a finite number of programs with large, interdisciplinary projects of national stature. An illustrative, but not exhaustive list includes neuroscience, psychiatric disease, diabetes, family welfare, maternal and child health, persistent pain, occupational and environmental health, cardiovascular disease, inflammatory diseases, nanomedicine and cellular delivery, infectious diseases, cancer, vaccine development and genomics. These and other areas reflect UMB's unique ability within USM to combine education and research in the basic and clinical sciences to facilitate the application of new knowledge to treatments of human disease and improvement of human well-being.

Carnegie Classification

UMB's current Carnegie Classification is "Doctoral/Research Intensive." The Carnegie Foundation is planning a 2005 revision of the Carnegie Classification System. Preliminary review of the anticipated revision seems to indicate that UMB would be one of 78 "comprehensive doctoral with a medical degree" institutions under the new classification. However, at present, that is not fully clarified.

Current Offerings

UMB plans to continue its current focus on professional and graduate programs in health, law, social work and biomedical science. However, within that context UMB will continually explore programmatic directions which will enable the university to better serve the State's workforce and public service needs and to sustain our leadership in the national arena in professional education. For example, the School of Nursing faculty are considering a Doctor of Nursing Practice (DNP) degree program. In October 2004 the American Association of Colleges of Nursing endorsed a position statement embracing the practice doctorate, a terminal degree distinct from the PhD degree. The DNP would prepare graduates for the highest level of nursing practice, aiding in addressing the nursing faculty shortage crisis. UMB intends to seek authorization for a DNP while retaining the research doctorate.

Another example is UMB will continue to adapt its graduate training and research to correspond to national trends in scientific research such as the NIH Roadmap for medical research. The Roadmap, adopted in 2003, contains the blueprints for building the medical research enterprise of tomorrow. Its three key themes are: wide access for researchers to technologies, databases, and other scientific resources; new organizational models for team science which move scientists beyond the confines of their own disciplines; and re-engineering the clinical research enterprise to facilitate the translation of basic scientific discoveries into the reality of better health for our nation.

An example of UMB's educational adaptation to the Roadmap is the reorganization of the School of Medicine's existing departmentally-based graduate programs into a Graduate Program in Life Sciences (GPILS) that houses a smaller number of multi-disciplinary, inter-departmental programs. This will shrink disciplinary silos, foster the collaborative training of students, and support the development of new organizational models for team science for faculty and students. We anticipate other modifications in graduate education as the national landscape of biomedical science evolves.

Also congruent with the Roadmap, UMB has invested significantly in faculty and infrastructure for research, including the clinical research enterprise. One manifestation of this investment is the Fall 2005 opening of two new centers which join a number of existing multidisciplinary centers at UMB.

The Center for Vascular and Inflammatory Diseases conducts research on conditions such as heart disease, rheumatoid arthritis, and autoimmune diseases, provides advanced clinical services for patients and an education program for medical students, graduate students, and postdoctoral fellows. The Center for Vascular and Inflammatory Diseases acts as a catalyst for enhanced interaction among basic researchers and physician scientists at UMB who are involved in fields related to cardiovascular biology. The Center will facilitate the translation of laboratory research into clinical applications for more effective patient care.

The Center for Nanomedicine and Cellular Delivery with laboratories in the Schools of Pharmacy, Medicine, Dentistry, the Cancer Center, and the Colleges of Life Science and Engineering at the University of Maryland, College Park, is the scientific collaborative dedicated to exploring and advancing the use of nanosystems in the delivery of bioactive agents for diagnosis and therapy. The Center will provide training for faculty, students, and postdoctoral fellows in the emerging multidisciplinary field of nanomedicine. Nanomedicine research includes the development of diagnostics for rapid monitoring, targeted cancer therapies, localized drug delivery, improved cell material interactions, scaffolds for tissue engineering, and gene delivery systems.

INSTITUTIONAL CAPABILITIES

As the State's public academic health center and law and social work university, UMB's teaching, research and public service activities directly serve the State's higher education goals of quality and effectiveness, access and affordability, diversity, student-centered learning, and economic growth and vitality. These five goals were identified as being of greatest importance to the State in *2004 Maryland State Plan for Postsecondary Education*.

Goals

Quality and Effectiveness

The university contributes significantly to the State goal of a range of institutions recognized nationally for academic excellence and effectiveness. According to the Association of American Medical Colleges (AAMC), the University of Maryland School of Medicine currently ranks 8th among public medical schools in total sponsored research and 20th for all medical schools. The dental school currently ranks 3rd in NIH funding among dental schools nationally. Three of the law school's specialty programs – environmental law, health law, and clinical law - are rated in the top 10 by *U.S. News & World Report*; the school itself is ranked in the top tier. By the same source the School of Pharmacy is ranked 7th, the School of Nursing as 10th, and the School of Social Work as 18th.

One of UMB's proudest accomplishments is its impressive growth in external research funding with an overall sponsored research attainment in FY 2005 of over \$410 million. This more than doubles the \$203 million achieved in FY 2000. External research funding is accepted as a key indicator of the quality of an institution's faculty. Consequently, this is one of the best indicators of how UMB faculty are advancing the frontiers of science through research and enhancing Maryland's reputation nationally. Our research enhances our reputation in the scientific and education communities, making UMB a highly attractive environment for very talented faculty and students.

Access and Affordability

The institution admits students from and operates programs in Baltimore City and throughout Maryland. The university provides access to quality professional and graduate education.

UMB is concerned about the affordability of our educational programs. Most of our students are independent and finance their educations with loans. Unfortunately, many of our students graduate with high debt potentially limiting their career choice. Law and social work are deeply concerned that the high debt loads are a disincentive for our graduates to pursue a public service career. The relatively low salary levels in public service intersect negatively with students' high debt loads to reduce the number of graduates able to pursue careers in public service. Similarly medicine and dentistry realize that the high debt levels that most MD and DDS graduates incur, adversely impact graduates' ability to work in underserved areas.

Because of this on-going concern for affordability and its impact on public service, UMB is proactive on several fronts. The university inaugurated the School as Lender program in 2003 to generate additional dollars for student support. We provide an aggressive debt management counseling program tailored for students in the different professional schools. UMB also works closely with USM and MHEC to identify opportunities for scholarships and loan assistance repayment opportunities and to monitor federal actions

relating to financial aid. Finally, student financial support is a key target for philanthropic fund-raising.

Diversity

With a student body that is 18% African-American and one-third minority, and with a faculty complement that is nearly one-quarter minority, UMB makes manifest its commitment to diversity. In recognition of its unique role and mission, UMB is proactive with respect to diversity in its recruitment of faculty, staff and students' and includes training toward cultural competence as a major focus in all of its academic programs. For example, it is becoming increasingly well-known that there is a gap between minorities and whites both in access to health care and in the quality of care received. This gap persists in study after study even when controls are put in place for age, income level and pre-existing health condition. In recognition of the leadership role it plays in addressing this issue, the University of Maryland School of Medicine has been funded by the NIH as a *Comprehensive Center for Health Disparities Research, Training and Outreach*.

Student-Centered Learning

Even though UMB does not have any specific preK-16 mandate, all UMB schools have programs that encourage minority students at high school and college level to take the appropriate courses and remain in the pipeline for admission to professional and graduate education. For several years, faculty in the medical, dental and pharmacy schools, have operated summer programs that bring teachers and students into laboratories on campus so that they can experience first-hand the excitement that science generates. Nursing has successfully partnered with several high schools to encourage students to consider a nursing career and to take the appropriate high school courses that are prerequisites for such careers.

To cite two other examples of student-centered learning, the School of Law's Clinical Law Program has long been on the cutting edge of new developments in clinical education. The Program founded one of the first environmental law clinics, one of the nation's most ambitious economic and community development clinics, and a clinic that pairs law students and high school students in collaborations to improve the economic and social conditions in discrete neighborhoods. The social work school and the department of psychiatry have mental health programs that operate in approximately 30 city schools. These programs provide assistance and expertise not only to the students, but also to their families, and to school faculty and administrators.

Our website at <http://www.oea.umaryland.edu/gov/community/> demonstrates the extensive list of programs and services offered by our Schools. Our students serve the community as part of becoming a well-rounded professional dedicated to improving the health and well-being of our citizens.

Economic Growth and Vitality

That UMB is an economic engine for the City, State and region is well-known. A Fall 2004 study indicated that the campus was generating \$14.77 in economic activity for every General Fund dollar of state investment. That study also indicates that UMB is a job creation engine showing that for each state-support budget FTE, nine positions are generated.

Economic Development. The new UMB BioPark, which blends scientific advancement and economic growth, is an important focus for the next five years. The first of ten buildings in the BioPark which opened in Fall 2005 was developed in 16 months and houses the Clinical Pharmacology Center of one of the largest Japanese pharmaceutical companies, SNBL, providing access to Phase I clinical trials.

The UMB BioPark model recognizes the changing world of biotechnology, science and research. The Park will boost UMB's already robust research capacity by increasing the opportunities for university research and by attracting bioscience firms to establish offices and research units within the facility, fostering collaborations and advancing new products and services to the marketplace. The Park serves to more strongly connect UMB's biomedical capabilities with the growing base of tenants and prospective tenants among the bio/pharmaceutical community.

In addition to the contributions the BioPark tenants will make to science, the Park will boost the local economy and community. The BioPark, a collaboration of the university with the State, the City of Baltimore and the community of Poppleton, involves the creation of new jobs and the development of currently unproductive land. It provides new employment, retail service and security opportunities for the residents of West Baltimore.

The Park is a model of economic development well suited to an institution like UMB. It enhances research capacity, serves as a draw for entrepreneurial faculty, improves the community surrounding the university and facilitates commercial opportunities by promoting translational programs that link basic research and clinical care competencies.

Workforce. UMB is a major contributor to Maryland's highly qualified workforce. The university is the sole source within Maryland for training pharmacists and dentists, and a major provider of Maryland's physicians, physical therapists, graduate nurses, attorneys, social workers, dental hygienists, medical and research technicians and biomedical researchers.

At present UMB is focusing on addressing existing and projected shortages in the health care and public interest sectors, including nursing and pharmacy. With respect to pharmacy, UMB has been working over the last several years to increase the production of PharmD graduates by approximately one-third. Further increases are necessarily delayed because of resource issues, particularly the lack of suitable classroom and

laboratory space and the difficulty with recruiting pharmacy faculty especially given competing demands from the biomedical and pharmaceutical research industries. We continue to explore new ways to address the severe shortage of pharmacists in Maryland.

With respect to nursing, UMB intends to expand its emphasis on training nursing *faculty*. UMB will increase the number of masters and doctorally prepared nurses to provide sufficient nurse educators to serve as faculty for the State's associate, baccalaureate and masters nursing programs to educate the next generation of nurses, while maintaining our commitment to undergraduate nursing education.

UMB's professional schools continually monitor potential shortages in their respective areas and adjust their program offerings accordingly. As one would expect in the medical and dental professions, many of these adjustments are made at the intern and resident level. The dental school, for example, anticipates responding to shortages especially in pediatric dentistry; the medical profession currently is facing shortages in general surgery, in obstetrics/gynecology, family medicine and internal medicine.

Relative Emphasis

As an institution training health, law and social work professionals, it is difficult if not impossible to ascribe a precise numeric value to the relative emphasis that UMB places on teaching, research and public service and patient care. All are critical parts of UMB's mission, and every faculty member is expected to contribute to teaching, research and public service. The model for most of UMB's educational programs is a close, intensive interaction between students and faculty mentors as they engage in clinical practice, public service, and research. Indeed most of the wide range of service activities provided by UMB faculty and students are corollaries to our education and research. As such, these activities are core to our mission, not optional add-ons. They will, by definition, continue and grow in quality and scope as our education and research programs evolve.

However, one way of deconstructing the relative emphasis is to use the budget as a rough proxy. Following that approach, UMB generates approximately 50% of its revenue from sponsored research, 20% from clinical activities and public service, and the remaining roughly 30% from State appropriations and tuition. While these percentages differ by school and program, and with the caveats identified in the prior paragraph, on a campuswide basis this 50% research and scholarship, 20% service, 30% teaching could be viewed as a rough approximation for the relative emphasis UMB places on these activities.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In conformity with the *2004 State Plan for Higher Education* and *The USM in 2010: An Update of the USM Strategic Plan*, UMB has adopted six key goals that form the basis of its strategic plan FY 2006-2010. Accompanying each goal is a set of initiatives and performance measures. While the plan was developed to focus on the next five years,

and the initiatives and performance accountability measures described therein reflect that time frame, the goals are long term.

In summary, UMB's strategic plan presents the following goals and key performance indicators. The full plan can be found on the campus website at <http://www.umaryland.edu/institutionalresearch/mission/index.html>.

1. Evolve and maintain a competitive edge as a center of excellence in the life and health sciences, law and social work, and as a campus of professions committed to addressing complex social issues at local, state and international levels.

Among performance accountability measures are several that speak to excellence, for example "By FY 2010 demonstrate the quality and preeminence of all UMB professional schools by achieving Top 10 status among public schools" and "By FY 2010 increase nationally recognized awards (Ellison, Sloan, Howard Hughes, etc.) to UMB faculty by 25%."

2. Conduct recognized research and scholarship in the life and health sciences, law and social work that fosters economic and social development.

"By FY 2010 increase extramural funding for research, service and training projects by 26% in constant dollars (annualized rate of 5% per year)"; "by FY 2010 enhance the production and protection of intellectual property, retention of copyright and the transfer of university technologies by increasing the number of patents issues annually by 5% and the number of royalty bearing licenses by 5%."

3. Recruit outstanding students, increase access for underrepresented minorities and economically disadvantaged students, provide excellent graduate and professional education and graduate well-trained professionals who will be leaders in the fields and in the development of public policy.

With respect to responsiveness to State and national health care workforce issues, a key goal in both the State and System plans, UMB offers as a performance requirement, "By FY 2010 increase the number of MS and PHD nursing graduates, PharmD graduates, and DDS graduates by 30% on average" to address workforce shortages.

4. Encourage, support and reward entrepreneurship; increase fundraising and philanthropic support.

"By FY 2010, reach capital campaign goal of \$450-550 million"; "by FY 2010 increase university endowment (all sources) by at least 25%."

5. Provide public service to citizens in all sectors and geographic regions of Maryland; provide outstanding clinical care appropriate to mission.

“By FY 2010 secure sustainable funding for public service activities, law clinics, outreach services and clinical care.”

- 6. Increase efficiency, effectiveness and accountability, and respond to fiscal pressures, both those that are unique to academic health centers and those affecting higher education generally.**

“By FY 2010 complete implementation of all sections of UMB Information Technology Plan”; “by FY 2010 develop and implement plan to assist in meeting facilities renewal and other capital needs.”

A further cross-walk among the UMB strategic plan, the State Plan, and the USM Strategic Plan shows additional mutuality. One overarching principle that underlies these key goals and is specifically addressed in several initiatives is UMB's commitment to the less fortunate members of our society. We explicitly commit to enhancing access for underrepresented minorities and economically disadvantaged students, to recruiting outstanding faculty and staff who reflect the general population and to providing education and public services that are culturally appropriate and focus on reducing disparities in health care and legal and social services between and among the various socio-economic groups.

Students and faculty from all UMB's schools provide legal and social services and clinical care, particularly to some of Maryland's neediest and underserved citizens. The dental school provides free or low cost dental care to patients who come from throughout Maryland; it is the largest provider of dental services to Medicaid patients, psychiatric patients and others with complex dental problems. The medical school operates programs across the state through its area health education centers, its numerous clinics and its Health Network which links electronically physicians and other health providers in remote areas of the State to specialists on campus. The campus's nursing, legal and social work clinics and programs serve thousands of low income Marylanders annually, the pharmacy school's poison center fields tens of thousands of calls and its innovative ENABLE project works with elderly residents of West Baltimore with serious health issues to access care, monitor medications and coordinate social and other services.

UMB receives approximately one-fifth of its budget from the State of Maryland, with another approximately 10% coming from student tuition and fees and philanthropic support. The remaining 2/3rds of our budget is a function of the successful entrepreneurship of the faculty. Thus UMB will continue to invest its State dollars in recruiting and retaining highly qualified faculty, in providing financial aid to students and in providing the infrastructure to support our mission. That infrastructure includes an intellectual environment that fosters faculty achievement; an effective system of shared governance; a physical environment that is adequate, safe, and accessible; and adequately resourced libraries and information and educational technology.

University of Maryland, Baltimore County Mission Statement

Institutional Identity

The University of Maryland, Baltimore County (UMBC), established in 1966, is an historically-diverse, highly-selective, public research university. The graduate schools of UMBC and the University of Maryland, Baltimore (UMB), combined in 1985, comprise the University of Maryland Graduate School, Baltimore (UMGSB) as one of the University System of Maryland's (USM) two principal centers for research and doctoral level training.

As an honors university, UMBC aspires to be one of the finest of the new American research universities that effectively blends high-quality teaching, advanced research, and social responsibility. UMBC is a research institution with a profound commitment to liberal education and its relevance to contemporary life. A strong liberal arts and sciences core and disciplinary base provides the foundation for the undergraduate educational experience. UMBC offers a complement of disciplinary and interdisciplinary masters and doctoral programs with an emphasis on selected areas of the sciences, engineering, information technology, human services, and public policy. These programs are closely linked to undergraduate programs in the liberal arts and sciences and engineering. The University has developed particular strength in interdisciplinary instruction and research by building bridges among the cultures of the sciences, engineering, humanities, visual and performing arts, and the social sciences.

At the core of UMBC is a steadfast commitment to engage leading research faculty in the liberal arts and sciences education of its undergraduates--guiding students in critical thinking, creative problem solving, experiential learning and development of conceptual skills. UMBC actively promotes interaction between students and faculty, undergraduate research projects, and service to the community. Members of UMBC's faculty are selected and promoted on the basis of their scholarly and creative productivity, successful teaching, and service to the profession and the public. They are at the forefront of their fields, nationally and internationally, and apply their knowledge and scholarship to advancing institutional partnerships with government, non-profit organizations, and industry.

UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. As UMBC's reputation for excellence grows, we anticipate that the numbers of students who seek admission from beyond the region and State will also grow.

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. The University is committed to the success of each of its students and seeks to attract well-qualified students through special scholarship initiatives in the humanities, arts, and public affairs and through the nationally recognized Meyerhoff Scholarship Program for talented high school graduates in science and engineering. UMBC expects to continue to attract private and public funding to facilitate the success of minority and female students in the sciences and engineering. Its emphasis on quality, high achievement, and the integration of research, teaching and learning, and civic engagement is designed to prepare all students for success in graduate and professional education as well as success in the workplace. UMBC's graduate programs are also known for their academic excellence and commitment to diversity. UMBC has received

national recognition from the Council of Graduate Schools for its success in building a more inclusive graduate community.

In 2000, reflective of its research and doctoral mission, UMBC was classified by the Carnegie Foundation as Doctoral/Research—Extensive. Since the millennium classification, UMBC has continued to expand the number of Ph.D.s awarded and its federally funded research portfolio.

UMBC has emerged as a major center for intellectual and creative activity in the Baltimore metropolitan region and as significant contributor to the economic and social development of the region and State. As a prototype of the new American research university in an era of increasing globalization, UMBC actively connects its intellectual and research capacity to significant social, economic, and technological challenges in a search for understanding, applications, and solutions.

To meet the needs of Maryland, as identified in the State Plan for Higher Education, UMBC is strategically developing carefully designed and integrated undergraduate and graduate-level programs. UMBC intends to selectively expand existing areas of strength at the undergraduate and graduate levels, including credit and non-credit offerings, and to build on internal research strengths unique to the campus to develop offerings in emerging fields, such as bioscience, bioengineering, and environmental science. As a result of an interdisciplinary strategic planning effort, the University will strengthen its academic programs at the interface of disciplines in the arts, humanities, social sciences, natural and mathematical sciences, and engineering and information technology, and will expand the capacity of its programs to help address K-16 issues.

UMBC will continue to innovate in its instructional programs making full use of the internet, different approaches to experiential learning, encouraging international experiences, participation in living learning communities, engaging faculty in skillful mentoring, and supporting tutorial centers. Through these efforts and others, UMBC can provide a more customized and personally supportive learning experience. While primarily a campus that serves full-time residential degree seeking students, UMBC's activities will include program delivery at Shady Grove and other centers when resources permit. In addition, UMBC will encourage web-based courses and programs for students seeking to learn at a distance, will explore educational partnerships with other institutions, and will offer a rich array of professional and continuing education initiatives with both non-credit and credit courses. Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.

Institutional Capabilities

UMBC seeks to enhance the quality of undergraduate education and to retain increasing numbers of academically talented students in Maryland. The University also seeks to serve the greater Baltimore region and the State by continuing to strengthen and selectively expand its programmatic base, especially at the graduate level. UMBC seeks to transfer benefits of faculty research to the public and industry through its research park, technology center, technology transfer program, and engaged scholarship. Despite the increased competition for Federal funding of research, UMBC's talented faculty will continue to expand its research support, diversify its funding sources, and, where appropriate, involve private enterprise in sponsored programs across disciplines. For many of UMBC's liberal arts programs, viable Federal research support is minimal or non-existent. In these departments and subject areas our faculty will continue to receive national honors and recognition for their scholarly and creative contributions as evaluated by their academic peers.

In keeping with the State Plan for Higher Education and the University System of Maryland Strategic Plan, UMBC is increasing the number of students pursuing degrees in the sciences and engineering, and is meeting Maryland's other identified workforce needs. UMBC will continue to contribute to Maryland's economic future through academic programs, workforce training, and applied research in biotechnology, health care, engineering, public policy, education, telecommunications, and information technology. UMBC's continued collaboration with UMB to address research and graduate training needs within the region and State also remains a priority.

UMBC possesses a strong and diverse faculty, in the arts and humanities, engineering, sciences, and social sciences, whose achievements in teaching, basic and applied research, creative endeavors and service have received national and international recognition. Scholarship is central to the University's mission, and UMBC promotes research and creative activity across the disciplines. Particular research priorities are linked to the economic and social needs of the region and State. Supportive partnerships with Federal laboratories, such as NASA's Goddard Space Flight Center, link research, education, and economic development.

By adapting and creating new technologies for commercial use, UMBC is an interactive partner in Maryland's economy and works with business and industry to increase the research and development capabilities of the region and State. UMBC contributes to the economy of the region and State via a technology center and incubator program to help small high-technology businesses. Its research park, bwtech@UMBC, has attracted corporations and government agencies with the potential to complement many of UMBC's academic and research programs. A continuing education program provides diverse training opportunities for businesses as well as programs designed to enhance the effectiveness of Maryland's private and public sectors.

Integrating much of the interdisciplinary research on campus has been the emergence of campus-wide research centers and institutes. These centers, primarily funded by federal sources, are engaged in basic and applied research that include such broad topics as earth sciences, photonics, urban environment, astrophysics, and gerontology. Through the administration of the centers, faculty are encouraged to cross disciplinary boundaries and pursue innovative research. We anticipate sustained growth in the development of these structures to support research that cuts across our departmental sectors.

UMBC is committed to supporting its efforts in service learning, civic engagement, and community-based service delivery. Its nationally recognized Shriver Center provides opportunities for faculty and students to connect theory to practice through community-based programs addressing critical social needs in the greater Baltimore region. The Shriver Center exemplifies the University's commitment to producing socially engaged citizens who graduate with the commitment and experience to serve responsibly in their communities, state, and nation. Moreover, UMBC is committed to fostering an environmental ethic throughout the campus community with an emphasis on stewardship values, resource conservation, and environmental education. To better respond to the burgeoning of the aging population in Maryland, UMBC has established the John Erickson School of Aging Studies. The new School will provide opportunities for non-credit study, undergraduate and graduate educational programs, as well as research for those interested in working in the rapidly expanding senior housing and care industry.

UMBC enriches the lives of citizens of the region and State through its links to K-12 education, its outreach to community organizations, its lectures and artistic exhibitions, and its cultural activities. UMBC has been among the K-16 leaders in Maryland working with public and private universities to produce more teachers for Maryland public schools, including those identified as high-need, and is committed to continuing that leadership into the future by way of instruction, research, and service activities.

Institutional Objectives and Outcomes

As an honors university in Maryland, UMBC has emerged as one of the nation's best public research universities of its size, combining the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC faculty seek to integrate research, teaching and learning, and civic engagement so that each advances the others for the benefit of the State and society.

In response to the external framework provided by the Maryland State Plan and the USM Strategic Plan and in fulfillment of the campus' aspirations, internal planning priorities, and Managing for Results submission, the University has identified the following institutional objectives and outcomes:

- 1) To enhance the quality of undergraduate education: by ensuring that all students have access to an honors university experience that is defined by a strong liberal arts and sciences core, is enriched by research and service learning experiences, incorporates technology across the curriculum, and cultivates a sense of civic responsibility; by strengthening the first-year experience program to assist freshmen and transfer students making the transition to UMBC; by expanding campus programs and services that support the success of all UMBC students; by improving the articulation of transfer students; by demonstrating our commitment to high quality teaching through a vital faculty development program; and by expanding the array of academic program options available to students;
- 2) To promote research, creative activity, and high quality graduate education: by investing in the University's research infrastructure and enhancing the research environment; by strengthening support for a high quality and diverse faculty through increased salaries and start-up packages, improved grants management systems, and enhanced research facilities; by increasing investment in the library so that its holdings, access to online resources, and staffing accommodate the growing research agenda of the campus and scholarly activity of the faculty; by building and supporting graduate programs that attract high quality students and meet economic development needs; by developing interdisciplinary centers of excellence that build upon the research strengths of our academic departments; and by facilitating discussions among relevant disciplines concerning public policy issues related to the role of technology in contemporary society;
- 3) To build on the University's historical commitment to diversity and cultivate a sense of an inclusive and welcoming campus community: by maintaining a campus climate that promotes equality, diversity, respect and support; by building on our success in minority achievement and expanding the capacity and reach of current programs that support the advancement of minorities and underrepresented groups at both undergraduate and graduate levels; by increasing the racial, ethnic, and gender diversity of UMBC's faculty and staff; by enhancing student life outside the classroom; and by creating a greater sense of institutional pride and identity among students, faculty, and staff;

- 4) To collaborate with the private and public sectors to contribute to the growth of Maryland's economy: by increasing efforts to bring promising university developed technologies to market; by fully developing bwtech@UMBC, the University's research and technology park; by ensuring that UMBC's academic programs are responsive to the needs of the marketplace and Maryland employers; by expanding partnerships between the campus, Federal laboratories, and the business community; and by continuing to work together with UMB to address research and graduate training needs within the region and State;
- 5) To bring the knowledge resources of the University to bear on the problems and concerns of the communities we serve: by continuing to serve as a national model in promoting service learning and civic engagement; by improving public policy and welfare in the State; by maintaining a leadership role in K-16 efforts and teacher education initiatives; by expanding our outreach efforts and university/community partnerships; and by continuing to foster connections between faculty research and public policy issues;
- 6) To ensure that we are a campus known for our excellence in administrative and student services and our responsible use of public resources, just as we are known for our academic excellence: by upgrading our information technology infrastructure; by ensuring that a UMBC education remains affordable and accessible to Maryland citizens through reasonable tuition and fee increases and adequate levels of financial aid; by addressing staff development needs; by pursuing administrative efficiencies and, as appropriate, the reallocation of resources in support of the campus mission; and by ensuring that our campus infrastructure sustains, enhances, and reflects our educational priorities and research agenda.

**Mission and Goals Statement
University of Maryland, College Park**

Summary Mission Statement

The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. It is one of only 62 members of the American Association of American Universities, an organization composed of the leading research universities in the United States and Canada. The University of Maryland is committed to achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise.

The University creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. As the flagship of the University System of Maryland, the University shares its research, educational, and technological strengths with businesses, government, and other educational institutions. The University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields.

The University counts among its greatest strengths -- and a major component of its excellence -- the diversity of its faculty, students, and staff. The University of Maryland, College Park is committed to equal educational opportunity and strives to hire a diverse faculty and staff of exceptional achievement through affirmative actions, to celebrate diversity in all of its programs and activities, and to recruit and retain qualified graduate and undergraduate minority students.

Institutional Identity

The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. As a Carnegie Doctoral/Research University—Extensive institution, the University ranks among the very best public research universities in the United States. To continue to realize its aspirations and fulfill its mandates, the University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. It also creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. As the flagship of the University System of Maryland, the University shares its research, educational, and technological strengths with other institutions and their constituencies in the USM and throughout the State. The University's academic programs and computer and information technology infrastructure serve many audiences, and the entire State has access to and depends on the University's libraries. In conjunction with the University of Maryland Eastern Shore, the University serves the State's agricultural needs through the Maryland Cooperative Extension and the Agricultural Experiment Station. The University delivers continuing education programs that are consistent with its research mission and core competencies to an increasing number of degree-seeking and professional audiences. Using technology and other instructional contexts, the University provides selected quality programs to audiences worldwide to share its knowledge and extend and enhance educational opportunities. The University also provides administrative support to other USM institutions in the areas of accounting, communications, engineering and architectural services, environmental safety, personnel management, and purchasing.

The University values the Ph.D. and terminal professional degrees such as the M.B.A. and M.P.H. as its signature degrees, but also awards a wide range of bachelor's, master's and other doctoral degrees. Degree programs are offered in agriculture and natural resources; architecture; behavioral and social sciences; business and management; computer, mathematical and physical sciences; creative and performing arts; education; engineering; humanities; journalism; life sciences; information studies; public affairs; and public health. The University's faculty achieve national and international renown for their research and scholarship, serve society at a distinguished level, are innovative and creative teachers, and participate in the tradition of shared governance. The highly-qualified academic, professional, and non-exempt members of the staff provide both support and leadership for the University's educational, research, and service activities.

The University counts among its greatest strengths -- and a major component of its excellence -- the diversity of its faculty, students, and staff. It is committed to equal educational opportunity. It strives to hire a diverse faculty and staff of exceptional achievement through affirmative action, to celebrate diversity in all of its programs and activities, and to recruit and retain qualified graduate and undergraduate minority students. We will work to expand international opportunities for our students and to attract first-rate international students to Maryland. We will continue to build partnerships abroad to facilitate the offering of our programs to international audiences as well as the collaboration of research.

Institutional Capabilities

The University of Maryland has a clear vision of its role as a nationally- distinguished public research university. To more fully achieve this goal, the University expects to perform and be funded at the level of the public research institutions that have historically been the very best. Five such AAU members serve as the University's peers: the University of California-Berkeley, the University of Michigan-Ann Arbor, the University of Illinois-Urbana-Champaign, the University of California-Los Angeles, and the University of North Carolina-Chapel Hill. With increasing numbers of nationally- ranked graduate programs, a distinguished faculty, and research leading to the discovery of knowledge, the University is in a position to provide graduate education at the forefront of research and scholarship, which will attract the most highly qualified graduate students. The University also provides enriched and challenging undergraduate educational experiences including: a core arts and sciences curriculum; opportunities for undergraduate research; living-learning communities such as College Park Scholars and the nationally renowned Honors Program; the President's Promise, our new signature initiative to enrich the academic experiences of all undergraduates; and other unique, intensive, and innovative programs such as Gemstone, Global Communities, the Hinman-CEOs, and Civicus.

The University of Maryland shares its research, educational, and technological strengths with businesses, government, and other educational institutions. With productive scholars and researchers of the highest caliber, the University will continue to raise the entire level of business and commerce throughout the State. Because of the depth of knowledge possessed by the faculty across many disciplines, the University of Maryland is uniquely positioned to forge relationships with corporations, non-profit organizations, other educational institutions, local school districts, and major federal agencies, laboratories, and departments. Because of the breadth of strength in many disciplines, the University of Maryland is at the forefront in advancing knowledge in areas that increasingly depend on multi-disciplinary approaches. The University of Maryland serves as a hub of knowledge from which flow cultural, intellectual, and economic benefits to the State and region. University of Maryland faculty share with many segments of society the fruits of knowledge and foster and participate in an entrepreneurial culture that is essential to the development of new industries based on knowledge. Faculty are a resource for federal, State, and local governments in shaping public policies on a variety of social concerns. They are leaders in the preservation and interpretation of history and culture, innovators in the creative and performing arts, and major contributors to the advancement of knowledge in biology, mathematics, computer and physical sciences, information science and technology, and engineering. The University of Maryland is a leader in research on teaching and learning that contributes to educational reform in the State and the nation, provides future administrators and teachers with up-to-date knowledge of the best pedagogical methods in all disciplines in an extremely diverse educational system, and is innovative in providing pathways to teacher certification.

Institutional Objectives and Outcomes

In accordance with the 2004 State Plan for Higher Education and the USM Strategic Plan, the University will:

1. Continue to elevate the quality of undergraduate education by: providing enriched educational opportunities and personally fulfilling and challenging academic curricula that prepare all graduates for productive roles in society; developing and implementing a University assessment plan that includes undergraduate learning outcomes at the campus, program, and course level; remaining the school of choice for the most talented students in Maryland and for outstanding out-of-state students by strengthening efforts to recruit students who will contribute to and benefit from an enriched educational environment; improving the conditions for their enrollment and success, including enhanced advising; increasing retention and graduation rates for all undergraduate students; creating an ethnically and racially diverse undergraduate student body; enhancing and promoting the training of teachers by engaging faculty from the arts and science disciplines in teacher training; increasing the pathways to certification, and by mentoring of new teachers; working to increase the availability of financial aid to ensure access to all qualified students; and systematically integrating the use of information technology into instructional programs so that all faculty and students can fully exploit new advances in technology as essential tools in teaching and learning.

Objectives:

- 1.1 Remain the school of choice for the most talented students in Maryland and for outstanding out-of-state students by strengthening efforts to recruit students who contribute to and benefit from an enriched educational environment and by improving the conditions for their enrollment and success.
- 1.2 Increase the number and percentage of undergraduate students who participate in enrichment programs such as campus-based living-learning programs, research activities, internships, study abroad or special projects with off-campus institutions.
- 1.3 Increase the number of our undergraduate programs and offerings at the Universities at Shady Grove.
- 1.4 Increase the retention and graduation rates of all University of Maryland undergraduate students.
- 1.5 Evaluate the effectiveness of our CORE-General Education undergraduate curriculum.
- 1.6 Provide undergraduates in the arts and sciences with increased opportunities to acquire Teacher Certification either as part of their B.A. or B.S. degree or as part of a fast-track master's in education.
- 1.7 Complete the development and implementation of a University assessment plan for undergraduate learning outcomes at the campus, program, and course levels.
- 1.8 Systematically integrate the use of information technology into all instructional programs so that all faculty and students can fully exploit new technology as an essential tool in teaching and learning.

2. Continue to build a strong, university-wide culture of excellence in graduate and professional education, research, scholarship and creative and performing arts by: increasing the number and proportion of its faculty who are regarded by their national and international peers as being among the best in their disciplines; continuing to improve the excellence of its best research and graduate programs while also increasing the number of programs of recognized excellence; increasing the University's success in recruiting, developing, and placing outstanding and diverse graduate students; and developing and facilitating access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning.

Objectives:

2.1 Increase the number and proportion of our faculty who are regarded by their national and international peers as among the best in their disciplines.

2.2 Continue to improve the excellence of our best research and graduate programs while increasing the number of programs of recognized and measurable excellence.

2.3 Develop and implement, in collaboration with the University of Maryland, Baltimore, a University of Maryland School of Public Health that meets the national professional standards for accreditation

2.4 Increase the University's success in recruiting, developing, and placing outstanding and diverse graduate students.

2.5 Continue to develop and facilitate access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning.

3. Ensure a university environment that is inclusive as well as diverse and that fosters a strong spirit of community among faculty, staff, and students by: increasing the diversity of its faculty and staff; recruiting outstanding and diverse graduate and undergraduate students; improving the graduation rate of ethnic minority students; and building a greater sense of community among faculty, staff, students, and alumni.

Objectives:

3.1 Continue to create an ethnically and racially diverse community by achieving a critical mass of 35% minority undergraduate students by 2009 through increased recruitment and retention.

3.2 Continue to develop and implement coherent and comprehensive strategies to increase the diversity of our faculty and staff.

3.3 Continue to develop and implement coherent and comprehensive strategies to build a greater sense of community among faculty, staff, students, and alumni.

4. Continue to engage the University fully in outreach and collaborative partnerships with the greater community by: extending the scholarly reach of our campus, extending the learning community beyond the campus boundaries, and promoting lifelong learning as an integral component of our academic programs; increasing the scope and impact of the University's international programs and activities; continuing to provide leadership for the

University System of Maryland and its institutions where appropriate; and expanding the University family of friends and alumni.

Objectives:

- 4.1 Continue to extend the scholarly reach of our campus by forming strong collaborations and partnerships with other research universities, corporations, non-profit and community-based organizations, and State, federal, and international agencies.
 - 4.2 Continue to extend our learning community beyond the campus boundaries through the development of programs that fill demonstrated needs for the State and are consistent with the objectives of our academic programs.
 - 4.3 Continue to increase the scope, impact, and success of the University's international programs, partnerships, and collaborations.
 - 4.4 Continue to expand the University's family of friends and alumni by developing greater opportunities to reach out and draw them back to campus – such as the new Riggs Alumni Center and Maryland Day – and by communicating effectively the University's pride in our accomplishment.
5. Ensure an administrative, operational, and physical infrastructure that fully supports a first-class university by: establishing a top-performing University Relations operation; creating and maintaining an electronic networking infrastructure that provides the tools for faculty and staff to excel in their research and scholarship and to utilize innovative approaches to teaching and learning; developing the University's physical facilities so that they meet the needs of a leading research university; ensuring that the administrative operations of all campus units provide customer-oriented service; accelerating and supporting the migration of student and business services to an online environment; and building the human resource infrastructure to enable effective recruiting, retention, and first-class support of the academic mission.

Objectives:

- 5.1 Further build upon the successful establishment of our top-performing University Relations operation.
- 5.2 Continue to develop and successfully maintain an electronic networking infrastructure that provides the level of connectivity and data throughput required for our faculty and staff to excel in their research and scholarship and that continues to facilitate innovative and cutting-edge approaches to teaching and learning.
- 5.2 Further develop the University's physical facilities so that they fully meet the needs of a leading research university.
- 5.3 Continue to ensure that the administrative operations of all campus units, including academic units, provide responsive, customer-oriented service to all of the University's constituencies
- 5.4 Continue to build the human resources infrastructure of the University to enable effective recruiting, retention, and first class support of the academic mission.

UNIVERSITY OF MARYLAND EASTERN SHORE

(Final Edit of Summary Mission Statement)

December 2, 2005

University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters and doctoral levels.

UMES is committed to providing access to high quality values-based educational experience, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the education and research needs of businesses, industries, government and non-government organizations. The University is committed to meeting the economic development needs on the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University, through engagement activities, and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland Institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

INSTITUTIONAL IDENTITY

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment, particularly from among ethnic minorities. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with learning, discovery, and engagement missions consistent with valuing the scholarship of faculty in discovering knowledge, disseminating new knowledge, and applying that knowledge to the extended community. The University recognizes its responsibility for developing human potential, enriching cultural expressions, and sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations. The learning, discovery, and engagement foci are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution. UMES is proud of its over 119 years of continuous educational service, initially under the aegis of the Methodist Church.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then, largely agrarian, but now more diverse), includes the disciplines of agriculture, home economics, and mechanical arts. UMES continues to embrace the original purposes as well as its current expansions to include the liberal arts, scientific, business, technological, and professional programs that extend to urban and international settings. The expansion of the land-grant missions reflects the changes in both internal and external environments which include cultural diversity, global interdependence, changes in local, state, and national economy, and the exponential growth of information communication technology. Just as the focus on agriculture, home economics, and the mechanical arts was appropriate in the 1890's, the wide range of instructional, research, and public service commitments that now characterize this university is vital today.

International perspective in higher education is crucial to the development of leaders who are sensitive to the role America plays in shaping the national and international agendas. UMES is committed to providing an array of undergraduate and graduate programs in an environment that is responsive to global perspectives in education. The University aims to imbed internationalism in some curricula and to extend its concept of international education through continuing education and cooperative ventures with foreign universities, governmental and non-governmental organizations, and private industries.

Through the Maryland Cooperative Extension Service and the Agriculture Experiment Station, UMES works collaboratively with the University of Maryland, College Park, the 1862 land-grant institution. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hotel and Restaurant Management

(HRM) Program's provision of well-trained personnel for state and national tourism industry, and the work of faculty researchers that relates to natural resource management and water pollution prevention exemplify this responsiveness. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, managerial, organizational, and internet assistance. The Seafood Technology Program assists businesses with the development of procedures that maximize quality, safety, and profitability of seafood products through the use of applied research, certified training, and educational materials.

UMES engages in numerous collaborative efforts to (a) increase access and opportunity for a broad spectrum of students including: the economically and educationally disadvantaged, low income adult learners, and first-generation college students; and (b) to meet other state needs. Collaborative educational connections with local school systems address the Professional Development Schools, The Redesign of Teacher Education (including the PreK-16 initiative), and other programs. For instance, Salisbury University and UMES collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and Biology/Environmental Science Programs. The Department of Human Ecology and Chesapeake Community College have implemented a 2+2 Child Development Program, that is offered via distance education.

Allegany Community College of Maryland, Frostburg State University, and UMES collaboratively offer HRM course work to the Western Region. The HRM and Aviation Science Programs conduct their baccalaureate degree preparation on selected community college campuses through articulated agreements. Additionally, the HRM program participates in the USM Shady Grove Center. Continuing education and Elder Hostel Programs are coordinated from UMES' Ocean City Center.

The University provides Special Education Programs, a teaching area of great state and national need, on the Eastern Shore at both the undergraduate and graduate levels. The University also has the only Agricultural Education and Technology Education Programs in Maryland. Access to the Salisbury-Ocean City Airport allows the Engineering and Aviation Sciences program to establish strong links with airport personnel. Physical Therapy majors provide professional service alongside staff of McCready Hospital - a 16 acute-care bed rural hospital with a 60-bed nursing home - for home residents and hospital patients of Somerset County. Agricultural and Natural Science students and faculty leaders partner with local agricultural and aquacultural business persons, to conduct and apply appropriate research findings that improve their economic base. Career and Technology Education courses are offered outside of Princess Anne, such as in downtown Baltimore at the Maryland Center for Career and Technology Education Studies in the Baltimore Museum of Industry. These courses are targeted for technology education teachers who are seeking degrees and teacher certification. UMES offers the Ph.D. in Marine-Estuarine-Environmental Sciences (MEES) and in Toxicology, in conjunction with other University System of Maryland institutions.

While the Carnegie Foundation classifies UMES as a Masters Comprehensive University, MA 1, the University aspires to achieve Doctoral/Research University-Intensive classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Physical

Therapy, (c) Organizational Leadership, and (d) Educational Leadership. To respond to widespread regional and national health care needs, especially those in rural areas, a new school of Health Professions (consisting of Departments of Physical Therapy, Physician Assistant, Exercise Science, and Rehabilitation Services) has been established at UMES.

To accommodate changes in the accountancy licensure examination, the University will develop a Masters Program in Accounting. To meet excess demand for senior management positions in the hospitality industry, a Master's degree in Hotel, Restaurant and Tourism Management will be developed. In collaboration with University of Maryland at College Park, the undergraduate program in Engineering will be enhanced at UMES. These program expansions address needed terminal degree access on the Shore, reflect current and potential strengths within the University, expressed interests of potential doctoral matriculants, and work force training needs.

The programs and initiatives discussed above are consistent and supportive of goals outlined in Maryland's Post Secondary Education Plan – 2004.

INSTITUTIONAL CAPABILITIES

UMES views with pride its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. Toward that end, the University offers programs and assistance that attract, serve, retain, and graduate first-generation college students, nationally-recognized scholars, and international clientele as part of its core capacity. Students come from over 70 different countries. At the faculty level, the University is impressively diverse. The number of full-time, non-African-American faculty exceeds the number of those of African-American descent.

Research and development activities focus on information technology, faculty and student development, agricultural and environmental sciences, and international development. UMES plays a pivotal role in responding to local, state, and international priorities through the following unique initiatives:

a) Maryland Fish and Wild Life Cooperative Research Unit

UMES currently has a linkage with the Maryland Fish and Wildlife Cooperative Research Unit (MDFWCRU) to provide graduate training in the area of natural resource management. Graduate students projects have ranged from invasive and endangered species management, habitat improvement of agricultural lands for game birds, to fresh water pond hydrology on barrier islands. The linkage between UMES and MDFWCRU is being further strengthened through the development of a unique undergraduate Wildlife and Fisheries option under the Animal and Poultry Technology program in the Department of Agriculture. This new and unique option would provide a local source of undergraduate students to support the existing graduate program.

The linkage between UMES and MDFWCRU provides the opportunity to our undergraduate and graduate students for networking, mentoring, internships, and employment with US Department of Agriculture, and the Department of

Interior, as well as related state and county agencies in the area of natural resource. Additionally, federal, state, and county departments and agencies are provided with individuals currently under-represented in the various professional fields related to natural resource management.

b) Coastal Ecology Teaching & Research Center

The UMES Coastal Ecology Teaching and Research Center (CETRC) located at Assateague Island, (six miles from the Chesapeake Bay and thirty miles from the Atlantic Ocean) plays significant national role in the diversification of the work force of the National Oceanic and Atmospheric Administration (NOAA). CETRC supports the research mission of the NOAA funded Living Marine Resources Cooperative Science Center (LMRCSC) at UMES which conducts research congruent with the interests of NOAA fisheries research. It is the only teaching facility dedicated to the study of coastal processes in the state of Maryland.

CETRC provides service to the Environmental Protection Agency (EPA) to monitor water quality; US Army Corps of Engineers for in-situ coastal ocean research; NASA for remote sensing activities; the National Aquarium as a possible holding site for injured marine mammals; Maryland Department of natural Resources for research on blue crab parasite and fisheries monitoring; UMES Hotel and restaurant Management program for training and internships in Eco-tourism; and Sea-Grant/University of Maryland Extension Service for training workshops;

The facility supports the Maryland State plan to develop highly qualified workforce for the economic growth and vitality of the State by serving as a focal point for the advanced training of elementary, junior and senior high school teachers and students in marine sciences. Thus it is an ideal venue for field trips and instruction for the UMES/Salisbury University dual degree program in biology and environmental sciences. Together with the MEES program, access to excellent facility is provided for the preparation of post secondary students for careers in research, and public policy that support a sustainable harvest and conservation of the state and nation's living marine resources; and as interpretive center for public outreach for coastal education for the public.

c) Construction Technology Partnerships

Partnerships have been established with construction and manufacturing industries throughout the state via industry advisory councils, student internships, field trips, and scholarship support. Partnerships have also been established with the local educational agencies and the Maryland State Department of Education, Division of Career Technology and Adult Learning. The Department of Technology with support from the National Science Foundation (NSF), provides statewide professional development for secondary school technology education teachers.

d) Entrepreneurial Development Institute

The Entrepreneurial Development Institute is a long-standing service project supported by the State Highway Administration's Office of Equal Opportunity. The Departments of Technology and Business, Management & Accounting

provide Weekend Institutes annually, during the fall semester. The program provides business management training for minority and disadvantaged contractors. The goal of the program is to prepare small contractors to be more successful at bidding and executing state highway projects.

e) Center of Excellence for Food Science and Technology: Partnership with USDA Agencies (Agricultural Research Service (ARS) and Food Safety and Inspection Service (FSIS))

The USDA/UMES, Center of Excellence in Food Science and Technology was established in 1995 with the signing of an MOU between UMES, ARS and FSIS and the arrival of ARS personnel on the campus. This long-standing and strong partnership between UMES and USDA has resulted in the establishment of a new Ph.D. Program in Food Science at UMES, and construction of a \$17 million dollar state-of-the art Food Science and Technology Building. The Center provides training and hands-on research experiences for undergraduate and graduate students. The primary objective of the partnership is to stimulate interest and provide access for African Americans, and other under-represented groups, to pursue advanced careers in agricultural research.

Research at the Center is focused on improving the safety, quality and value of foods produced in the Delmarva region, with emphasis on the microbiological safety of chicken meat and chicken meat products. Computer models that predict the risk of *Salmonella*, *Campylobacter* and *Listeria* infection from chicken have been developed. The models have been incorporated into a software program called the Poultry Food Assess Risk Model and distributed to food safety professionals around the world. The Center is nationally recognized as a shining example of how successful partnerships between Federal Agencies and the 1890 Land Grant Institutions and Historically Black Colleges and Universities can have a large positive impact through agricultural research on the quality of life in the United States and abroad, while simultaneously promoting the important principles of workforce diversity and civil rights.

f) International Partnerships

UMES has linkage agreements with 18 Universities and research institutions in Africa, the Caribbean, and Central America. These linkages enhance the university's international education focus through: (1) student study and research abroad, (2) faculty and student exchanges, (3) international scholar-in-residence, and (4) international development programs. The University also has several cooperative agreements with the United States Department of Agriculture, to provide technical assistance to the United States Agency for International Development.

g) Federal Aviation Administration (FAA) Designated Safety Center

UMES is expected to be designated (in November, 2005) as a Federal Aviation Administration Safety Center, which will enable the UMES Aviation Program to host Aviation Safety Seminars for the University and the Community.

h. Professional Education Unit

The Professional Education Unit at UMES consists of 16 NCATE-accredited and MSDE-state approved programs at the baccalaureate and masters level in teacher and counselor education. Collaboration with public schools is a strength of the professional education programs as the Unit has always emphasized the importance of integrated and sequenced field and clinical experiences and other professional development project and has always placed great value on the contributions made to the Unit by field partners. The Unit has formalized its collaboration with the public schools and currently has 24 Professional Development Schools in 4 counties (Caroline, Somerset, Wicomico, and Worcester). Teacher and counselor candidates are in field experiences, practica and internships at these sites. In addition, the Unit is working collaboratively with these 4 counties and the other 5 counties on Maryland's Eastern Shore (Cecil, Dorchester, Kent, Queen Anne's and Talbot) in the area of special education professional development through support from the Maryland State Improvement Grant (MSIG), now in its sixth year.

The presence of first-rate graduate faculty with strong national and international reputations increases the probability that a larger number of high performing students will enroll in the University. Faculty-student research pairs present their findings to the University, the community, funding agencies, national, and international professional conferences. Thus, UMES attracts, supports, and graduates academically capable students who have experience in research and development.

The Office of Information Technology, using a value-added strategy, is committed to leveraging the advances in information technology to support innovative research, education, and service to meet the needs of the University, students, and external constituents.

The Applied Information Technology Research and Education Center emphasizes both research and educational objectives, while providing state-of-the-art information technology services in support of government agencies, regional businesses, and university academic programs.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

University progress depends upon the success of its accountability practices; therefore, strategic planning, assessment and evaluation are key to measuring an institution's success. The University's strategic planning process ensures that we use a systematic process to engage in ongoing, dynamic and comprehensive assessment of the annual *UMES Strategic & Operations Plan*. Goals are carefully tracked and reports are regularly disseminated to assist faculty, students and administrators in using data-based decision-making to map progress.

The *UMES Strategic Plan* was developed during academic year 2003-2004. The *Plan* represents the collective effort of the President, executive units (cabinets, expanded cabinet and executive council), faculty, students, staff and community members.

The UMES 2004-2009 Strategic Plan is consistent with and supports the five goals of the *2004 Maryland State Plan for Post Secondary Education*: (1) *Quality and Effectiveness*, (2) *Access and Affordability*, (3) *Diversity*, (4) *Student Centered Learning Systems*, and (5) *Economic Growth and Vitality*.

Goal I: Continue to design and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance and excellence to meet the challenges of a highly competitive and global workforce.

- I.1 Conduct regular academic program reviews to monitor program productivity and remain relevant to workforce needs of the state and nation.
- I.2 Seek national program accreditations for eligible programs to add value to the degrees and to position the programs for greater funding opportunities and improve placement for graduates.
- I.3 Develop a comprehensive international program to support: (i) Student Study Abroad, (ii) international students and scholars, and (iii) globalization of the curricula.
- I.4 Increase the use of Information Communication Technology for teaching and learning and further develop its distance education course offerings.
- I.5 Infuse more research and creative activities to improve the learning experience of undergraduate students.

Goal II: Promote and sustain a campus environment that supports a high quality of life and learning and that responds to the needs of a diverse student population.

- II.1 Target new program initiatives to enhance the campus environment through student engagement and community partnerships.
- II.2 Use multiple approaches to provide student-centered financial services to both undergraduate and graduate students.
- II.3 Continue to develop the visual, verbal & performing arts to enrich the cultural environment for students and the larger community.
- II.4 Increase collaboration among student/faculty/staff governing bodies.
- II.5 Advance a seamless approach to enrollment management using student-centered approaches to application, admission, advising, matriculation, and graduation processes.

- II.6 Develop and conduct ongoing customer service training workshops for all campus personnel.
- II.7 Update and periodically monitor the UMES Campus Crisis Emergency Plan in order to reduce or eliminate loss of life and property damage due to natural, technological and/or criminal hazards (e.g. floods, hazardous materials, etc).
- II.8 Continue to maintain the physical facilities to ensure a safe, healthy, and attractive place for living and learning.

Goal III: Enhance university infrastructure to advance productivity in research, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development.

- III.1 Target academic, research, and cultural programs that contribute knowledge and solutions to state, national, and international problems with special priority in the areas of information technology, teacher education, allied health, and international development.
- III.2 Enhance the Research and Development Infrastructure to advance productivity in research, and technology development and transfer.
- III.3 Seek funding to increase opportunities for interdisciplinary research between UMES' academic schools and establish a Center for Social, Human, and Economic Development Research.
- III.4 Will (i) Recruit and retain a highly qualified and diverse faculty, (ii) enhance research and laboratory facilities, and (iii) collaborate and partner with other universities and agencies in biosciences and technology to advance knowledge and solutions for the state, and the nation.
- III.5 Enhance its faculty development program to increase faculty productivity in learning, inquiry, and engagement.
- III.6 Enhance its honors undergraduate program and increase research and experiential opportunities for undergraduate students.
- III.7 Leverage the reputation and strengths of existing UMES Research and Development Programs to increase local, national, and international research and development partnerships with public and private institutions.
- III.8 Advance its commercialization and community outreach initiatives by developing and marketing university resource capabilities, innovative product research and intellectual property in order to enhance economic development locally and throughout the state.

III.9 Develop programs to prepare faculty and students to resolve environmental problems in the state.

Goal IV: Redesign administrative systems to accelerate learning, inquiry and engagement (outreach)

IV.1 Allocate resources to support academic programs and research that contribute knowledge and solutions to address state, national, and international priorities.

IV.2 Use systematic visioning and planning strategies to create and maintain UMES Centers of Excellence.

IV.3 Allocate resources to support and maintain consistency with the Maryland Technology Plan and support academic scholarship in learning, discovery, and engagement.

IV.4 Revitalize its recognition and reward system to acknowledge productivity in learning, discovery, and engagement.

IV.5 Review its Capital Improvement Master Plan to ensure support of strategic initiatives in learning, discovery, and engagement.

IV.6 Consistently use the UMES Designated Research Initiative Funds (DRIF) Plan to support faculty research, commercialization, and partnerships.

IV.7 Will (i) expand partnerships with business and industry, (ii) governmental agencies, (iii) community-based organizations, and other institutions of higher education.

IV.8 Enhance its engagement with the community and constituents to increase student, faculty, and staff contributions.

IV.9 Maintain and expand the University's land-grant mission in the Eastern Shore community with a special focus on outreach initiatives in Somerset and other counties.

Goal V: Efficiently and effectively manage the resources of the University and aggressively pursue public and private funds to support the enterprise.

V.1 Conduct baseline assessments throughout all divisions to understand current trends to inform future decision-making and best practice in resource management.

V.2 Develop process and procedures manuals to standardize daily operating procedures throughout the University to serve as a guide to new employees.

- V.3 Establish and implement policies and procedures that ensure the integrity, accuracy and completeness of institutional data used for accountability and to support continuous improvement initiatives
- V.4 Continue to implement a comprehensive and integrated assessment process for institutional effectiveness and student learning outcomes and use results of assessment to make changes in programs and services.
- V.5 Develop policies and procedures that motivate managers of budgets to manage their budgets responsibly.
- V.6 Encourage all its divisions, departments and units to seek continuously new ways of enhancing the resources available to it including increasing grants from government, business, and industry and philanthropic organizations.
- V.7 Increase alumni giving and diversify sources of grants for developing research infrastructure, scholarship, and student support.
- V.8 Support faculty development and opportunities by providing training and technologies they need to deliver high quality instruction and conduct research.
- V.9 Collaborate with communities, including business and industry and keeping them informed of activities, events and programs at UMES.
- V.10 Continue to implement an integrated institutional strategic plan which links planning decision-making, enrollment management, budgeting, resource allocation, and evaluation.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE MISSION STATEMENT

SUMMARY MISSION STATEMENT

The University of Maryland University College (UMUC) is the Open University of the State of Maryland and of the United States. The University in its entirety has but one focus, the educational needs of the non-traditional student. It is UMUC's vision to become the premier global university serving non-traditional students recognized by the accessibility to its programs, the quality of its teaching, learning, and student services, and its commitment to the success of its students.

INSTITUTIONAL IDENTITY

The following overarching values are the core of UMUC's institutional identity:

- A commitment to the simultaneous achievement of academic excellence and to expanded access to higher education.
- A commitment to becoming the university of choice for working adults and other non-traditional students who comprise the University's three historical constituencies: residents of the State of Maryland; members of the U.S. Armed Services and their families; and national and international students pursuing a university education online.
- A commitment to providing outstanding undergraduate and graduate degree and certificate programs that are student-focused, workforce-relevant and clearly articulated.
- A commitment to a faculty distinguished by its superior teaching skill, the level of its professional experience, and its academic achievement.
- A commitment to achieving a position of leadership in the use of technology as a means to enable and enrich distance education.
- A commitment to providing access and excellent service to geographically-dispersed students, faculty and staff. And,
- A commitment to becoming a global community that recognizes the contributions of all its constituents—students, faculty, staff, alumni, and private and public stakeholders.

UMUC achieves these values by offering high quality academic programs and student services that are independent of time and place constraints. UMUC offers associate's, bachelor's and master's degrees, undergraduate and graduate certificates and a doctoral program in management. Degree programs are primarily in arts and humanities, behavioral and social sciences, business and management, computing, education and technology. UMUC will develop work-relevant programs appropriate to its delivery technologies in areas facing critical shortages, specifically in teacher training and health-related fields, and the institution's approach to program development emphasizes Maryland's professional workforce education needs. UMUC also offers non-credit professional development programs in executive leadership and, through its Inn and Conference Center, hosts professional conferences. UMUC's programs are delivered

either face-to-face at sites throughout Maryland or online throughout the world. UMUC is committed to fulfill its mission and provide face-to-face education at sites throughout the State in response to market demands and student needs. UMUC is the primary provider of higher education to the U.S. military and their dependents stationed overseas through its European and Asian operations. It also serves an increasing number of military personnel stationed in the U.S. UMUC is classified by the Carnegie Commission as a Master's I institution and does not foresee any changes that will affect its current classification.

INSTITUTIONAL CAPABILITIES

First and foremost, UMUC is a teaching institution. Research conducted by UMUC faculty and staff focuses on the pedagogy of distance education and the enhancement of teaching and learning outcomes. UMUC's single-most important capability is its experience in the education of non-traditional students who have to combine work and education. It is through this focus on workforce training and education that UMUC contributes to Maryland's economic development.

UMUC developed its own proprietary course management system: WebTycho. Other USM institutions have adopted (or are planning to adopt) WebTycho as their course management system, thus providing for synergies and efficiencies. UMUC also has a well-developed network of sites throughout Maryland where it offers onsite education, computer labs, advising, etc. UMUC is a critical participant in USM centers in Shady Grove and Hagerstown.

Given its history of little state support, UMUC has developed a unique spirit of entrepreneurship and flexibility that allows it to respond quickly to State workforce training needs. Its experience with the military overseas has provided UMUC with a global footprint that eventually may be enhanced to reach international markets. UMUC is committed to collaborating and cooperating with other Maryland institutions, both public and private, and actively seeks partnerships with those institutions, particularly other USM institutions and community colleges, to benefit Maryland citizens. UMUC has an unusual alliance program with community colleges, whereby students are able to attend both a community college and UMUC at the same time. In coordination with the Maryland Partnership for Teaching and Learning K-16, UMUC is committed to establishing relationships with Maryland high schools to offer, online, college courses to advanced students.

UMUC is also committed to seeking and forming innovative partnerships with universities worldwide to further its mission to serve Maryland in an increasingly global environment. In addition, UMUC pursues relationships with private corporations and entities to become their educational provider of choice.

With the changing demographics of the State and the Nation (more minority and immigrant students and the increasing need for a highly educated work force), UMUC is well placed to continue providing access to higher education to students for whom the traditional path is not an option.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Two overarching themes characterize the goals adopted by UMUC in its strategic plan: quality and growth. Quality: UMUC must differentiate itself through the recognizable quality of its programs and services and through leadership in the use of technology. Growth: To remain fiscally viable, UMUC must plan for an aggressive growth strategy.

Quality

1. UMUC, as an open admissions institution, will maximize the success of its students by developing innovative approaches to their retention and graduation, and by investing in the academic resources and support services that help students achieve their educational goals.
2. UMUC will recruit, select, train, support, and retain a strong cadre of full-time and part-time faculty who are distinguished by their professional experience, academic achievement and ability to foster student learning.
3. UMUC will embed learning outcomes into the culture of the University such that it ~~will be able to demonstrate the effectiveness of its faculty and the success of its students in achieving their educational goals.~~
4. UMUC will deliver and continuously expand a high-quality program portfolio that is work-relevant and market-driven with clear paths to degree completion.
5. UMUC will achieve national leadership in the use of technology in the delivery of quality education and student services.

Growth

6. UMUC will create and implement a vision of Maryland as a statewide "campus" that provides affordable tuition and seamlessly integrates into one operation: community college partnerships, regional centers, expanded on-the-ground presence that includes face-to-face instruction and on-site support, and online classes and seminars.
7. UMUC will sustain a level of national and international enrollment growth such that it will be able to determine its own future and achieve national eminence.
8. UMUC will strengthen its position as the premier provider of higher education to military students by expanding its share of the military market.
9. UMUC will transform the way it organizes itself so that it can sustain the level of growth it needs to prosper, deliver excellent programs and services, and meet the challenges of competition from for-profit providers.

The goals and objectives established by UMUC in its strategic plan both support and provide institutional specificity to the broader goals and objectives of the 2004 Maryland State Plan for Postsecondary Education.

State Plan Goal 1: Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.

UMUC has become nationally and internationally eminent in the field of distance education, particularly online delivery. Its growth plans are driven by the demographic needs facing the State. ~~And its business plan, based on increasing its out-of-state enrollments, assumes maintaining or lowering the cost of education for Maryland students.~~

State Plan Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

By promoting affordable access to Marylanders with time and income constraints, and family and professional responsibilities, UMUC fulfills its mission as an Open University. Through its business plan, UMUC is committed to stable and affordable undergraduate resident tuition rates. UMUC is also committed to allocating to need-based institutional financial aid the revenues associated with at least one percentage point of any increases in tuition. UMUC is committed also to providing a breadth of course ~~inventory and course formats to facilitate access; that includes online, face-to-face,~~ accelerated, weekend, and mixed format courses. Through articulation agreements and other partnerships, UMUC is committed to working with Maryland community colleges and regional higher education centers to facilitate increased access to higher education. As needed, UMUC will increase its capacity to address the State of Maryland's needs.

State Plan Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

UMUC's history of educating non-traditional students is reflected in the demographics of its student body. Forty-three percent of UMUC students are minority; indeed, UMUC currently enrolls more African-American students than any other institution in Maryland - including the HBCUs. Eighty percent of UMUC undergraduate students work full-time; 48% make less than \$40,000 a year; 55% have children; 17% are working single parents; 42% are first-generation college; 18% are foreign-born; the native language of 13% was not English; and 32% are economically-disadvantaged students. Through its open university mission and business plan, UMUC is a significant contributor to the State's goal to ensure equal educational opportunity.

State Goal 4: Strengthen and expand teacher preparation programs and support student-centered, preK-16 education to promote student success at all levels.

UMUC is committed to the preparation of teaching professionals. UMUC offers the Master of Arts in Teaching degree through which graduates of non-education programs can attain teacher certification. Through its Resident Teacher Certification, in partnership with Prince George's County Public Schools and the Maryland Alternative Routes to Certification Options grant, UMUC is responsive to the immediate need to address teacher shortages in Prince George's County and throughout Maryland. Additionally, UMUC is committed to professional development of in-service teachers

and enhances teachers' knowledge of pedagogy and instructional technology across content areas through the Master of Education degree.

State Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

UMUC contributes to the economic growth and development of Maryland by its focus on the education and training of the State workforce. Through its sites located throughout Maryland and through its online offerings, UMUC brings higher education to the entire workforce in Maryland, irrespective of geography, time and family constraints. Additionally, UMUC seeks opportunities to enhance the development of knowledge and technology to supplement its focus on the education and training of a highly-trained workforce. One such example is the establishment of the UMUC Security Studies Laboratory, which is recognized as an Information Assurance Education Center of Academic Excellence by the National Security Agency. UMUC also offers a wide range of undergraduate and graduate certificates to address specific educational needs of working professionals. Also, through the National Leadership Institute, UMUC offers Maryland's employers the opportunity to develop the leadership skills of their managers. Indeed, UMUC's offerings appeal to the entire spectrum of Maryland's workforce.

UNOFFICIAL COPY OF HOUSE BILL 96

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(51r1186)

ENROLLED BILL

-- Appropriations/Education, Health, and Environmental Affairs --

Introduced by Delegates Boschert, Frush, Menes, and Moe

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this
day of at o'clock, M.

Speaker.

CHAPTER

1 AN ACT concerning

2 Higher Education - University of Maryland University College - Governing
3 Authority

4 FOR the purpose of establishing that the University of Maryland University College
5 is an instrumentality of the State; providing that the exercise of certain powers
6 by the University of Maryland University College is for a certain purpose;
7 ~~establishing that the Maryland Tort Claims Act applies to certain claims or~~
8 ~~actions against the University of Maryland University College under certain~~
9 ~~circumstances; providing that the sovereign immunity of the University of~~
10 ~~Maryland University College is not waived under certain circumstances;~~
11 authorizing a custodian to deny inspection of certain public records pertaining to
12 the University of Maryland University College; prohibiting a custodian from
13 denying inspection of certain public records relating to the University of
14 Maryland University College under certain circumstances; declaring the intent
15 of the General Assembly; clarifying the name of a certain institution; and
16 generally relating to the governing authority and operations of the University of
17 Maryland University College.

1 BY repealing and reenacting, with amendments,
 2 Article - Education
 3 Section 13-101
 4 Annotated Code of Maryland
 5 (2004 Replacement Volume and 2004 Supplement)

6 BY adding to
 7 Article - State Government
 8 Section 10-618(l)
 9 Annotated Code of Maryland
 10 (2004 Replacement Volume)

11 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
 12 MARYLAND, That the Laws of Maryland read as follows:

13 **Article - Education**

14 13-101.

15 (A) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT THE UNIVERSITY OF
 16 MARYLAND UNIVERSITY COLLEGE ~~RECEIVE THE FUNDS NECESSARY TO:~~

17 (1) OPERATE AS MARYLAND'S OPEN UNIVERSITY SERVING
 18 NONTRADITIONAL STUDENTS WHO RESIDE IN MARYLAND, THE UNITED STATES, AND
 19 THROUGHOUT THE WORLD;

20 (2) PROVIDE THE CITIZENS OF MARYLAND WITH AFFORDABLE, OPEN
 21 ACCESS HIGHER EDUCATION; AND

22 (3) CONTINUE AS A LEADER IN DISTRIBUTED HIGHER EDUCATION.

23 [(a)] (B) (1) There is a [University College in the University of Maryland]
 24 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE which is not a new [branch]
 25 CONSTITUENT INSTITUTION of the University SYSTEM of Maryland.

26 (2) AS A CONSTITUENT INSTITUTION OF THE UNIVERSITY SYSTEM OF
 27 MARYLAND, THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE IS AN
 28 INSTRUMENTALITY OF THE STATE AND A UNIT OF STATE GOVERNMENT.

29 (3) THE EXERCISE BY THE UNIVERSITY OF MARYLAND UNIVERSITY
 30 COLLEGE OF ITS ~~CONFERRED~~ POWERS, INCLUDING ITS OVERSEAS OPERATIONS, IS
 31 THE PERFORMANCE OF AN ESSENTIAL PUBLIC FUNCTION.

32 [(b)] (C) The provisions of § 12-105(a) of this article do not apply to the
 33 overseas operations of [University College. University College] THE UNIVERSITY OF
 34 MARYLAND UNIVERSITY COLLEGE. THE INSTITUTION may spend the appropriation
 35 without the approval of the Board of Public Works and without submitting a detailed
 36 budget schedule to the Board of Public Works.

1 ~~(D)~~ (1) TITLE 12, SUBTITLE 1 OF THE STATE GOVERNMENT ARTICLE
 2 ("MARYLAND TORT CLAIMS ACT") APPLIES TO CLAIMS OR ACTIONS AGAINST THE
 3 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE AND ITS EMPLOYEES.

4 (2) SUBJECT TO ALL EXCLUSIONS AND LIMITATIONS IN THAT SUBTITLE,
 5 THE IMMUNITY OF THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE IS
 6 WAIVED TO THE EXTENT OF ANY APPLICABLE LIABILITY INSURANCE PURCHASED BY
 7 THE UNIVERSITY OR THE STATE TREASURER.

8 (3) THIS SUBSECTION MAY NOT BE CONSTRUED TO WAIVE OR
 9 ABROGATE SOVEREIGN IMMUNITY WITH RESPECT TO ANY CLAIM THAT IS NOT
 10 COVERED BY OR EXCEEDS THE LIMITS OF AN INSURANCE POLICY.

11 (4) THIS SUBSECTION MAY NOT BE CONSTRUED TO WAIVE OR
 12 ABROGATE THE IMMUNITY OF THE UNIVERSITY OF MARYLAND UNIVERSITY
 13 COLLEGE UNDER THE ELEVENTH AMENDMENT TO THE UNITED STATES
 14 CONSTITUTION.

15 [(c)] ~~(E)~~ (D) [University College] THE UNIVERSITY OF MARYLAND
 16 UNIVERSITY COLLEGE shall prepare an annual financial information statement for
 17 the next following fiscal year and shall submit the statement to the Department of
 18 Budget and Management each year before October 1. The annual financial
 19 information statement shall include for the next following fiscal year:

20 (1) An estimate of the total revenues of [University College] THE
 21 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE, including revenues from tuitions,
 22 fees, gifts, grants, and interest income;

23 (2) An estimate of the value of services which the other units of the
 24 University of Maryland and other State agencies provide to [University College] THE
 25 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE; and

26 (3) An estimate of the total cost of salaries and personnel benefits for
 27 employees of [University College] THE UNIVERSITY OF MARYLAND UNIVERSITY
 28 COLLEGE.

29 ~~[(d)]~~ ~~(F)~~ (E) (1) The interest or income from the investment of the funds of
 30 [University College] THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE by the
 31 State Treasurer shall be credited to [University College] THE UNIVERSITY OF
 32 MARYLAND UNIVERSITY COLLEGE.

33 (2) Any unexpended or unencumbered balance of the annual
 34 appropriation for [University College] THE UNIVERSITY OF MARYLAND UNIVERSITY
 35 COLLEGE, except any appropriation from the General Fund of the State, shall not
 36 revert to the General Fund of the State at the end of the State's fiscal year.

37 [(e)] ~~(G)~~ (F) [University College] THE UNIVERSITY OF MARYLAND
 38 UNIVERSITY COLLEGE may:

1 (1) Purchase, lease, or rent motor vehicles for use in overseas programs;
2 and

3 (2) Purchase, lease, or rent mechanical or electronic data or information
4 processing equipment and related services for its overseas programs.

5 ~~[(f)]~~ ~~(H)~~ ~~(G)~~ (1) Each year [University College] THE UNIVERSITY OF
6 MARYLAND UNIVERSITY COLLEGE shall cause an independent certified public
7 accountant to prepare audited financial statements of [University College] THE
8 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE in accordance with generally
9 accepted auditing standards accompanied by the auditor's report on the statements.

10 (2) The provisions of § 12-105(f) of this article do not apply to
11 [University College] THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
12 overseas programs.

13 Article - State Government

14 10-618.

15 (L) (1) A CUSTODIAN MAY DENY INSPECTION OF ANY PART OF A PUBLIC
16 RECORD THAT RELATES TO THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE'S
17 COMPETITIVE POSITION WITH RESPECT TO OTHER PROVIDERS OF EDUCATION
18 SERVICES AND THAT CONTAINS:

19 (4) A PROPOSAL GENERATED, RECEIVED, OR NEGOTIATED BY THE
20 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE RELATED TO A BUSINESS
21 TRANSACTION;

22 (2) PRICES OR FEES CHARGED BY THE UNIVERSITY OF MARYLAND
23 UNIVERSITY COLLEGE RELATED TO A BUSINESS TRANSACTION; OR

24 (3) RESEARCH OR ANALYSIS RELATED TO THE UNIVERSITY OF
25 MARYLAND UNIVERSITY COLLEGE'S COMPETITIVE POSITION WITH RESPECT TO
26 OTHER EDUCATIONAL INSTITUTIONS.

27 (I) FEES, TUITION, CHARGES, AND ANY INFORMATION
28 SUPPORTING FEES, TUITION, AND CHARGES, PROPOSED, GENERATED, RECEIVED, OR
29 NEGOTIATED FOR RECEIPT BY THE UNIVERSITY OF MARYLAND UNIVERSITY
30 COLLEGE, EXCEPT FEES, TUITION, AND CHARGES PUBLISHED IN CATALOGUES AND
31 ORDINARILY CHARGED TO STUDENTS;

32 (II) A PROPOSAL GENERATED, RECEIVED, OR NEGOTIATED BY THE
33 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE, OTHER THAN WITH ITS
34 STUDENTS, FOR THE PROVISION OF EDUCATIONAL EDUCATION SERVICES; OR

35 (III) ANY RESEARCH, ANALYSIS, OR PLANS COMPILED BY OR FOR
36 THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE RELATING TO ITS
37 OPERATIONS OR PROPOSED OPERATIONS.

5

UNOFFICIAL COPY OF HOUSE BILL 96

1 (2) A CUSTODIAN MAY NOT DENY INSPECTION OF ANY PART OF A
2 PUBLIC RECORD UNDER PARAGRAPH (1) OF THIS SUBSECTION IF:

3 (I) THE RECORD RELATES TO A PROCUREMENT BY THE
4 UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE:

5 (II) THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE IS
6 REQUIRED TO DEVELOP OR MAINTAIN THE RECORD BY LAW OR AT THE DIRECTION
7 OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND; OR

8 (III) 1. THE RECORD IS REQUESTED BY THE EXCLUSIVE
9 REPRESENTATIVE OF ANY BARGAINING UNIT OF EMPLOYEES OF THE UNIVERSITY OF
10 MARYLAND UNIVERSITY COLLEGE:

11 2. THE RECORD RELATES TO A MATTER THAT IS THE
12 SUBJECT OF COLLECTIVE BARGAINING NEGOTIATIONS BETWEEN THE EXCLUSIVE
13 REPRESENTATIVE AND THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE; AND

14 3. THE EXCLUSIVE REPRESENTATIVE HAS ENTERED INTO A
15 NONDISCLOSURE AGREEMENT WITH THE UNIVERSITY OF MARYLAND UNIVERSITY
16 COLLEGE TO ENSURE THE CONFIDENTIALITY OF THE INFORMATION PROVIDED.

17 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take
18 effect October 1, 2005.

**Mission and Goals Statement
University of Maryland Biotechnology Institute**

SUMMARY MISSION STATEMENT

UMBI's mission is to conduct groundbreaking research in key areas of biotechnology, to make fundamental discoveries, generate innovative solutions to practical problems, and develop new technologies for commercial application. UMBI is committed to providing an exceptional environment for specialized training and to mentoring tomorrow's biotechnology workforce while promoting economic growth. The following goals guide UMBI in pursuit of this mission:

1. Integrate and build scientific expertise at UMBI to foster research programs that focus on problems important to society.
2. Enhance the impact and value of UMBI's cutting edge science and technology to ensure the vitality of Maryland's biotechnology enterprise.
3. Capitalize on UMBI's dynamic research environment to train scientists, educate the workforce in critical technologies, and to inform the public on important issues involving biotechnology.
4. Maximize the economic impact of UMBI's programs.

INSTITUTIONAL IDENTITY

The University of Maryland Biotechnology Institute (UMBI) was established in 1985 through the joint authorization of the University System of Maryland (USM) Board of Regents and the Maryland State Legislature. This action signaled the intent of the USM and the State to make a major commitment to the cutting edge science and technology of the 21st century. The mandate assigned to UMBI emphasizes the advance of biotechnology research and its application to pressing issues of concern to the region and nation, including areas significant to the well being of the citizenry, and to the vitality of the State's economic development.

UMBI has established interdisciplinary research that traverses and interconnects both the traditional and the innovative fields that comprise biotechnology. The Institute is administratively a separate and independent campus of the USM with a network of research centers strategically located within Maryland's principal biotechnology and biomedical research clusters. The Center for Biosystems Research (CBR) emphasizes the application of multiple experimental approaches to study complex biological systems. The Center for Advanced Research in Biotechnology (CARB) focuses on the structure, function, design and evolution of biological macromolecules. The Center of Marine Biotechnology (COMB) applies the tools of modern biology and biotechnology to study, protect and enhance marine and estuarine resources. The Institute of Human Virology (IHV) emphasizes the study of human viruses and virally-linked cancers. The Medical Biotechnology Center (MBC) works to create and apply state-of-the-art biochemical, molecular and cellular technologies to study human disease mechanisms.

The core of the UMBI mission resides in the integration of research, education, and public service through partnerships with other USM institutions, government agencies, industry, and the State's educational systems. With research centers focused on the most scientifically and economically important aspects of biotechnology, UMBI seeks to develop internationally recognized research programs, to educate and train future generations of scientists, to serve as a resource for public outreach programs, and to be a catalyst and focal point for economic development in biotechnology in the State and nation.

To accomplish its mission UMBI has attracted an outstanding and diverse research faculty. The proficiency and achievements of the faculty, postdoctoral associates, and staff are the basis for program excellence, including the extension of research expertise to education, training, and economic development. By leveraging the support of the State, UMBI has attracted competitive research grants and industry collaborations allowing the UMBI faculty to build research programs that are highly regarded nationally and internationally.

In summary, as the biotechnology industry grows nationwide and in Maryland, UMBI has the responsibility to establish a critical mass of research expertise, programs, and facilities that drive advances in biotechnology research as the basis for knowledge generation and application, education, and economic development.

INSTITUTIONAL CAPABILITIES

The strength of UMBI's programs is and will continue to be a reflection of the interest, energy, and expertise of its faculty and staff. Their work and its implications evolve as an integrated system and are expressed in the arenas of research, education and applications development. UMBI has been successful in appointing eminent senior faculty as well as high potential junior faculty who were aggressively recruited by other prestigious institutions. The challenging intellectual environment sustained by these talented and productive scientists along with a commitment to provide a reward system compatible with high level faculty achievement will continue to attract exceptionally qualified scientists. UMBI's specialized research infrastructure including core facilities, complements our scientists' expertise and positions UMBI to sustain and extend Maryland's leadership position in biotechnology research and training.

As UMBI research programs have developed there has been a continuing advance in cooperative research activities with the biotechnology community. Collaborations with Maryland and national companies have demonstrated the willingness and ability of UMBI scientists to apply their laboratory discoveries to commercial uses. Elucidation of the life cycle of the blue crab in an environmentally friendly biosecure recirculating aquaculture facility, provision of HIV/AIDS clinical services to patients both locally in the Baltimore region and globally through our programs in Africa and the Caribbean, and the conversion of crab shell wastes into a product for commercial use are illustrative of

the commitment of UMBI to applying fundamental research to areas of social significance while contributing to the State's economic development. Such activities will be enhanced by further encouraging faculty to collaborate with local businesses and to engage in entrepreneurial activities.

Collaborations with USM degree-granting institutions have allowed UMBI to fulfill an important part of its education mission. UMBI faculty serve as advisors for students who are enrolled at other institutions, but who wish to pursue their dissertation research in an area of specialization unique to one of the UMBI research center laboratories.

Participation in the graduate education enterprise includes teaching in graduate courses for interdisciplinary programs such as the MEES and Molecular and Cell Biology programs at multiple USM campuses. UMBI's distinguished and accomplished faculty and innovative research have also attracted talented postdoctoral associates from local, national, and international universities. UMBI provides bioscience laboratory experience to Maryland undergraduates through summer research experiences and semester internships.

UMBI is committed to providing educational opportunities to minority students. The UMBI Institute for Human Virology provides year round research experiences in the Animal Core Facility labs for Morgan State students. Scientists at the Center of Marine Biotechnology, working with colleagues from UMES and other minority-serving institutions, have established grant-funded programs such as the LMRCSC designed to recruit and retain minority students in fisheries graduate studies and careers. By continued joint activities with Maryland's Historically Black Institutions, UMBI expects to increase the interest of minority students in advanced studies and careers in academia and in the Maryland technology sector.

UMBI has established a basis for distance education activities through use of Interactive Video Network (IVN) technology as a means of engaging faculty dialogue across UMBI centers and the USM. Some UMBI faculty members take advantage of the IVN system to deliver their graduate instruction to students at remote locations. The further development of uses for IVN technology augmented by internet-based asynchronous communications has the potential for making available UMBI faculty expertise to USM colleagues, scientists in business and industry, and the various components of the State's education system.

For over ten years, UMBI has demonstrated its strong commitment to K-12 education and workforce development by providing quality, relevant lab-based education programs for students and teachers. These programs are derived from the world-class research in biotechnology currently being conducted at our five research centers and serve to enhance K-12 science education through the development of basic laboratory skills and advancing participant understanding of scientific concepts and processes. Programs are offered onsite in the SciTech teaching labs at the Columbus Center in Baltimore and offsite via the mobile MdBioLab that provides hands-on science experiences to students and teachers at schools across Maryland. Student learning achieved through these programs is complemented and reinforced by the Maryland Loaner Lab program. The

Loaner Lab initiative provides the experiential curriculum and teacher guide as well as the necessary equipment and consumables for laboratory investigations that are conducted in the home classroom. All UMBI programs meet MSDE's Voluntary Curriculum for Science.

UMBI works to enhance science teacher preparation not only through the programs described above but also by partnering with MSDE to offer the Governor's Academy in Science and through the Maryland K-16 Partnership for Teaching and Learning. Using NSF funding acquired by the K-16 Partnership, UMBI has developed an innovative program, Extended Professional Experience in Research for Teachers (ExPERT). The ExPERT program provides a four-week, immersive research experience and mentoring to science teachers. This summer program helps teachers design inquiry-based activities that can be applied to their classroom curricula, and helps them promote inquiry-based methodologies in their classroom.

Workforce development is both a long-term and a short-term need in Maryland. UMBI is cooperating with the Governor's Workforce Investment Board, DBED, the community colleges, local governments and industry to identify and meet workforce development needs in the biotechnology sector. These efforts are expanding with the opening of UMBI's GMP training facility at the Shady Grove location and in response to the development of two bioparks in Baltimore City.

Public awareness of the benefits and risks of advances in all areas of biotechnology is critical to the success of the UMBI research and economic development missions. UMBI provides informal education experiences aimed at elected and appointed government officials, journalists and other opinion molders, public policy makers, and educators to acquaint these audiences with such subjects as risk analysis, regulatory issues in biotechnology, ethics, stem cell research, etc. Through such programs UMBI will seek to provide a forum for unbiased exploration and discussion of issues and concerns that will determine the future course of biotechnology in this country and worldwide.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

UMBI is a research institute and does not grant degrees. As such, UMBI contributes to the research eminence of the USM and addresses the State's needs in advancing research, technology commercialization and workforce development as outlined under Goal 5 of the 2004 Maryland State Plan for Postsecondary Education. Further, UMBI efforts to strengthen science teacher preparation and to provide authentic science experiences to K-16 students (including minorities) accrue added value to the State. The mission related goals and objectives to be addressed by UMBI include:

Goal 1. Integrate and build scientific expertise at UMBI to foster research programs that focus on problems important to society.

Objective 1: Leverage State funds by utilizing program grants, training grants, seed funding and reinvestment of indirect revenue funds to build critical mass for research programs.

Objective 2: Stimulate cross-disciplinary scientific exchange through holding UMBI-wide retreats and workshops in emerging areas of biotechnology to foster development of new inter-Center and inter-institutional research programs.

Objective 3: Expand use of state-of-the-art UMBI core facilities to support large-scale integrative research programs that advance biotechnology and attract strategic partners and funding for translational research.

Goal 2. Enhance the impact and value of UMBI's cutting edge science and technology to ensure the vitality of Maryland's biotechnology enterprise.

Objective 1: Recruit exceptionally talented scientists and staff that cultivate an environment for multidisciplinary basic and applied research.

Objective 2: Establish new collaborations to address the most challenging problems in biotechnology.

Objective 3: Work closely with partners to translate breakthroughs in basic science to solve practical problems in biotechnology.

Goal 3. Further capitalize on UMBI's dynamic research environment to train scientists, educate the workforce in critical technologies, and to inform the public on important issues involving biotechnology.

Objective 1: Broaden the scope of training and mentoring provided to undergraduate, graduate and postdoctoral trainees to enhance their preparation for careers in biotechnology.

Objective 2: Augment programs and initiatives that enhance formal education and training in the biosciences for K-12 students and teachers.

Objective 3: Develop coordinated, results-oriented education and training programs for the bioscience workforce in both the public and private sectors.

Goal 4. Maximize economic impact of UMBI's programs.

Objective 1: Create technology jobs and fuel innovation through sponsored research funding and research partnerships with industry, academic, federal laboratories, as well as state agencies and technology development organizations.

Objective 2: Develop and protect technologies through selective patenting of discoveries with potential commercial value.

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MISSION STATEMENT

University of Maryland Center for Environmental Science

INSTITUTIONAL IDENTITY

The University of Maryland Center for Environmental Science (UMCES) is a research and service institution of the University System of Maryland and a world leader in the science of coastal environments, including their watersheds. The Center's faculty advances knowledge through scientific discovery, integration, application, and teaching, leading toward a holistic understanding of the environment and its natural resources. The Center's programs are conducted through three geographically distinct laboratories (Appalachian Laboratory in Frostburg; Chesapeake Biological Laboratory on Solomons Island; and Horn Point Laboratory near Cambridge). The Center originated with the founding of the Chesapeake Biological Laboratory in 1925.

Through its role as the responsible institution for administration of the Maryland Sea Grant College (located in College Park) and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and education within the University System.

In addition to the legislative mandates in Education Article Section 10-209, the Center operates under a specific legislative mandates (Natural Resources Article Section 3-403) to "conduct a comprehensive program to develop and apply predictive ecology for Maryland to the improvement and preservation of the physical environment." In pursuing this mission, UMCES plays a key role in supporting Maryland's international reputation for progressive environmental management and sustainable economic development.

Fundamental scientific discovery and applied research are core functions of UMCES and support the application of results to environmental challenges and the education of the next generation of scientists and resource managers. Through these functions, UMCES has become nationally and internationally respected for the excellence and multidisciplinary nature of its research, its success in applying scientific knowledge to the management of the Chesapeake Bay and its watershed, and its multifaceted collaborations in education.

While UMCES does not grant degrees, its faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions. Most are enrolled in the System-wide graduate program in Marine, Estuarine, and Environmental Sciences (MEES), the Frostburg State University graduate programs in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology, or the System-wide graduate program in Toxicology. These multi-campus programs are leaders in the use of the Interactive Video Network and the Internet in graduate instruction. Within these programs students focus their M.S. or Ph.D. thesis research on oceanography; fisheries science and management; environmental chemistry and toxicology; marine, aquatic and terrestrial ecosystems; and environmental and natural resource management.

The Center provides numerous high-quality services through its environmental education programs to K-12 students and teachers, information-rich environmental outreach, and, through the Maryland Sea Grant College, applied knowledge to relevant industries (environmental technologies, aquaculture, seafood processing, etc.). UMCES also executes its statutory responsibility to provide sound scientific information and advice to Maryland state agencies and the General Assembly.

INSTITUTIONAL CAPABILITIES

The University of Maryland Center for Environmental Science operates state-of-the-art laboratory facilities at its three locations across the State. These include specially designed laboratories for chemical and biological experiments and analyses, seawater systems for maintenance of and experimentation with marine and estuarine organisms, shellfish and finfish aquaculture hatcheries and culture ponds, greenhouses, computational and geographic information systems, a research vessel, automated environmental observing systems, and limited housing for students and visiting researchers. The Center's faculty has notable disciplinary expertise in oceanography; ecology; environmental chemistry; toxicology; natural resource science related to fisheries, aquaculture and forestry; environmental economics; and environmental and resource management. It has integrated this expertise into five nationally prominent, foundational research strengths: interdisciplinary research in estuarine and coastal dynamics, fisheries ecosystem science, environmental chemistry and toxicology, the ecology of terrestrial landscapes and watersheds; and cycling, transport, and effects of nutrients.

A hallmark of the Center's science is a collaborative, multidisciplinary approach to discovery, integration, application, and education in response to the challenging environmental issues of the 21st century. The Center's faculty members actively collaborate with each other and with faculty members at other USM institutions and scientists throughout the world. UMCES relies on its strong relationship with other USM institutions to provide high-quality graduate education to more than 130 students enrolled at those institutions but based at the Center's laboratories. These relationships also provide broad opportunities to increase the diversity of participation in environmental science.

Center faculty members provide national and international leadership by directing research and monitoring programs, conducting national assessments of key environmental issues, serving on professional society and editorial boards, and participating in numerous review panels for research programs.

As the responsible USM institution for the Maryland Sea Grant College, a partnership among the National Oceanic and Atmospheric Administration, University System, and state of Maryland, UMCES has an important responsibility to the regional scientific community, state and federal government. UMCES shares with Sea Grant a mission of promoting the wise use of marine resources, and, through Sea Grant, works

with other research and educational institutions in the State, state agencies, and numerous stakeholders to achieve shared goals.

The Center contributes to meeting the legislative mandates of the University System of Maryland in numerous ways, specifically including:

1. achieving national eminence as one of the premier research centers dealing with the science of coastal environments;
2. uniquely, integrating research, public service, and education related to the environment and natural resources of Maryland and the Chesapeake Bay region;
3. recruiting and retaining an nationally and internationally prominent faculty;
4. attaining research funding and private support far in excess of its state support;
5. promoting economic development related to environmental technologies, maritime commerce, and natural resource utilization;
6. maintaining active outreach with state and federal agencies, business, public elementary and secondary schools, and the general public; and
7. actively collaborating with other public higher education institutions in Maryland, particularly with regard to graduate education

SHORT AND LONG RANGE GOALS AND MEASUREABLE OUTCOMES

In response to the external framework provided by the Maryland State Plan for Postsecondary Education and the USM Strategic Plan and in fulfillment of the Center's legislative mandate, aspirations, internal planning priorities (as developed in *From Vision to Reality: Strategic Plan of the University of Maryland Center for Environmental Science, 2004*), and its Managing for Results goals and objectives, the following institutional objectives and outcomes are identified:

1. Strengthen the Center's capabilities to promote discoveries by building on its fundamental research strengths along four strategic directions: science to support ecosystem-based management, multi-scale environmental restoration, linking observing systems and forecasts from mountain to sea, and regional consequences of climate change and variability. Collectively, these support the Center's legislative mandate to develop and apply a predictive ecology in the context of the early part of the 21st century. Progress will be reflected in part by:
 - a. steady growth in sponsored research support;
 - b. influential, widely cited, and peer reviewed publications;
 - c. success in developing and supporting innovative, multidisciplinary research programs; and
 - d. peer recognition as a member of the top-most tier of institutions involved in coastal and watershed science.

2. Continue the evolution of the Center's capacity for integration and application through the Integration and Application Network (IAN) which facilitates transdisciplinary integration of environmental sciences and provides a mechanism to provide scientifically sound advice to the environmental and resource management communities of the Chesapeake Bay region and beyond. Progress will be reflected in part by:
 - a. attraction of substantial external support for these activities;
 - b. reputation as the most effective academic institution in applying environmental science for the restoration and management of the Chesapeake Bay and its watershed; and
 - c. national and international leadership in scientific assessments of critical issues facing coastal environments and their watersheds.
3. Build on the Center's success in collaborative graduate education programs by updating and reforming these programs to meet the changing societal and scientific needs, competing more successfully for the most qualified students, and providing expanded opportunities for continuing professional education, including internet delivery of instruction. Progress will be reflected in part by:
 - a. effectiveness in reforming the USM graduate program in Marine-Estuarine-Environmental Sciences and improving the national ranking of that program;
 - b. stronger qualifications of entering graduate students and greater professional success (awards, placement, etc.) of degree recipients; and
 - c. establishment of a successful program for continuing education for environmental science professionals.
4. Expand the role of the Center and the Maryland Sea Grant College in environmental education and awareness of Maryland's school children and citizens by providing State-wide leadership; offering hands-on experiences at the laboratories; contributing to teacher education; and providing scientifically sound information to the public. Progress will be reflected in part by:
 - a. increases in the numbers of students reached and teachers trained through practical experience; and
 - b. greater public awareness of issues confronting Maryland's environmental future and the contributions of its citizens to stewardship.
5. Support the leadership of the Center's faculty within the scientific community, and advance environmental science in the University System of Maryland, the State, the Chesapeake Bay region, and the nation. Progress will be reflected in part by:

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- a. achieving and maintaining nationally competitive salaries for attracting and retaining the most accomplished faculty;
 - b. participation of faculty members in national scientific activities, including professional society offices, boards, and committees; and
 - c. success of collaborative programs in environmental science within the USM.
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**FOUR-YEAR
PUBLIC INSTITUTIONS**

Mission Statement

Morgan State University
September 2005

Institutional Identity

The University is designated by legislative statute as Maryland's Public Urban University. As such, it gives priority to addressing the needs of the population of metropolitan Baltimore within the context of its statewide responsibilities for academic instruction, research, and service. Morgan also is one of the Nation's premier historically black institutions of higher education. It is one of a select group of HBCUs offering a comprehensive range of undergraduate programs, awarding master's and doctoral degrees in a significant number of disciplines, and having significant programs of research and public service.

These characteristics as well as its tradition of serving an academically and demographically diverse student body place it in a unique position among Maryland institutions to serve the increasingly heterogeneous population of the state and the special needs of Baltimore City. While committed to educating a culturally diverse and multi-racial population, the University also makes an important contribution to increasing the educational attainment of Maryland's rapidly-growing African-American population in fields and at degree levels where it is under-represented.

Teaching is central to the University's mission. As a comprehensive university, it recognizes the close inter-relationship between quality teaching, research, and public service. It also gives priority to research in fields in which it offers graduate programs, that promote the educational process, and that increase the knowledge base necessary to improve the quality of life of residents of the Baltimore Metropolitan Area and of the state. The University places particular emphasis on integrating appropriate resources from its graduate, research, and service programs into its undergraduate curriculum in order to enhance student educational experiences and to motivate students to pursue advanced study. The campus is committed to utilizing its resources through programs of service to enrich the educational, economic, social and cultural life of the Baltimore Metropolitan Area and the State of Maryland.

Morgan offers a comprehensive range of academic programs at the bachelor's level in the arts and humanities. It places particular emphasis on programs in business, education, engineering, and the sciences. The University meets the Carnegie criteria for Doctoral/Research-Intensive institutions. Morgan is committed to offering graduate programs in fields that undergird and reinforce its undergraduate offerings, that provide for the continuing education of the population of the region, and/or in which minorities are substantially under-represented.

Institutional Capabilities

The University enrolls a student body from a wide variety of academic and socio-economic backgrounds, a characteristic that positions the campus to address of the State's very diverse young population. Morgan enrolls a relatively broad segment of the young population, from those who have outstanding pre-college preparation to those who require support to realize their potential in college and complete a degree. As part of this commitment, it has and will continue to reserve up to 20% of places in its freshman class for students who do not meet all of its freshmen admission criteria but who exhibit potential for success in college. While this positions Morgan to serve students from a wide variety of backgrounds, this orientation is particularly important in serving the rapidly growing African-American population, which is considerably less likely to obtain a college degree than majority students. The state's future social and economic well-being is closely tied to ensuring that as many of its citizens as possible are qualified to fully participate in an economy that places a premium on a college education. The University is capable of educating significant numbers of citizens who might not otherwise be available to meet critical needs of employers.

Morgan's program emphasis is designed to place it in a position to make a major contribution to the needs of the job market and more broadly to society. The University leads all campuses in the state in the number of bachelor's degrees awarded to African-Americans in general and in key fields such as engineering, the sciences, business, and education. In an economy in which there are major shortages of educated employees, Morgan adds qualified individuals to the workforce. Large numbers of Morgan graduates would not have completed college without the outreach and support provided by the University. At the graduate level, the University offers programs of significance to the economy and to the academic and research communities. The campus ranks among the top twenty traditional campuses nationally in the number of doctoral degrees awarded to African Americans.

The University has a long history of working with the public schools, particularly those in Baltimore. Its undergraduate programs are an important source of minority teachers while its graduate programs provide education professionals with the education and credentials required to strengthen their contributions to the schools and school systems in which they are employed. The University also provides schools with a number of services outside of its traditional academic programs. These include tutoring, advising, televised courses, pre-college preparation, test preparation, etc.

Because the University is a source of significant numbers of students for the labor market, it has numerous relationships with business and industry. The primary form of such relationships is to expand and strengthen academic programs that prepare students from groups which traditionally are under-represented in fields in high demand in the labor market. The University also has an increasing number of research and service relationships with private sector organizations.

As is the case with the private sector, the federal government has numerous relationships with the University. In addition to research, a major focus is to increase the number of students from historically under-served groups who enter the job market or continue their education, particularly in critical disciplines.

Institutional Objectives and Outcomes

The University's highest priority goals for the long-term are:

- To enroll a student body that is racially and ethnically diverse;
- To enroll an undergraduate student body that is broadly representative of the young population of Baltimore City and of the region in terms of past academic performance;
- To offer programs of the highest possible quality from the baccalaureate through the doctorate;
- To significantly increase the general intellectual competencies of the students it serves;
- To rank among the top twenty traditional campuses nationally in the number of undergraduate and doctoral degrees awarded to African Americans;
- To support research that advances knowledge, contributes to undergraduate and graduate education, and which increases the capacity of the campus to provide programs of service to the local community;
- To provide programs of service to the City of Baltimore that increase the effectiveness of its organizations and improves the quality of life of its residents.

The University's immediate objectives are:

- To continue to strengthen its undergraduate programs;
- To continue to develop its doctoral and research mission;
- To ensure that its students have sufficient financial aid to enable them to complete their programs;
- To ensure that it provides the supportive and nurturing environment for undergraduate students that increases their probability of being successful in college;
- To ensure that its students, faculty, and staff have access to the facilities, technology and other resources required to ensure that the campus is comparable in quality to other leading institutions.

The University maintains as a high priority the continuing and on-going assessment of its overall institutional effectiveness and achievement of its mission and goals. It gives primary attention to the assessment of student learning and of related educational programs and activities, and it links that to the assessment of other aspects of the University, including institutional resources, resource allocation, leadership and governance, administration and institutional integrity. Assessment of the University is tied directly to the institution's mission and goals, and the University employs a broad variety of internal and external measures, including self-study, to gauge its effectiveness. Morgan uses the research and data generated by assessment not as an end, but as a means of enhancing teaching and learning, improving services and processes, implementing effective planning, ensuring institutional renewal and improvement and otherwise ensuring accountability and overall improvement.

Mission Summary

Morgan State University

September 2005

The University is designated by legislative statute as Maryland's Public Urban University. As such, it gives priority to addressing the needs of the population of metropolitan Baltimore within the context of its statewide responsibilities for academic instruction, research, and service. Morgan also is one of the Nation's premier historically black institutions of higher education. It is one of a select group of HBCUs offering a comprehensive range of undergraduate programs, awarding master's and doctoral degrees in a significant number of disciplines, and having significant programs of research and public service.

These characteristics as well as its tradition of serving an academically and demographically diverse student body place it in a unique position among Maryland institutions to serve the increasingly heterogeneous population of the state and the special needs of Baltimore City. While committed to educating a culturally diverse and multi-racial population, the University also makes an important contribution to increasing the educational attainment of Maryland's rapidly-growing African-American population in fields and at degree levels where it is under-represented.

Teaching is central to the University's mission. As a comprehensive university, it recognizes the close inter-relationship between quality teaching, research, and public service. It also gives priority to research in fields in which it offers graduate programs, that promote the educational process; and that increase the knowledge base necessary to improve the quality of life of residents of the Baltimore Metropolitan area and of the state. The University places particular emphasis on integrating appropriate resources from its graduate, research, and service programs into its undergraduate curriculum in order to enhance student educational experiences and to motivate students to pursue advanced study. The campus is committed to utilizing its resources through programs of service to enrich the educational, economic, social and cultural life of the Baltimore Metropolitan Area and the State of Maryland.

Morgan offers a comprehensive range of academic programs at the bachelor's level in the arts and humanities. It places particular emphasis on programs in business, education, engineering, and the sciences. The University meets the Carnegie criteria for Doctoral/Research-Intensive institutions. Morgan is committed to offering graduate programs in fields that undergird and reinforce its undergraduate offerings, that provide for the continuing education of the population of the region, and/or in which minorities are substantially under-represented.

SMCM Mission Statement for MHEC

Mission Statement

St. Mary's College of Maryland, designated the state's Honors College, is an independent public institution in the liberal arts tradition. We promote scholarship and creativity by challenging our students to achieve academic excellence through close relationships with faculty, classroom activities, and experiential learning. Our faculty and staff foster intellectual, social, and ethical development within a community dedicated to diversity and access. We provide students with opportunities to understand and serve local, national, and global communities and to accomplish social change.

Founded on the site of Maryland's first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness. Our beautiful residential campus on the banks of the St. Mary's River inspires our work, our play, and our commitment to the environment.

We value:

- Creative and intellectual exploration
- Diversity in all its forms
- Social responsibility and civic mindedness
- Global engagement
- Environmental stewardship
- A spirit of community revolving around our students

St. Mary's College of Maryland pursues the following goals:

- Maintaining a high standard of academic excellence
- Strengthening student/faculty interaction through small classes and close collaborations
- Enhancing access, affordability, and diversity
- Providing an integrative curriculum and fostering intellectual autonomy
- Expanding global engagement opportunities for our students and faculty
- Promoting and maintaining a community built on respect
- Offering a variety of educational, cultural, and recreational experiences for the campus and local communities

Institutional Identity

As the State's public honors college, St. Mary's College of Maryland provides a traditional liberal arts education and a small-college experience that is unique within public higher education, awarding a variety of undergraduate degrees as well as a graduate Master of Arts in Teaching degree. With a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, and a low student/faculty ratio, St. Mary's College provides a challenging curriculum within an academically nurturing environment. In addition, the College fosters a sense of social responsibility and community among its students through its curriculum and campus life.

The St. Mary's curriculum stresses both intellectual breadth through broad requirements in the arts, humanities, natural sciences, and social sciences, and depth through rigorous discipline-based major programs. The senior project, completed by a majority of students, although not required of all, is simultaneously the capstone student learning experience and an important learning assessment tool. By emphasizing creative expression, the interconnected nature of knowledge, and an understanding of cultures with differing values and institutions in all aspects of the educational experience, the College prepares its students for fulfilling lives and successful professional careers in a world of increasingly rapid technological, political, economic and social change.

As a public college that is both accessible and affordable, St. Mary's provides the opportunity for academically talented students from a broad socioeconomic, ethnic, and racial spectrum to acquire a liberal arts education. This diversity creates a rich academic and social environment that enhances the education provided by the College.

The precursor to the College was created in 1840 as a living memorial to Maryland's colonial founders and their ideals of tolerance and innovation. The school evolved into a junior college in 1926 and a four-year institution in 1967. St. Mary's maintains its identity as a residential liberal arts institution, fostering principles of diversity, civic-mindedness, and intellectual exploration. The College offers academic and extracurricular programs that build upon the rich historical, cultural, and natural environments that come from its affiliation with Historic St. Mary's City and location on the banks of the St. Mary's River within the Chesapeake tidewater.

The College offers baccalaureate (B.A.) degrees in twenty programs. The College, while primarily an undergraduate institution, offers a Masters of Arts in Teaching program (M.A.T.), which can be completed by any eligible and admitted individual with an earned bachelor's degree. This one year, full-time program meets federal and state requirements for highly-qualified teachers, and addresses a critical need area identified in the Maryland State Plan for Postsecondary Education. The focus of the institution will continue to reside in undergraduate education, with the graduate program serving fewer than forty students annually.

An independent board of trustees governs St. Mary's College of Maryland. Upon recommendation of the Board of Trustees, the Governor appoints new trustees with Senate advice and consent. Trustees are appointed for six-year terms, with a student trustee serving a one-year term. There are two ex officio members of the Board of Trustees.

With a Carnegie classification of Baccalaureate - Liberal Arts, St. Mary's is the only Maryland public institution of higher education and one of only twenty-five public institutions nationally having this classification. While the current Carnegie classifications suggest that the College could, by definition, be reclassified to Master's Colleges and Universities II after the implementation of the M.A.T. program, the historic and persisting dedication to the awarding of baccalaureate degrees, in breadth and in terms of student population, would warrant continuing classification as Baccalaureate - Liberal Arts under the Foundation's policies.

Constituencies Served

St. Mary's distinctive role within public higher education in Maryland is to provide a liberal arts education in a small residential campus environment. The small size fosters the intellectual traditions of the liberal arts college and builds a sense of community. The low student/faculty ratio allows for close interaction between students and faculty, both inside and outside of the classroom. Small classes stimulate faculty to use innovative teaching methods,

largely based upon experiential, inquiry-based learning. Faculty members serve as mentors to students working on independent research experiences. Outside the classroom, all full-time faculty members serve as academic advisers to students.

The College serves fewer than two thousand students, primarily residential. These students are representative of the State of Maryland, with more than three-quarters being Maryland residents or dependents. As a public institution, the College must meet the needs of these constituencies. All Maryland counties (as well as Baltimore City) are currently represented in the student population of the College. In addition, most other states and many nations are represented in the student population.

While the College has competitive admissions, there are no specific standards that admitted students must meet. However, admitted students generally take challenging coursework at the high school level, and distinguish themselves inside and outside the classroom. The applicants for the most recent entering class had taken on average more than three AP and/or IB courses, had a GPA over 3.5, and the middle two quartiles (middle 50%) of applicants had a total average SAT score in the range of 1100 – 1310. The students accepted and enrolled as degree-seeking students on average exceeded these metrics.

In addition to our degree-seeking students, the College serves the needs of the local community and region. Continuing education programs permit community members to take courses without being degree-seeking students. Further, the College provides a number of cultural offerings, such as the River Concert Series, that are attended by thousands of community members free of charge each year.

Institutional Capabilities

Instructional Program Emphasis

St. Mary's stresses student learning through extensive student-faculty interaction, the use of effective learning pedagogies, and systematic faculty development. A commitment has been formed to ensure that speakers, activities, and academic engagement are available and achieved by members of the community. The College believes that excellent teaching is enriched by the knowledge and skills developed in research and other professional activities. Such experiences are also important for students, and the optional senior project provides the opportunity for students to develop intellectually and creatively in ways not possible through traditional classroom instruction. St. Mary's encourages a sense of individual and civic responsibility by emphasizing notions of community and supporting cooperative or collaborative endeavors in both academic and extracurricular life. The College also possesses goals aligned with those of the State of Maryland's Plan for Postsecondary Education, reflected both in the Strategic Plan and Mission of the College.

Maintaining Academic Excellence for students, the State, and the nation. The College takes great pride in the accolades granted and recognition received from a number of parties. At the same time, maintaining academic excellence requires the continuing effort of the institution. Academic excellence is seen in the achievements of our students, faculty, and staff, in the public, private, and non-profit sectors. This excellence is also seen in our students' recognition of their place in a diverse environment, through study in cross-disciplinary study areas, and increasing focus on international education. Providing the resources to ensure academic excellence is an integral part of the Strategic Plan of the College, a plan that has the flexibility to be refined on an annual basis. The College also demonstrates academic excellence through the annual Managing

For Results (MFR) report, which is characterized by agreed-upon assessment criteria to show accountability to the State of Maryland.

Our students and faculty produce research at a phenomenal pace. Over half of our students complete a capstone project in their senior year, the St. Mary's Project, that demonstrates advanced competency within undergraduate research. These projects are undertaken with the assistance of faculty mentors, who often include our talented students in their own research projects.

Our faculty members are prolific writers and researchers, in addition to the substantial efforts given to the students and community. In a survey of lifetime professional accomplishments, the responding faculty reported that they had authored or edited an average of 0.28 books, 1.63 peer-reviewed articles or chapters, and 5.93 scholarly addresses related to the subject of teaching alone, with a total of 36 teaching-related external professional awards. Including subject matter expertise, the faculty reported an average of 1.0 authored or edited books, 9.5 peer-reviewed articles or chapters, and 26.6 presentations, performances or exhibitions, even though the average time since terminal degree was only 14 years. Moreover, faculty members have received grants from major agencies and foundations including the Department of Education, the National Institutes of Health, the National Science Foundation, the National Endowment for the Humanities, the National Endowment for the Arts, the Guggenheim Foundation, and the Fulbright Foundation, among others.

Promoting access and affordability for all Marylanders. As a public institution, St. Mary's College is committed to its role in providing equal access to higher education. As a public institution with affordable tuition relative to other liberal arts colleges, the College is in a unique position to offer a liberal arts education to first-generation and to economically disadvantaged students. The College also seeks to expand the proportion of minority student enrollment through increased numbers of minority faculty members, an inclusive curriculum, and additional financial assistance. The strategic planning process has led to the undertaking of a number of initiatives to encourage all forms of diversity, visible and invisible, on our campus.

Traditionally, a large share of all liberal arts college graduates seeks a post-baccalaureate education. A majority of St. Mary's graduates pursue graduate or professional education. We encourage and support this goal for all students. The learning environment is experiential, investigative, and inquiry-based. In addition, students are encouraged to perform a year-long senior project under the direction of a faculty mentor.

Ensuring equal educational opportunity for Maryland's diverse citizenry. The College is committed to providing access to all diverse populations, predominantly from Maryland but also from other states and nations. This diversity provides an enriching academic environment for all students, faculty, and staff. In the State MFR Report, St. Mary's reaffirms its commitment to diversity in the goal "Recruit, support, and retain a diverse group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's." Measurable metrics are present in the report to show both progress and accountability to the State of Maryland. Diversity initiatives are foremost in the Strategic Plan of the College, with priorities to "Provide a diverse student population an Excellent Education" and "Improve cohesiveness throughout the college". Recognizing the critical role of diversity in the College's operation, the Provost formed a Multicultural Advisory Committee to assist in the recruitment and retention efforts of a diverse faculty, staff, and student population. Further efforts include a diversity requirement in one of our academic disciplines.

Strengthening and expanding teacher preparation programs and support a student-centered, preK-16 education to promote student success at all levels. The College is committed to providing “model” preparation for K-12 teachers, driving a diverse array of special relationships to area schools, particularly St. Mary’s County Public Schools. The College and the Superintendent of this system have signed a formal letter of partnership. Our faculty members are leaders in helping K-12 teachers learn how to incorporate instructional technology into curricula and classrooms in pedagogically meaningful ways. The College is a state-wide leader in modeling the most appropriate education for teachers and the offering of the M.A.T. continues this trend. Moreover, we hope to expand the number of graduates who obtain certification.

Our students serve as tutors and provide expertise in after-school programs. Students participate in grant-funded PDS programs at local schools to assist students at risk for failure. The College makes its facilities and resources available not only to our students, but in-service teachers as well. In addition our science faculty, through federal grants, train local teachers each summer. The local schools make resources available to our aspirant teachers as well. Not only are sufficient opportunities found to place student teachers in these schools, but our student teachers are invited to the county’s new-teacher orientation, receiving the same materials and training as new hires.

Promoting economic growth and vitality through the advancement of research and the development of a highly qualified workforce. The College has significant partnerships with government, business, and industry. These programs extend from significant interactions in the local community to an international and nearly global level. St. Mary’s College of Maryland values its role in and relationship to the local community and the State of Maryland. With a liberal arts curriculum directed toward building a broad education and a sense of perspective, St. Mary’s seeks to prepare its students for leadership and participation in a changing world. Given this value, St. Mary’s has developed an array of affiliations and partnerships with agencies that enrich our offerings to students and provide a public service to the citizens of Maryland. These relationships include ties to other academic institutions, community service organizations, scholarly consortia, and federal government agencies.

The College has developed collaborative academic programs with George Washington University, Johns Hopkins University, Towson University, and the University of Maryland and recently partnered with Washington College for study-abroad offerings. The College Library is a member of the University System of Maryland and Affiliated Institutions consortium (USMAI). Membership in this consortium provides for sharing of library resources and services. Faculty members and students at the College work closely with researchers and scholars at the Chesapeake Biological Laboratories in Solomon’s Island, Society for Historical Preservation, The MAC Lab, Jefferson Patterson Park in Calvert County, Solomons Environmental and Archaeological Research Consortium (SEARCH), and of course with our state-endorsed affiliation partner, Historic St. Mary’s City. Our students benefit from internship opportunities reserved for the College by the Departments of Energy and Transportation, and a co-op program sponsored by local government contractors for our computer science majors. The College also maintains an educational and facility use agreement with the Patuxent River Naval Air Station in nearby Lexington Park.

Considerable effort has been made to promote regional workforce development. The Project Management Certificate Program consists of a six-course curriculum that fulfills the educational requirements for the Project Management Program exam. The Program is endorsed

by the Project Management Institute, and the exam represents a level of professional attainment recognized in this field. The primary student participants in this program come from the rapidly-expanding contractor community affiliated with the Patuxent River Naval Air Station. Courses emphasize theory and its application, as opposed to mere training. The Defense Acquisition University (DAU) and St. Mary's College have collaborated to win approval of a certificate program equivalent to that university's "Business, Cost Estimating and Finance" (BCF) course of study. As with the Project Management Certificate, the BCF course of study supports the College's efforts to meet the state-mandated "workforce training" requirement. These programs make a positive revenue contribution to the College while providing a means of outreach to non-traditional students. Other partnerships and collaborations with organizations such as the Patuxent Partnership, Navy Alliance, and local contractors ensure that workforce and community development goals are attained.

Ensuring Information and Technology Literacy. St. Mary's College of Maryland believes that students must understand and use information technology effectively and creatively. The skillful use of information technology is an increasingly important part of every dimension of life. For this reason, the College strives to expand access to information services for the entire SMCM community, build and maintain a technology infrastructure that is state-of-the-art, and develop a staff that is committed to and expert in the use of information technology providing a number of programs for the members of the St. Mary's and local communities. In short, the College seeks to integrate information technology into virtually every dimension of the operation of the College, and to incorporate it throughout the curriculum as part of well-defined learning objectives.

Providing Opportunities for International Education. The College recognizes the contributions of a global perspective on the development of our students, faculty, and staff. As a result, opportunities will be made for teaching and instruction abroad, as will opportunities for international students to study at the College. The College desires to provide the framework to permit the majority of students to complete one or more semesters of study abroad.

Our students have the opportunity for long-term and short-term experiences abroad. The College administers many semester or year-long, bilateral exchange programs, including those established with Heidelberg University in Germany, the Institute of Political Science in Paris and the University of Bordeaux, in France, Fudan University in China, Lingnan University in Hong Kong, Payap University in Thailand, member universities of the consortium "University Mobility in Asia and the Pacific" (UMAP), the University of The Gambia in The Gambia, and the University of Dakar (UCAD) in Senegal, West Africa. St. Mary's affiliations with the Centre for Medieval and Renaissance Studies, affiliated with Oxford University in England, and with the Institute for Central American Development Studies (ICADS) in Costa Rica are unilateral: the Center and the Institute receive SMCM students. St. Mary's is also a member of the National Student Exchange, a consortium of institutions in the U.S., Canada, Puerto Rico, Guam, and the U.S. Virgin Islands.

The College currently has numerous shorter study tour programs: in England for Shakespearean studies, in Belize for tropical marine biology, in Germany and Poland for Holocaust studies, in Germany for understanding the history and culture of Berlin, in Greece for ancient philosophy and history, in The Gambia for anthropological and sociological field study, and in Italy, one for the advancement of musical performance and one for the study of Italian, and in Thailand for the study of globalization. Student teachers are placed in various sites abroad in teaching internships accredited by the Maryland State Department of Education as part of the

teacher certification program. Finally, the College hosts educational summer programs for international visitors, such as a program for businesspersons from Shanghai.

This extensive reach abroad does not preclude significant partnerships with the local community. The Service and Social Change Program offers over twenty-five student-run outreach projects, organized into four categories of service: education and youth development; environmental awareness and advocacy, human and health services, and economic and social justice. Continuing Education offers credit and non-credit courses during the academic year and the summer semester, often drawing participants from the local community, especially the senior citizen population. Courses are priced to provide a positive revenue return to the College and utilize campus facilities at off-peak times.

Maintaining Cost Effectiveness. Institutional operations were found to be efficient in recent assessment reports from peers and consultants. The College is distributing its resources effectively to meet its goals and objectives. Excellent average incoming SAT scores and GPAs and the highest four-year graduation rate in the State are measures of the commitment and success of the College in educating and graduating its students.

College Strengths from Location: Historic St. Mary's City and the Chesapeake Tidewater

St. Mary's location at historic St. Mary's City on the banks of the tidal St. Mary's River provides unique opportunities for environmental, historical, cultural, and public policy studies. These opportunities are realized through course related activities, faculty scholarship, student research, and special programs. They are further supported by partnerships and collaborative relationships with local, state, federal and corporate organizations. The College will continue to strengthen programs with direct connections to our location and community.

Community Services. College faculty, staff, and students are key volunteers to both public and private organizations in the community. The athletic, recreational, and meeting facilities of the College serve as unique and valuable resources to the surrounding community and region. The College hosts an extensive series of lectures, concerts, exhibits, sports competitions, and other events to which the public is welcome. In addition, the College acts as a resource to the surrounding community by providing athletic facilities to local teams, extensive community swim hours in its pool, reception and convention facilities (especially important during summer months), and informal gathering places that enrich the lives of area residents.

Center for the Study of Democracy. As St. Mary's City was the first capital of Maryland, the College and Historic St. Mary's City have developed the Center for the Study of Democracy. This initiative studies contemporary and historical issues in democracy from an interdisciplinary perspective. Through this program, various lectures, events, and visiting scholars are hosted for the benefit of the community.

Institutional Objectives and Outcomes

The College has recently implemented a new Strategic Plan, with four strategic priorities. These strategic priorities are supported by the existing goals contained in the College's Managing for Results Plan as well as new tactics derived. The major priorities of the College, taken from the Strategic Plan, are enumerated below:

Strategic Priority 1. Enhance and sustain academic excellence

Strategic Priority 2. Provide a diverse student population an excellent education

Strategic Priority 3. Increase and efficiently allocate resources

Strategic Priority 4. Improve cohesiveness throughout the college

These priorities are supported by the following goals from the Maryland Managing For Results (MFR) Plan:

- Goal 1. Strengthen the quality of instructional offerings; in particular, implement the curricular proposals embodied in the Honors College plan approved by the faculty.
- Goal 2. Recruit, support, and retain a diverse group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.
- Goal 3. Increase the effectiveness of the learning environment at the College.
- Goal 4. Enhance the quality of co-curricular and extracurricular student life.
- Goal 5. Increase access for all students by increasing the amount of institutional financial assistance available.
- Goal 6. Increase our contribution to economic development in Maryland.
- Goal 7. Increase student and alumni participation in and contributions to civic activities in the Maryland community.
- Goal 8. Increase our contribution to the Maryland workforce.
- Goal 9. Obtain additional funds through fundraising to support institutional goals.

**TWO-YEAR
PUBLIC COLLEGES**

ALLEGANY COLLEGE OF MARYLAND MISSION AND GOALS STATEMENT

I. SUMMARY MISSION STATEMENT

Allegheny College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

Goals

To provide convenient geographical access to post-secondary education to people within the service region of the college.

To provide financial access to a college education by assuring reasonable tuition rates, comprehensive financial assistance, and college scholarship opportunities.

To provide quality education and services, in a safe and comfortable environment, at a reasonable cost.

To support an environment that promotes quality teaching and learning.

To promote a college that enhances lives and the community through education and service.

To instill in our students a philosophy of life-long learning.

To foster a pro-learning campus environment that embraces the values of Allegheny College of Maryland.

To develop the technical competence and knowledge and other essential skills that prepare students for direct entry into the workforce, for career change and advancement, or for transfer to another college or university.

To continually assess our programs and services in order to promote and encourage continuous improvement.

II. INSTITUTIONAL IDENTITY

Allegheny College of Maryland (ACM) is committed to its mission of being a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities it serves. As a community college, the particular strengths of

the institution lie in its ability to be flexible, innovative and efficient as it responds to the changing needs of students. Providing affordable and equitable access for every qualified citizen a goal espoused in the 2004 Maryland State Plan for Postsecondary Education, has long been part of the institution's mission.

Emphasis is on undergraduate education. The College awards the Associate in Arts, Associate in Science, Associate in Applied Science degrees, a one-year Certificate, as well as a Letter of Recognition (LOR). In addition, through ACM's Center for Continuing Education, Continuing Education Units (CEU's) are awarded.

The uniqueness and character of the institution are derived from its core values which include beliefs in the following:

- Quality. We improve through assessment;
- Integrity. We promote honesty and trust;
- Respect. We foster dignity and worth;
- Opportunity. We provide innovative choices;
- Wellness. We promote healthy lifestyles;

The College serves a blend of both traditional and non-traditional, lower-division college students. Most students attend ACM on a full-time basis. A majority of students are enrolled in career programs, but a significant number are preparing for transfer and a growing number are enrolled in the college's Early College program for high school students. Because of its unique service radius and proximity to West Virginia and Pennsylvania, ACM serves a large regional population. Ninety-one percent of ACM students are Caucasian, a direct reflection of the ethnic demographics of the region. However, both minority and international student populations have increased rapidly over the last five years. Most ACM students are economically disadvantaged and are first-generation college students. The economic disadvantages of students are directly related to regional median household income levels which are typical of Appalachia.

The College's programs of study include an array of choices for those who want to prepare for an occupation or immediate employment. These programs are in specific career-oriented and technical areas which respond to current needs in the regional job market. The College also offers opportunities to students who wish to transfer to a four-year institution, including a "University Studies Program" which is a personalized curriculum designed to meet the requirements of the institution to which the student plans to transfer.

The Maryland Higher Education Commission has designated certain instructional programs at Maryland community colleges as statewide and health manpower shortage programs. Allegany College has 10 statewide designated programs and 9 health manpower shortage programs. In addition to providing greater opportunity to Maryland citizens these programs reduce unnecessary duplication of effort by the State. Also, since residents of one county can enroll in designated programs in adjoining areas with little or

no additional cost, there is less need to have all programs available locally. Programs with these designations promote access and affordability (State Plan's Goal 2).

Because Allegany County is the hub of medical care and services for the region, the College has developed a reputation and program emphasis for high quality allied health career programs. The State's goal to "maintain and strengthen a preeminent statewide array of postsecondary educational institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation" is assisted by the accreditation of its programs by national accrediting organizations and the superior performance of ACM graduates on national licensure examinations.

Programmatic emphases for the future will include partnerships with the public schools in the region through the continued development of articulation agreements and early admissions participation by public school students.

The College will continue to embrace new technologies by continuing its implementation of distance learning opportunities. Learning through the use of interactive video labs, telecourses and the Internet will enable ACM to become a more comprehensive center for post-secondary education and to expand the variety of programs available at the College through partnerships with other colleges and universities.

III. INSTITUTIONAL CAPABILITIES

The College's primary function is to promote student learning. The goal is to help each student define and achieve his/her goals in life, as much as possible, given the College's mission, and for as long as the student can benefit from ACM's education and services. The College's teaching, training, and service functions address many of the goals and objectives presented in the State Plan. The goals established in the State Plan which are applicable to this institution are as follows:

Quality and Effectiveness. Maintaining quality programs is an integral part of the College's mission. The College ensures program quality by designing and re-engineering career programs that reflect contemporary workforce needs and maintaining transfer programs that articulate with other higher education institutions. Through peer advisory groups, employer surveys and occasional DACUM analyses, the College is able to ascertain employer needs. By maintaining accreditation in key career areas and high rates of licensure exam passage, the College is able to provide graduates with high levels of occupational skill. By measuring classroom performance of both students and teachers, the College ensures that acceptable standards of academic excellence are being met.

The College measures its effectiveness in numerous ways, including: annual reports of enrollment, graduation, and success; annual institutional reports; surveys of high school students, recruitment contacts, currently enrolled students, non-continuing students, graduates, employers, and the general community; advisory committee feedback; external

reviews by national or state accrediting agencies; faculty evaluation; student tracking systems; and internal study documents. These measures are being integrated into an Annual Institutional Assessment Plan and Report that detail both institutional and student learning assessment measures, establishes institutional benchmarks, and describes how the results are used to plan and improve student learning and support.

In addition, the College issues an annual Institutional Performance Accountability Report to the MHEC as part of its annual reporting requirements. The heart of the report is a series of key indicators that measure institutional accountability in areas of quality, effectiveness, access, diversity, and efficiency according to certain qualitative benchmarks established by the College. Performance of these indicators is linked to institutional planning and budgeting at the College, and the results are compiled by MHEC and presented to the Governor and General Assembly.

Access and Affordability. The College is an open-admission institution that accepts students from various walks of life, from dual-enrolled students still in high school to mature adults who are transitioning from one career to the next to senior citizens who might take courses for personal enrichment. The College maintains access through a number of outreach activities including a vigorous student recruitment program, special tuition discounts for early college (dual-enrolled students), coursework offered at local high schools and other off-campus sites, and numerous courses available via distance education. The College uses, in varying degrees, several technologies to provide distance learning educational opportunities, including interactive television with compressed video, interactive television on a full-motion fiber optic system, web courses, videotape telecourses, and satellite courses. Main campus physical plant improvements have improved disabled student access and a new permanent off-campus location at the Gateway Center has expanded the reach of the College to downtown Cumberland. The College continues to offer an affordable tuition in comparison to Maryland four-year schools and currently offers over 1,200 scholarships valued at over \$500,000 each year.

Diversity. The College accepts students from diverse backgrounds and provides support services to meet their unique needs. Recent rapid changes have occurred in student demographics. During the period fall 2000-2004, minority enrollments have increased from 149 to 346 with the largest component being African Americans. The number of international students has grown from 10 to 52 during the same period. The growth of a more diverse student body has spurred changes in college curriculum, support services, and staff professional development. The College has developed coursework such as ESOL (English for Speakers of Other Languages), student organizations such as the International Student Club, new cultural events that highlight minority contributions to the arts and sciences, administrative committees such as the Diversity Task Force, and staff multicultural training opportunities to help staff understand the needs of minority students.

Student Centered Learning System. The State Plan outlines a goal to “strengthen and expand teacher preparation programs and support student-centered, preK-16 education to

promote student success at all levels.” Allegany College of Maryland is heavily involved in each of these areas.

The College had two two-year teacher education programs including an elementary education program and secondary education program in 2000. In 2001 an early childhood education Associate of Arts program was created. In 2003 an Elementary Associate of Arts in Teaching (AAT) program that was developed to provide the elementary education major a seamless transition to a Maryland four-year education program. The curriculum has been based on a coordination of National Council for Accreditation of Teacher Education standards, cooperation with faculty from Maryland four-year institutions and modeling of the Maryland Higher Education Commission approved Associate of Arts curriculum from other Maryland two-year colleges. During the past five years (2000-2004), enrollments in its teacher education programs have increased 23 percent.

Partnership activities with K-16 institutions include such programs as an occupational completer program in biotechnology in cooperation with the Allegany County Board of Education (ACBOE) and Frostburg State University (FSU); partnerships with the ACBOE in delivering college-level courses to high schools; several completer program partnerships with the ACBOE emanating from the National and State School-to-Work and Tech Prep initiatives in Career and Technology Education areas of Business and Finance/Hospitality and Tourism, Engineering and Information Technology, Fine Arts, Media and Communication, Health and Biosciences, and Human Services; computer training program for ACBOE teachers; and articulation agreements with out-of-state school districts in Mineral, Hampshire, Morgan, Grant, Hardy, and Pendleton counties (WV) and Bedford, Fulton Somerset, Cambria, and Blair counties (WV)..

Postsecondary partnerships include participation in the Maryland Distance Learning Association; Credit by Examination articulation agreements; partnerships with Frostburg State University for Bachelor of Technical and Professional Studies Degrees in Criminal Justice, Hospitality Management and Tourism, Health Sciences Administration, and Information Technology Management; partnerships with Geneva College, California University of Pennsylvania, and Pennsylvania State University for degree completer programs; Partnership with Pennsylvania State University in offering an associate degree program in Agribusiness Management; a Dual Admissions tuition discount program with Shippensburg University; and a 2+2+2 program in Exercise and Sports Science in collaboration with Frostburg State University and West Virginia University.

Other partnership activities include non-credit education in cooperation with the Federal Corrections Institution in Western Maryland; co-hosting of regional science fair with Frostburg State University; hosting of math fair; hosting of ACBOE summer school; preventive dental health programs and on-campus career exploration activities for elementary school children.

Economic Growth and Vitality. The ACM Center for Continuing Education is the region’s primary provider of employee training programs for companies and agencies.

Audiences range from new entry-level hires and experienced workers to middle management and senior management professionals. The Center also utilizes the technical expertise of the Advanced Technology Center of Western Maryland and the Small Business Development Center to develop and deliver training services.

The College's Center for Continuing Education staff are called upon by the Allegany County Department of Economic Development to assist with formal presentations to prospective firms interested in locating or expanding in the County. The College has focused on providing skills training for new employees and experienced employees. Frequently, this involves the development of very specialized training needs assessments and matching program development. The College also works closely with existing organizations to help design and conduct either short-term or long-term employee training to help improve the competitiveness of corporations and efficiency and skill levels of non-profit organizational employees. All of these efforts contribute to the economic growth and stability of all the organizations that the College serves.

The College has developed a particularly close working relationship with the regional health care industry and is assisting the Western Maryland Health System its efforts to consolidate its two campus system at one site on Willowbrook Road across from the College. Construction of the new \$250 million hospital is expected to commence in 2006 with completion in 2009. With the addition of the hospital to a corridor which includes the College, Allegany County Health Department, Finan and Brandenburg treatment centers, and new medical offices, Willowbrook Road will become known Western Maryland's "Medical Corridor." This partnership will expand health care workforce development opportunities and improve regional economic growth prospects in a dynamic industry.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

The following are primary goals of the institution that warrant the investment of State resources. These objectives will assist in meeting the State's needs as outlined in the State Plan for Higher Education. By the realization of these goals, the College will continue to help people learn about, access, and benefit from the educational programs and services offered by the College.

Objective #1: Develop and improve campus physical plant to meet enrollment growth and programmatic needs and provide a safe and comfortable environment for students. In line with its Facilities Master Plan and with County and State financial support, the College continues to restore its original campus buildings and add new space to meet current student enrollment growth/projected needs and provide an accessible campus for disabled students. Renovation projects outlined in the 5-Year Capital Improvement Program include the Physical Education Building (currently undergoing renovation), the Library, Auto Technology, Physical Plant, and Technologies buildings. Completion of these projects is needed to maintain quality programs and will require significant State and local support.

Objective #2: Continue development of on-line education and services.

A major College goal has to do with the continued development of web-based technology to support the teaching/learning process. This goal is supported by a Distance Learning Plan and Technology Plan which contain recommendations relative to the issues of faculty training, hardware and software support, standards for quality, and compensation for development of web-based courses. The College will need to continue to invest in information technology and will need to search out ways of doing so within its capabilities. The State's support of information technology to the higher educational system will be a critical factor in the continued development of information technologies and the institutions' abilities to sustain them.

Objective #3: Increase the number and amount of scholarships and other student financial aid available to students.

Allegany College of Maryland has devoted much time and effort towards increasing its scholarship endowment fund and in soliciting contributions for scholarship from companies, agencies, and individuals. These efforts will continue, but the need is great. The availability of financial aid is critical to students being able to access higher education opportunities. The College will continue to have a goal maintaining tuition levels that are affordable and competitive and increasing the number and amounts of scholarships and other financial aid available to students. Increasing State and federal financial aid is, however, another critical component in making higher education a possibility for all Maryland residents.

Objective #4: Increasing students' success.

The College continues to have a goal of increasing students' success at the institution. Many programs and services are in place geared to meeting this goal and efforts will continue. The College offers New Student Orientations prior to the start of the fall and spring semesters and added a parent orientation as well. Students have access to trained, knowledgeable advisors year-round because the College's academic advising system is structured according to a mixed professional/faculty-based model. A college-wide Tutoring Program includes peer tutors, classroom assistant in selected courses, math and science study labs, a writings center, and evening study labs at Willowbrook Woods Apartments. A Career Transition/Job Placement Services Office sponsors workshops for students to prepare them for the workplace. In the future, the College will develop new services to meet the needs of its changing student population. These include programming specifically related to the minority student population; academic monitoring of international students; resources for faculty and staff on issues of diversity; assisting out-of-area students in making community connections for religious and social support; and focusing on retention for minority and other special student populations.

Objective #5: Continue the College's commitment to providing equal educational opportunity.

As an open-door admissions institution, the College has always been committed to providing equal educational opportunity to all citizens who can benefit from the College's programs and services. The College provides an array of programs to meet the

needs of citizens of all early admissions programs for high school students to senior citizens programming. Also, the College has established benchmarks for minority student representation to be in accordance with the demographic makeup of the community it serves.

Anne Arundel Community College
Mission Statement for the Maryland Higher Education Commission

Institutional Identity

Over the last year and a half, and as part of the revision of its strategic plan, 2005@AACC.qual.edu, Anne Arundel Community College has been engaged in a comprehensive self-assessment and strategic planning process that will culminate with the issuance in December 2005 of an updated ten-year strategic plan, 2015@AACC.qual.edu. This intensive and introspective initiative involved faculty and staff throughout the college in refining our institutional identity and charting a course for the college to follow as it adapts to change, addresses new challenges and opportunities, and moves forward the state's strategic plan for postsecondary education in the years ahead.

The essence of who and what we are, and intend to be, organizationally is captured in our shared vision – Anne Arundel Community College as a “premier learning community” and institutional mission statement with its resounding commitment to “access,” “affordability,” “quality,” “responsiveness,” and “accountability.” Vision and mission are the driving forces behind our strategic plan and the themes that bind and direct us as a community of educators and learners.

In May 1999, the college's Board of Trustees approved the following mission statement for Anne Arundel Community College. The board reaffirmed this mission in May 2003, as did the college community as a whole as part of the institutional self-study done in conjunction with the Middle States Association evaluation in spring 2004 for the reaffirmation of the college's accreditation. Our mission defines our identity and drives our actions.

Anne Arundel Community College Institutional Mission Statement

With learning as its central mission, Anne Arundel Community College strives to embody the basic convictions of the American democratic ideal: that individuals be given full opportunity to discover and develop their talents, energy and interests, to pursue their unique potentials and to achieve an intellectually, culturally and economically satisfying relationship with society. Such opportunity should be easily available and readily accessible to all Anne Arundel County residents.

Students enrolling in associate degree transfer or career programs, certificate career programs or participating in continuing education offerings can be assured that the college, as an accredited, public, comprehensive, open-admission institution of higher learning with affordable tuition, is, within the limits of its resources, vigorously committed to:

- Fostering excellence of teaching and learning for students, faculty and staff;
- Offering credit programs and continuing education courses in a variety of formats responsive to a multiplicity of community needs;

- Providing for learners at various preparation points, from pre-college to postgraduate, a range of integrated credentialing opportunities;
- Providing appropriate services in support of academic success and student development;
- Affording Anne Arundel County residents an opportunity to pursue higher education and lifelong learning;
- Providing a campus climate which invites the diversity of the community's population;
- Upholding rigorous and fair standards of student achievement;
- Promoting lifelong learning;
- Providing a source for intellectual, cultural and physical vitality in the community;
- Planning for efficient allocation of college resources and for institutional effectiveness;
- Maintaining a spirit of collegiality among the various sectors of the college; and
- Promoting county and state economic development by providing a variety of educational services and training programs to business and industry in both the private and not-for-profit sectors and to national, state and local government agencies.

Institutional Uniqueness and Distinction

Mission statement mandates brought to life throughout the college's strategic plan as goals, objectives, and action strategies directly and substantively move forward the strategic goals set by the Maryland Higher Education Commission's Maryland State Plan for Postsecondary Education: quality and excellence, access and affordability, economic development, research, teacher education and student readiness, diversity, technology, and institutional accountability and effectiveness. In fact, the college's strategic planning effort mirrored the state's initial strategic planning for postsecondary education which yielded the original 2000 state plan, and as we set our institutional direction for the future, college planners used trend data and acknowledged trend implications that influenced the state's planning initiative.

Anne Arundel Community College serves the fifth largest county population in Maryland and ranks third in the percentage of county residents enrolled as undergraduates in public postsecondary education at the local community college. This is not a statistical aberration but, as reflected in priority one of the college's Strategic Plan, is the direct result of the college's commitment to "*deliver high quality programs and instruction in response to the community's educational and training needs.*" Though community colleges have essentially similar missions, Anne Arundel Community College has created a unique and distinct niche among its peers with its continuous assessment of community need and quick turnaround response. As a result, the college has achieved a local, statewide, and national reputation for progressive, high quality learning programs, services, and innovative practices.

Programming and Future Development

The college's success, reflected in its substantial enrollment growth in the state's community college sector and recognized reputation for excellence and service, can be attributed to faculty and staff commitment to responsiveness and flexibility in the face of changing community and student needs. In accordance with the community college mission, established by the Annotated Code of Maryland, learning program development at Anne Arundel Community College centers upon:

- providing a core curriculum of general education, including courses in the arts and sciences, that should be available to all students;
- providing lower level undergraduate courses, in accordance with credit transfer guidelines set by the Maryland Higher Education Commission, for students who aspire to continue their education at a senior institution;
- providing technical and career education programs;
- providing training in skills and fields of study of importance to the region's business community;
- providing a wide variety of continuing education, lifelong learning programs to benefit citizens of the community.

In keeping with the Maryland code and our mission mandate for responsiveness, the college's Strategic Plan has established, "improving curriculum and instruction to meet community needs," as a primary institutional strategic priority. As stated in Strategic Priority #1: *As a learning college, the college anticipates and provides the content, format, and delivery systems needed to meet the increasingly diverse education needs of our community.* The college will achieve this objective by strengthening its environmental scanning capacity, instituting a comprehensive program review process directly driven by needs assessments, and more proactively utilizing business/industry advisory boards, particularly in information technology, emerging technologies fields, and security systems.

State Plan Goal 1 – Achieve and Sustain a Preeminent Statewide Array of Postsecondary Educational Institutions that are recognized for Their Distinctiveness and Their Excellence Nationally and Internationally

College Vision

Anne Arundel Community College is a premier learning community whose students and graduates are among the best prepared citizens and workers of the world.

Anne Arundel Community College's vision statement motivates the college community to achieve "world class" status. It places a premium on learning reflected in its broad array of programs and services responsive to the learning needs of diverse students and county population groups. Our mission mandate and number one strategic goal – *meeting community education and training needs through delivery of high quality programming and instruction* – sets the expectations for strengthening the responsiveness and effectiveness of current course/program offerings and targeting future course/program development to high demand community and labor market needs. Actions to improve the quality and responsiveness of curriculum and instruction include: systematic review of curricula offerings to ensure currency and relevancy; enhancing honors, accelerated and integrated learning opportunities; expanding access to learner support services to improve student success in communications, critical thinking, mathematics and reading; integrating writing across the curriculum; implementing diversity across the curriculum; fully operationalizing a systematized student learning outcomes assessment program with learning performance standards and outcomes defined at the institutional, programmatic, and course levels; and serving as a primary regional resource for technology and technically supported training and education.

Along with assuring programmatic and instructional responsiveness, the college fully recognizes its responsibility to enhance learning by providing essential support services. Thus, a second institutional priority is to “*maximize student success through the delivery of comprehensive student support services fully integrated with instructional system.*” Over the next five years, the college plans to strengthen and more effectively integrate student support services from recruitment to graduation into a comprehensive continuum of proactive student support; institute policies, procedures and specialized support and retention systems to enable under-represented and “at-risk” students to succeed at the college; and institute a student tracking/quality assurance system which monitors student progress, triggers “early and often” interventions and maintains readily accessible performance data for student support system improvements.

State Goal 2 – Provide Affordable and Equitable Access for Every Qualified Maryland Citizen

As a public, comprehensive open-admission institution committed to affordable tuition, Anne Arundel Community College provides educational opportunities for all county residents regardless of their background and/or abilities. This is our distinct mission and what makes the community college a unique and vital player in a comprehensive state system of public higher education. To provide hope and opportunities for citizens of all walks of life, the college strives to provide many avenues of access and maintain affordable course/program offerings that meet the multiplicity of resident and student needs. These are primary mission mandates echoed throughout our Strategic Plan and addressed specifically as goals, objectives, and outcomes.

Access

Anne Arundel is committed to providing any time, any place education. Objective 1.6, addressing our strategic goal to *meet community education and training needs through responsive and innovative delivery systems*, calls for packaging, scheduling, and delivering programming, instruction, and learning resources in creative ways that directly address the unique learning and scheduling needs of diverse student populations. The college is a leader in non-traditional programmatic delivery formats, currently offering weekend degree programs and courses, evening courses, short-term training, extensive telecourse offerings and web instruction. Currently the college offers courses at over 100 locations around the county. In addition, AACC at Arundel Mills was recently designated a Regional Higher Education Center. The Anne Arundel Community College Arundel Mills Center, home to the AACC University Consortium, serves an important role in meeting the goals outlined in the Maryland State Plan for Post Secondary Education. The Center is a full service learning community which provides a convenient location for residents in Anne Arundel and surrounding county jurisdictions to participate in planned degree continuums. The Center and Consortium missions were crafted and adopted to support both the state and existing AACC missions to “provide high quality higher education that is accessible, affordable and responsive to the needs of our community.”

In the years ahead, the college plans to expand its array of instructional, support, and administrative services in non-traditional formats.

Affordability

The Board of Trustees of Anne Arundel Community College recognizes the importance of keeping tuition and fees for credit and continuing education courses/programs at

reasonable/competitive levels to maximize access. The Board approved its first tuition increase in six years for FY01 to \$60 per credit hour – which remained significantly below the statewide community college average per credit hour. The current tuition is \$83.00 per credit hour, which is equal to the statewide average. Request for tuition and fee adjustments are evaluated based on impact on student financial aid, including the college’s short-term loan program, and the ability of the Anne Arundel County citizenry to pay. The college has specifically committed itself in its Strategic Plan (Goal 7.0, Objective 7.1) to maintaining tuition and fees at a reasonable and competitive level to assure continued equitable access.

State Goal 3 – Contribute to the Further Development of Maryland’s Economic Health and Vitality

Anne Arundel Community College is an acknowledged leader in realizing its mission mandate to support the economic and workforce development of the county, region, and state. Two-thirds of the annual community college system education/workforce development FTEs are the result of the outreach and impact of Anne Arundel Community College’s continuing education and workforce development programming. Recognizing that an educated citizenry is essential to economic vitality, the college has provided a vast array of credit and noncredit programming directly addressing the training and lifelong learning needs of the community. From a broad network of adult basic skills education to more specific customized business and industry programming, the college has established productive, meaningful partnerships with businesses, industries, and government agencies to forward the economic and workforce development plans for regional growth and prosperity. To strengthen this tradition and practice, the college’s Strategic Plan establishes community outreach and impact as one of its seven strategic priorities. In particular, the college is intent on expanding and enhancing its partnerships with the business-industrial sector, county public schools, government agencies, community groups, and other colleges and universities to foster productive collaborative initiatives that directly address the economic and workforce development needs of the county, region, and state (Objective 3.4).

State Goal 4 – Support and Encourage Basic and Applied Research

While teaching and learning are primary to a community college’s mission, applied research and public service are also vital elements of mission-driven responsiveness to community needs. As the community’s college, Anne Arundel directly moves forward State Goal 4.2: *support and employ existing and emerging applied research to address societal problems facing Maryland* through its Environmental Center and Center for the Study of Local Issues (CSLI). Partially supported by Anne Arundel County, the Environmental Center conducts research and educational activities concerning the quality of natural waterways in the county and how that quality is affected by human activities. Through applied research, the center identifies problems and devises solutions in such areas as fisheries, wetlands, aquatic plant control and effluent treatment for both government and industry. Diverse projects provide student employment and valuable experience, which supplement classroom activity. The center also serves the community through advice and lectures on environmental topics. CSLI conducts surveys and trend analyses for county agencies, chambers of commerce, and other local entities interested in assessing political, socio-economic, cultural trends/dispositions regarding specific regional issues and concerns.

State Goal 5 – Strengthen Teacher Preparation and Improve Readiness of Students for Postsecondary Education

Anne Arundel Community College has established a productive working partnership with the Anne Arundel County Public Schools. College and county school system leadership meet periodically throughout the year to identify and initiate high-need improvement projects that effectively (a) address pressing pre-K-12 needs and (b) facilitate the coherency of a seamless pre-K through lifelong learning continuum. To solidify its commitment to the public educational system, the college's Teach Institute (a merger of the college's Department of Education, Child Care Training Institute, and Teacher Technology Training Program) is actively engaged in responding to pre-K-12 needs, particularly the preparation and continuous improvement of teachers and child care providers. Anne Arundel Community College sponsors (1) pre-service and teacher education attracting students to teacher education programs fully articulated with multiple, four-year baccalaureate programs; (2) in-service teacher education and development programs to enhance pedagogical and technical skills; and (3) cooperative innovative curriculum development. The college's Teacher Technology Training Program (T3) achieved regional and national recognition for its impact and effectiveness in responding to teacher training needs.

The college's Strategic Plan firmly establishes expanded/improved efforts in this arena resulting in an increase in the network of partnerships, the number of students aspiring to teacher education and certification, and the number of teachers enrolled in college-sponsored training and learning opportunities. Efforts are well under way to dramatically influence certification and re-certification as a primary strategy to address the county's shortage of qualified teachers. The college strengthened the impact of its Education Department, Teacher Technology Training Program, and Child Care Training Institute through the merger of these three entities into the Teach Institute, which provides the optimal infrastructure with unified mission to meet county needs related to the present and projected shortages of teachers and child care providers, retention of both teaching and child care professionals, and local accessibility to teacher preparation and training opportunities at varying levels. .

Similarly, the college has a long history of active collaboration and sponsorship of programs enhancing the preparedness and readiness of county school students for postsecondary education. Tech prep programs and similar specialized college/school partnership initiatives specifically address the need to improve K-12 student skills to better prepare them for success in college and the workplace. A major focus in the past three years has been the development of bridge and transition programs for non-aspirants and underrepresented populations (i.e., women, minorities and disabled) to enroll as first-generation college students and to study in high demand science and technical programs.

In addition, Anne Arundel Community College is one of 15 community colleges selected to participate in the College and Career Transitions Initiative (CCTI). CCTI is a federally funded project administered by the League for Innovation in the Community College. The primary purpose of CCTI is to strengthen the role of community and technical colleges in easing student transition between secondary and postsecondary education and into employment while improving academic performance at both the secondary and postsecondary levels. AACC's project is designed to facilitate student transition from high school into the college's teacher education program. Currently, the college partners with nine Anne Arundel County public schools to enhance college and career transition strategies.

State Goal 6 – Provide High Quality Academic Programs for a Population of Increasingly Diverse Students

The college's Strategic Plan affirms the innate worth of all individuals, incorporating the college's broad definition of diversity throughout the organization and creating a welcoming and accepting climate supportive of growth and development of all community members. The college expects to have a faculty and staff at least representative of the county's diverse population and will concentrate on diversifying support services staffing as well. In addition, the college has implemented a diversity in the classroom assistance training program, consolidated diversity efforts into a comprehensive program, and developed diversity action plans at the departmental level.

In addition to the initiatives described in relation to State Goals 1 and 2, Anne Arundel Community College has established a strategic objective to *institute policies, procedures and specialized support and retention systems that enable under-prepared, under-represented, and "at-risk" learners to succeed at Anne Arundel Community College.*" (Objective 2.2).

Anne Arundel Community College recognizes the importance of minority student success. In the last ten years, the college's student population has become increasingly diversified. Today, the percentage of African Americans credit students exceeds that of the county population and minority groups are projected to be a larger element of our student body in the years ahead. Facilitating ready access to opportunity is but one facet of our responsibility. We must also provide the right support services to facilitate success. In fact, the college has strongly committed to achievement of this key objective by establishing as an expected outcome a 10 percent increase in the number of first-time, full-time degree-seeking African American students and total minority students transferring/graduating to four-year Maryland institutions within four years of matriculation. Developing a summer pre-immersion developmental skills building program, improving the educational plan development process, implementing a minority student outreach program, and creating a diversity center are examples of the many activities currently being planned and implemented.

State Goal 7 – Establish Maryland as One of the Most Advanced States in the Use of Information Technology to Improve Learning and Access

The college's Strategic Plan clearly establishes technology as a prime enabling tool for enhancing access, learning and institutional effectiveness (Goal 5.0), thus forwarding the state's plan to incorporate technology into instruction, provide high quality distance education opportunities, and provide access to electronic library services. The college's strategic plan also strengthens the institution's leadership role in distance education. It builds upon existing instructional strength by expanding student and instructional support services available online. The college's plan equally emphasizes technology as a means to increase administrative efficiency and effectiveness. To realize its technology goal and corresponding objectives, the college has firmly committed to increasing and improving the technological training made available to college faculty and staff. The college's Strategic Plan is further supported by an Information Services Tactical Plan, which is derived from the Strategic Plan.

The college has been awarded first and third place among participants in the Digital Community Colleges Survey. This annual survey is conducted by the American Association of Community Colleges and the Center for Digital Education. It is a comprehensive study that identifies and

recognizes those colleges that provide a high level of service to their students and faculty by the effective use of information technology. Nearly 1,000 community colleges are invited to participate.

State Goal 8 – Achieve a Cost Effective and Accountable System of Delivering High Quality Postsecondary Education

The college's Board of Trustees has clearly defined accountability as a major mission mandate – a fact reaffirmed and notably strengthened in the Strategic Plan. Instructional integrity at Anne Arundel Community College means verifying that we, in fact, accomplish that which we say we do. To that end, the college has committed to a system of performance measurement fueling continuous quality improvement. Performance effectiveness indicators defined at the institutional, divisional, and departmental levels are assessed annually, resulting in improvement plans designed to assure benchmark achievement (Strategic Plan, Objective 4.5). Annual assessment and planning are the conduits for realization of strategic goals and objectives and continuous institutional improvement.

Acknowledging that high quality programming and delivery must happen in prudent, cost-effective ways, the college has further established as a strategic priority the effective use of fiscal and physical resources. The college is fully integrating planning, budgeting, and resource development by implementing a system that relies on cost containment, cost-benefit analysis, budget reallocation strategies, and reengineering to effect cost efficiencies and assure strategic plan implementation and the highest quality programming and services.

Institutional Objectives and Outcomes

In December 1999, the college's Board of Trustees approved as the core of the institutional strategic plan's seven strategic priorities – *curriculum and instruction, student-centered service delivery, community outreach and impact, institutional integrity, technology, human resource, and planning and resource acquisition and utilization*. To maximize the college's effectiveness in realizing its institutional vision and mission, these seven priorities defined Anne Arundel Community College's strategic direction over the five-year period, FY2001-FY2005 and beyond. The college reviewed, assessed, and updated the Strategic Plan as 2005@AACC.qual.edu and is now in the process of developing the next iteration of the plan, 2015@AACC.qual.edu. Priorities are fully developed with goals, objectives, expected outcomes, and major implementation actions. The college's five-year goals and objectives, as reflected in the current Strategic Plan, are as follows:

Strategic Priority: Deliver high quality programs and instruction in response to the community's educational and training needs.

Goal 1.0: Maintain and Enhance the Quality of Instruction in All Courses and Program Formats Developed to Meet Community Needs *Anne Arundel Community College will continue to provide relevant high quality in all the instructional formats created to respond to the needs of its various constituencies.*

1.1 **Strengthening of Curriculum:** Advance learning at all academic levels and in all formats by (a) maintaining currency and relevancy of course content; (b) clearly defining and emphasizing the development of critical thinking, problem-solving, and communication skills; (c) encouraging the

development of appropriate attitudes towards work and goal achievement; and (d) promoting global awareness and understanding of other cultures.

1.2 **Improving Instruction**: Enhance the quality of teaching by providing and funding professional development for instructional staff to maintain currency in content areas and learn new teaching strategies.

1.3 **A Learner-Centered College**: Enhance the quality of teaching and learning, both curricular and co-curricular, by diversifying instructional approaches in response to learners' diverse learning needs.

1.4 **Instructional Quality Assurance**: Continuously improve the clarity, standards and consistency of courses and curriculum and instructional delivery systems through college-wide implementation of a systematic process of student learning outcomes assessment.

1.5 **Responsive to New Needs**: Develop new learning opportunities that address changing job market needs.

1.6 **Responsive and Innovative Delivery Systems**: Schedule and provide program instruction, and learning resources in creative, flexible ways that directly address the unique scheduling needs of all learner populations.

Strategic Priority: Maximize learner success through the delivery of comprehensive learner support services fully integrated with instructional systems.

Goal 2.0: Improving Learner-Centered Service *Delivery Anne Arundel Community College will actualize its "Students First" philosophy through assuring a nurturing, learner-centered environment and providing a high quality, proactive system of learner support that maximizes access, learning success and learner goal attainment.*

2.1 **Integration of Learner Support Processes**: Strengthen and more effectively integrate learner support services, from the initial point of contact through course/program completion and graduation, into a comprehensive continuum of proactive learner support delivered for timely intervention to improve student learning, enhance career and vocational development and facilitate goal attainment.

2.2 **Access And Success Of Under-Prepared/At Risk Learners**: Institute policies, procedures and specialized support and retention systems that enable under-prepared, under-represented, and "at-risk" learners to succeed at Anne Arundel Community College.

2.3 **Computerized Student Tracking/Quality Assurance**
Institute the electronic tracking and reporting capabilities essential for monitoring student progress ensuring "early and often" interventions to keep students on track and maintaining readily accessible retention and performance data for refining and enhancing student support systems and success strategies.

Strategic Priority: Enhance the College's image, outreach and impact on the community.

Goal 3.0 Improving Visibility and Presence *Anne Arundel Community College will enhance its visibility and presence among all sectors of its community, create and promote its competitive advantages and be universally recognized among all regional constituencies as a readily accessible, high quality and responsive resource vital to the economic, social and cultural growth and development of the county.*

3.1 Marketing/Outreach Planning System: Develop and implement a comprehensive marketing/outreach process and plan supportive of recruitment/enrollment, workforce development, and institutional advancement that incorporates (a) learner success strategies, (b) continuous analysis of constituency needs, market characteristics, competitive advantages and community service; (c) a target marketing approach to promotional strategies; (d) documentation and promotion of the College's impact on community growth, development, and prosperity; and (e) enhance the utilization of technology wherever appropriate to reach marketing and outreach goals.

3.2 Partnerships: Develop and maintain strong, active and viable partnerships with the Anne Arundel Community College Foundation, local, regional and national business and industry, local schools (preschool through Grade 12), two-year and four-year colleges and universities, government agencies, community groups, and international organizations.

3.3 Access for Under-served Populations: Extend College outreach to under-served populations, which include educationally and economically disadvantaged groups, minorities, non-native speakers of English and learners with disabilities, to enhance their access to educational programs and services and achieve success.

3.3 Access for Under-served Populations: Extend College outreach to under-served populations, which include educationally and economically disadvantaged groups, minorities, non-native speakers of English and learners with disabilities, to enhance their access to educational programs and services and achieve success.

3.4 Economic and Workforce Development: Fully support the economic and workforce development needs of the county, state, and nation through the delivery of responsive, customized, need-specific workforce development training programs and business services.

Strategic Priority: Evolve to a progressive, collegial, and collaborative learning community committed to systematic improvement and operational effectiveness.

Goal 4.0: Institutional Integrity and Culture *Through development and refinement of College policies, systems, and processes and application of resources, Anne Arundel Community College will emphasize institutional integrity throughout the College by embracing diversity, setting high performance standards, assessing institutional effectiveness, and systematically improving to achieve our mission mandates of quality, access, responsiveness, and accountability.*

4.1 Learning Community: Accelerate the evolution of Anne Arundel Community College as a learning community by creating a culture in which all employees increase their capacity to learn, create and innovate, design new systems, commit to a shared vision and adopt team learning and systems thinking.

4.2 Diversity: Affirming the innate worth of all individuals, incorporate the College's broad definition of diversity throughout the organization and create a welcoming and accepting climate supportive of the growth and development of all community members.

4.3 Infrastructure: Improve College systems and processes to foster achievement of the College's strategic goals and objectives, promote collaboration and accountability, cultivate participatory decision-making and inspire a sense of ownership and unity among members of the community.

4.4 Communications: Improve institutional communication systems to ensure all full-time and part-time members of the community are knowledgeable and well informed for active collaboration and participation in the advancement of the College.

4.5 **Institutional Integrity:** Commit to a system of continuous quality improvement and performance accountability in which all College units establish performance benchmarks, assess effectiveness and strive to improve.

Strategic Priority: Enhance learning and institutional effectiveness through technology.

Goal 5.0: Technology: An Enabling Tool for Learning and Institutional Effectiveness

Anne Arundel Community College will use technology as an innovative tool for improving the effectiveness and efficiency of all aspects of college life and will be a recognized leader in the application of educational technology.

5.1 **Infrastructure:** Provide the appropriate technological infrastructure that allows the College to achieve its goals.

5.2 **Learner Access:** Employ the most feasible instructional and information delivery technologies to increase learner access to College programs and services.

5.3 **Educational Technologies:** Employ the most feasible instructional and information delivery technologies to enhance the quality and effectiveness of teaching and learning across different formats.

5.4 **Facilitating Student Success:** Enhance the College's capability to provide relevant, responsive support for students in the achievement of their educational goals through the innovative use of technology.

5.5 **Administrative/Management Efficiencies:** Apply technology to streamline, automate, and increase efficiency and effectiveness in the delivery of services at the College.

5.6 **Building Community Through Technology:** Create and sustain a virtual community that allows students, faculty, and staff from all disciplines and at all locations to feel a part of the overall College community.

Strategic Priority: Ensure a dedicated, high quality workforce

Goal 6.0: Human Resources: A Highly Skilled, Healthy and Productive Workforce

Recognizing that dedicated and highly skilled faculty and staff are essential to achieving its vision, Anne Arundel Community College will use proactive, creative approaches to hiring, developing, rewarding, and utilizing its employees.

6.1 **Human Resources Management:** Establish efficient and effective human resources management policies, procedures, and practices that ensure reasonable and equitable workloads and competitive compensation; attract and retain a high quality and diverse workforce; foster a positive, pleasant work environment; and inspire and reward high productivity and performance.

6.2 Part-time Faculty and Staff:

Recognizing that part-time faculty and staff play a vital role in the advancement of the College; develop and implement consistent policies, procedures, and support programs to recruit, hire, supervise, train, recognize and reward part-time personnel.

6.3 **Faculty/Staff Training and Development:** Support professional development and training, which will enable faculty and staff to remain current, competent and skilled in their fields.

6.4 Work/Life Health and Wellness: Recognizing that a creative and productive workforce embodies health and wellness, support programs and practices that address employee wellness and provide for continuing health development.

6.5 Workforce Utilization: Implement creative approaches to employee assignments and schedules to make the most effective and cost-beneficial use of the College's workforce.

Strategic Priority: Ensure that the College acquires the fiscal and physical resources to support its strategic plan and uses those resources responsibly.

Goal 7.0: Resource Acquisition and Use: Investing in Our Future

Anne Arundel Community College will increase its competitive advantage, respond fully to community needs, and enhance teaching/learning excellence by acquiring and effectively utilizing the essential fiscal and physical resources to adequately support the implementation of its strategic priorities, goals, and objectives

7.1 Pricing and Learner-Related Revenue Generation: Set tuition and fees at an affordable level that ensures our competitive advantage and increase the number of learners enrolled and retained.

7.2 Non-Learner Revenue Streams:

Increase College revenues by (a) securing the optimum level of local and state funding; (b) aggressively seeking funds from other public and private sources, through, but not limited to, the Anne Arundel Community College Foundation; and (c) expanding corporate training, entrepreneurial and auxiliary services activities.

7.3 Strategic and Budget Planning:

Achieve the College's mission, goals and objectives by integrating planning, budgeting, and quality improvement processes into a cohesive system that (a) defines short and near-term revenue requirements and strategic priorities; (b) directs the allocation and reallocation of human, fiscal, and physical resources to critical areas; and (c) recognizes long-term resource development planning.

7.4 Facilities: Establish and implement a strategic facilities master plan that integrates (a) environmental scanning; (b) the institution's long-range programmatic plan; and (c) enrollment growth and demographics, resulting in a comprehensive plan for infrastructure, land use, and facilities requirements that will maximize the College's mission.

MHECmissionRev

BALTIMORE CITY COMMUNITY COLLEGE

2005 MISSION AND GOALS STATEMENT

RESPONSE TO INSTITUTIONAL MISSION REVIEW REQUEST

SUMMARY MISSION STATEMENT



**VISION FOR
EXCELLENCE**

BALTIMORE CITY COMMUNITY COLLEGE

The following mission statement was approved by the Baltimore City Community College Board of Trustees in March 2005 as part of the College's Strategic Plan 2005-2010, after a highly participative institutional planning process:

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the State of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet the learning needs and support for an increasingly diverse student population. BCCC, a dynamic higher education institution, is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

INSTITUTIONAL IDENTITY

Baltimore City Community College is a Carnegie Classification Associate's Degree granting institution, accredited by the Middle States Commission on Institutions of Higher Education. The primary role of the College is to provide for teaching, while engaging in public service to serve its community and research that supports classroom instruction.

The chief focus of instruction enables the College to meet students where they are academically and to assist them in accomplishing their academic goals.

Baltimore City Community College is an "open admissions" institution, serving all who choose to enroll. Baltimore City has one of the lowest participation rates in higher education in Maryland.

Serving primarily the residents and business community of Baltimore, BCCC is a state-sponsored comprehensive two-year degree-granting college with two main campuses and satellite locations throughout the city. With its broad range of degree and certificate programs, affordable tuition, and extensive outreach, BCCC offers educational opportunities at all levels to the citizens of Baltimore and the state of Maryland that enable students to obtain good jobs, transfer to four-year colleges, or take short-term training to upgrade their skills or acquire new ones.

In 1967, the College was renamed Community College of Baltimore and restructured as a department of the City of Baltimore. In the 1980s, city and state leaders recognized that shrinking city resources made it difficult for the city to operate a quality institution of higher education. On July 1, 1990, the Maryland General Assembly created a new institution, New Community College of Baltimore, funded by the state of Maryland. The College was granted permanent status in 1992 and renamed Baltimore City Community College.

With an annual unduplicated enrollment of 20,000 (credit and noncredit) students, Baltimore City Community College is the largest provider of postsecondary education in Baltimore City and enrolls more city residents as undergraduates than any other Maryland college or university. Founded in 1947, BCCC has directly influenced the lives of hundreds of thousands of citizens through its range of programs and services. BCCC is Maryland's only State-sponsored community college.

Unique Strengths

A unique strength of Baltimore City Community College is an energetic and collaborative spirit among faculty. Who reflect a dedication to their teaching and student learning that is a quality of Baltimore City Community College.

The next five years will see innovation in academic program reengineering, curricular restructuring and teaching strategies as faculty respond to rapid economic and social change, and transformations within their disciplines. Interdisciplinary approaches and cross-divisional and departmental cooperation are of interest to many faculty members. An impediment to this collaboration is the physical upgrading of facilities and buildings on the Liberty campus. Additional unique strengths are affordability, wide range of programs, close-knit faculty and student body, open door admissions policy, supportiveness of faculty toward students, prime locations, and the diversity in our student body i.e. race, ethnicity, age, education, talent, and culture.

Academic Programs

The College's credit and non-credit offerings are perfectly consistent with all five goals in the Maryland Plan for Postsecondary Education.

The thirty-nine associate's degree career programs offered at BCCC are designed to prepare students for successful entry into or advancement within their chosen careers include programs in allied human services, apparel design, biotechnology, accounting, hospitality management, computer aided drafting and design, computer information systems, law enforcement, dental hygiene, dietetic technology, emergency medical services, and legal assistant.

The eight associate's degree transfer programs and a range of non-credit training courses and programs are offered by BCCC, which enrolls the highest market share of Baltimore city residents who attend Maryland postsecondary institutions (31%). BCCC students are enrolled in degree or certificate programs with the largest career areas of concentration being health science, business, and information technology. In addition, associate's degree programs designed to prepare students for successful transfer into senior institutions include teacher education, business, engineering, and general studies.

Building on the strength of its academic programs and courses Baltimore City Community College offers an increasing number of distance learning courses, including offering three online associate's degree programs in criminal justice, dietetic technology, and general studies. Two BCCC instructors have received the regional "Teaching Excellence Award for Two-Year Schools" from the Association of Collegiate Business Schools and Programs (2002) and the "Distance Course of the Year Award" from the Maryland Distance Learning Association (2003) and (2004).

The fact that about 97% of degree- and certificate-seeking students enter BCCC in need of at least one developmental level course in reading, writing, or mathematics presents a challenge in bringing students to completion of degrees and certificates programs. Although BCCC has made major efforts to improve success in developmental education, pass rates remain low. Developmental education courses and academic support services are delivered to prepare students with weak academic skills for successful performance in their programs of study. In support of this effort, BCCC received a \$1.8 million five-year grant from the U.S. Department of Education for the improvement of teaching and learning to enhance academic performance, retention, and completion (pass) rates of students in developmental courses.

The College's Business and Continuing Education Center (BCEC) works in partnership with local business and industry, offering contract customized training, apprenticeships, and other industry-related programs both on campus and on-site. BCCC provides cost-effective, state-of-the-art employee training and other programs that contribute significantly to Baltimore's economic development initiatives.

The College offers continuing education programs such as General Educational Development (GED), which prepares students to take the Tests of General Educational Development administered by the Maryland State Department of Education in order to acquire a Maryland High School Diploma; English As a Second Language (ESL) training; and Adult Basic Education (ABE), which provides literacy skills. The College is

committed to enhancing the economic prospects of Baltimore's citizens through computer literacy and knowledge of state-of-the-art technologies aimed at 21st century employment.

Academic Program Development

Baltimore City Community College plans to seek Maryland Higher Education Council approval for degree and certificate programs in Environmental Science and a Visual, Performing and Communication Arts that respond to the specific needs of its service area and will further promote equal access and educational opportunity.

INSTITUTIONAL CAPABILITIES

Teaching and Public Service

- **Community Service.** Faculty and staff participate in many community service activities on an individual basis, as well as through their College programs. Organizations that benefit from the dedication and expertise of faculty and staff include American Heart Association, Career Connections Health and Bioscience Advisory Board for BCPSS Health and Bioscience Academies, NAACP, Westside Youth Opportunity Community Center Advisory Board, Second Chance Project, Belair-Edison Neighborhoods, Inc., Metropolitan Transitional Center at the Department of Corrections, Girl Scouts of America, Community Relations Council for Woodstock Job Corp, Boys and Girls Clubs of America, Alpha Phi Alpha Fraternity, Greater Mondawmin Education Consortium, Alpha Kappa Alpha Sorority, Baltimore Metropolitan Pan-Hellenic Council, Greater Mondawmin Coordination Council, and the Greater Northwest Coordination Council.
- **Speakers Bureau.** Faculty and staff also engage the community through the Speakers Bureau. As a free service to the community, faculty and staff speak on a wide range of topics to community organizations, church and civic groups, schools, and professional associations. This year's audiences include the Northwest Baltimore (SNAP) meeting, House of Refuge, Cherry Hill Family Support Center, Baltimore Baptist Convention, and Department of Social Services. BCCC also provides marketing presentations to advisory boards, recruitment audiences, and other key constituencies.

Partnerships

- **Baltimore City Public School System and Enoch Pratt Free Library.** Through this partnership, BCCC coordinated the "Wild about Reading Literacy Jamboree." The Jamboree was a half-day symposium on children's literacy designed for the community to participate in a diverse professional development experience promoting children's literature appreciation. Maryland authors, illustrators, bookmakers, and storytellers discussed their love for children's literature during workshops and demonstrations. Children were invited to attend.

- **BCPSS: Pitts-Ashburton Simulated Community College.** The Pitts-Ashburton Simulated Community College was a 7-week program for middle school students from Ashburton/Nathan Pitts Elementary School. It provided students with the opportunity to experience the college-preparation process through a series of simulations designed to simulate the actual experience of high school students preparing for college. These students completed a mock admissions application, applied for State and federal financial aid via "FAFSA on the Web," took a mock placement test, received advisement, chose a major, registered for classes, received financial aid and scholarships, and paid their bills. They participated in a New Student Orientation simulation similar to the program BCCC offers to incoming first-year college students. Presentations were also made to the students at the middle school and students who made many visits to the Liberty Campus.
- **Science Is For Everyone.** BCCC's award-winning *Science Is for Everyone* (SIFE) program represents an innovative approach to serving the community. SIFE is a partnership between BCCC and eight Baltimore City faith-based organizations designed to encourage children, ages 7 to 12, to pursue careers in technology, science, and mathematics. Field trips this year included the Smithsonian Museum of Dentistry, Science Center, and College Park Aviation Museum. SIFE provided math, science, and technology hands-on experiences for over 300 students and their families.
- **Faith-Based Affiliations.** BCCC's has instructional delivery and service relationships with numerous faith-based organizations. Affiliations include the Agape Miracle Church, Project ARISA, Greater Faith Baptist Church New Christian Memorial, Douglas Memorial, Wayland Baptist Church, After School Program, Women In Christ, Unity United Methodist Church, Porter Baptist Church, Greater Faith Baptist Church, New Life Methodist Church, Mt. Lebanon Baptist Church, St. Bernadine's, Second English Lutheran Church, Mt. Olive Evangelical Church, Keystone Church of Christ, Mt. Zion United Methodist Church, Interdenominational Ministerial Alliance, Victory Ministries, New Christian Memorial Church, Christ United Methodist Church, Greater Paradise Christian Center, New Bethlehem Baptist Church, City Temple Baptist Church, and Baltimore Blacks and Jews Organization. Relationships range from Speakers Bureau requests to event planning, facilities use, and technical or planning assistance.

Access and Equal Educational Opportunity

In Fall 2003, BCCC enrolled more African Americans than all 27 of the independent institutions, 12 of the 13 four-year public institutions, and 14 of the 15 other community colleges in Maryland. In fall 2004, of BCCC's students who indicated their ethnic background, 87 percent were African American. The number of African Americans enrolled in the College increased by 22 percent between fall 2000 and fall 2004. Most of BCCC's enrollment growth has been through increases in the number of African Americans.

BCCC's pre-eminent role in providing accessibility to the State's disadvantaged is reflected in the fact that this College enrolls more Baltimore City residents as undergraduates than any other institution of higher education. BCCC accounts for 39 percent of all City residents enrolling as undergraduates in Maryland public institutions, 45 percent of African American City residents, and 21 percent of all others. Without BCCC, educational opportunities would be severely restricted in one of the State's most underprivileged jurisdictions.

Strengthening Teacher Preparation

In fall 2004, BCCC enrolled 408 students enrolled in Teacher Education, Early Childhood Education, and Special Education. Many of these were teachers preparing for licensing examinations. In response to the critical need for certified teachers in the Baltimore City Public Schools System, where 30% of teachers were provisionally certified, BCCC designed the Center for Teaching Excellence Teacher Certification Program to help provisional teachers complete the courses needed to teach under Maryland law. The CTE's Teacher Certification Pathway offers a non-degree, non-certificate course of study to teachers with a Bachelor's Degree who want to meet MSDE teacher certification requirements.

Economic Growth and Vitality

- *Economic Development.* Many new opportunities have emerged that evidence that there is recognition of the Baltimore City Community College's role in economic development. College partnerships are growing. The Baltimore City Community College is being asked more frequently to play a key role in planning, design, brokering and delivery of services in workforce and economic development to support the City's economic development, including the Greater Baltimore Committee, the Greater Baltimore Alliance, and the Downtown Partnership. Participation on the Governor's Workforce Investment Board and the Baltimore Workforce Investment Board enables BCCC to communicate its presence to a wider community audience in need of college programs and services. These established Boards play key roles in meeting local and state workforce needs and BCCC's programs are a strong match with the critical skill shortage areas they have identified. The College's staff serves on the steering committee for Project Garrison and works to identify funding sources, provide information about BCCC's services, and coordinate the establishment of adult education classes at community sites. The Project serves six communities around the College service areas. College relationships have been forged with many Baltimore business groups including International Association of Administrative Professionals, Poetic Java Publishing, National Association of University Women, American Express Financial Services, and the Greater Homewood Community Corporation.

Workforce Training

- *City, State and Business and Industry Partnerships.* BCCC is establishing on strengthening partnerships with a number of City and State agencies to offer educational programs to their employees or constituents, including the Mayor's Office of Employment Development (MOED), Maryland Office for New Americans, Maryland State Department of Education (MSDE), Housing Authority of Baltimore City, Department of Social Services, School @ Work Program, The Johns Hopkins Hospital, Baltimore City Fire Department, Baltimore City Department of Personnel, Maryland State Highway Administration, Employee Development and Training Institute, Maryland State Department of Human Resources, University of Maryland Medical Center, and Maryland Tourism Council. New business relationships are underway including Empower Baltimore Management Corporation, Harbor Bank of Maryland, M&T Bank, and United Parcel Services.
- *Meeting the Demand: Enrollment in Literacy and Workforce Development* Of the four main components of non-credit offerings, the largest consists of literacy offerings including adult basic education, GED preparation, computer-assisted instruction for completing high school credits (NOVEL), and various special programs for high school dropouts, such as the Youth Empowerment Program, Youth Opportunity Program, and Operation Safe Kids.
- *BCEC Off-Campus Programs and Partnerships.* BCCC's Business and Continuing Education Center (BCEC) has a long history of partnerships and affiliations with business, industry, community, public schools, and government organizations. Much of this programming takes place off-campus across the City. Adult and Community Education (ACE) programs continue to be the largest provider of literacy training in Baltimore City. More than 300 free Pre-GED, GED, English as a Second Language (ESL), and Youth Empowerment courses are offered at 88 City sites. Training to meet the needs of senior citizens takes place at senior centers across the City such as the Hatton Senior Center, Harford Senior Center, John Booth Senior Center, Roland Park Place, Cherry Hill Senior Manor and Concord Apartments.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Baltimore City Community College's Strategic Plan 2005-2010, **Vision for Excellence**, outlines several goals for implementation over the next four years focused on institutional requirements and state needs. Institutional resources are tied to the ongoing implementation of College goals. These goals were developed over a six-month period, engaging College students, faculty, staff, board members, and community representatives, utilizing documents as the Maryland State Plan for Postsecondary Education, accreditation reports, internal and external focus groups facilitated the identification of strategic issues and the development of goals.

Baltimore City Community College's short-term and long-term goals and objectives are congruent with the Maryland Plan for Postsecondary Education and, thereby, warrant the investment of State resources in their accomplishment.

The following College goals and objectives respond to institutional needs and State Plan goals related to quality and effectiveness, student-centered learning, diversity, access, affordability, economic growth, and vitality:

SELECTED GOALS:

1. Increase student retention and success.
2. Employ a highly qualified and effective administration, faculty and staff
3. Develop a comprehensive recruitment and retention strategy.
4. Foster a campus climate characterized by respect and appreciation of all members of the College community.
5. Strengthen articulation with educational institutions.
6. Develop a comprehensive plan to address the emerging workforce development needs of business and industry.

OBJECTIVES:

1. Improve tutoring services through coordination of service delivery.
2. Integrate appropriate technology into teaching and learning.
3. Create a more effective academic advisement process.
4. Develop quality promotional materials that support recruitment and admissions.
5. Provide regular academic advisement sessions to community programs and special populations (i.e. off-campus credit cohorts thru' BCEC's Training Program; non-credit programs; GED and community-based ESL programs; senior population; early enrollment; etc.)
6. Increase the use of the College's Blackboard course management system by faculty and students in traditional courses.
7. Develop a College Diversity plan.
8. Increase the number of students transferring to Towson University from the Baltimore City Community College through a partnership with the Towson University Pilot Transfer Project.
9. Implement strategies to develop partnerships that will enhance workforce training for high-growth occupations.
10. Implement training opportunities for lifelong personal, professional and economic advancement, within the framework of the College's core values.
11. Address basic workplace skills, job readiness and social skills needed for personal and career development.

Carroll Community College
Westminster, Maryland 21157

College Mission and Goals Report to the Maryland Higher Education Commission

September 2005

Summary Mission Statement

Carroll Community College is an innovative center of learning. The college focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes life-long learning.

Institutional Identity

Carroll Community College is Carroll County's premier learning community for convenient, affordable, state-of-the-market postsecondary training, baccalaureate preparation, and lifelong education. As a learning-centered college, Carroll embraces student learning as its primary and defining mission; encourages students to be full and active partners in learning; creates an environment supporting student and organizational learning; assesses learning outcomes and uses the results to improve learning; and evaluates all areas of the college by how well they foster learning.

Carroll Community College is an organization that values, recognizes, and rewards just, humane, honest, and respectful human interaction; ethical and truthful representation of the college to students and the community; positive and collaborative problem-solving; and solutions-oriented action.

Carroll Community College is a public, associate degree-granting institution serving Carroll County, Maryland. The college is governed by a seven-member Board of Trustees appointed by the Governor of Maryland. The college is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college receives funding from both Carroll County and the state of Maryland.

Carroll Community College provides an environment that supports faculty, staff, and students in the transition to new technologies, new careers, and new ways of working and learning; prepares students for successful completion of the baccalaureate degree; meets individual and county workforce development needs; develops partnerships with business, industry, government, and nonprofit organizations to further economic development; assists county adults in acquiring literacy and other skills to become effective citizens; and serves as a resource for community enrichment.

Carroll Community College is proud of its open door admissions policy and relatively moderate tuition and fee rates, fully embracing the guiding principle of the *2004 Maryland State Plan for Postsecondary Education* that "All Maryland residents who can benefit from postsecondary education and desire to attend college should have a place in postsecondary education and it should be affordable."

Academic Programs

Carroll Community College offers four Associate of Arts programs preparing students for transfer to baccalaureate institutions (Arts and Sciences, Business Administration, General Studies, and Teacher Education), an Associate of Arts in Teaching degree in Elementary Education, an Associate of Science degree in Nursing, seven Associate of Applied Science degree programs (Accounting, Computer-aided Design, Computer Graphics, Computer Information Systems, Law Enforcement, Physical Therapist Assistant, Early Childhood Education), plus certificates in Health Information Technology, Nursing, Office Technology, and most of the A.A.S. fields.

Carroll Community College has responded to the action recommendation under Goal 2 of the *State Plan* to grow "programs that address specific shortages in the Maryland workforce." For example, to broaden the opportunities for training in health care professions, the college joined with Frederick and Howard Community Colleges to create the Mid-Maryland Allied Healthcare Education Consortium. Carroll students may pursue credentials in Cardiovascular Technology, Emergency Medical Services, Respiratory Therapy, and Surgical Technician through the consortium.

Carroll Community College has responded to Goal 4 in the *State Plan* to "strengthen and expand teacher preparation programs" through introduction of the Associate of Arts in Teaching in Elementary Education degree, creation of the Education Academic Community, and outreach activities that have produced 171 percent growth in teacher education majors over the 1999-2004 period.

Business and Workforce Development

Carroll Community College is committed to furthering Goal 5 in the *State Plan* to promote economic growth and vitality through...the development of a highly qualified workforce." In addition to its degree-credit programs, the college supports economic development through open-enrollment workforce training courses and the provision of business training and services under contract. The Miller Small Business Resource Center provides mentoring, access to technology, networking opportunities, and seminars and workshops to promote the creation and success of small businesses in the county.

Institutional Capabilities

Chiseled above the main entrance of Carroll Community College are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College.

Carroll is a teaching and learning institution. An important, but secondary mission, is to promote community enrichment through service and cultural enrichment activities. A full calendar of art, music, and theater events centered in the Scott Center for the Fine and Performing Arts is offered to the public each year. The college partners with over 45 community organizations in service learning projects each term. Service learning connects students' academic learning with service to the community, integrating theory with practice and meeting community needs.

The primary responsibility of faculty is to help students learn. In keeping with this primary mission, faculty scholarship related to teaching effectiveness is encouraged and recognized.

Carroll Community College employs state-of-the-market computer-based and communications technologies to enable the college to function as a model learning institution. The college continuously improves technology resources to support students, faculty, and staff in their activities, including services from on campus as well as from any location and at any time. The college currently offers over 200 courses online; one-eighth of the college's credit students enroll in at least one online course.

As promoted in one of its marketing themes, "The Better Freshman Year," the college offers students several advantages over other postsecondary education alternatives. These include (1) better learning support, with faculty whose primary responsibility is student learning and free tutoring when needed; (2) better class size, with an average of 21 students per section and no class larger

than 40; (3) better technology, with a low student-to-computer ratio and continually refreshed computer laboratories, and (4) better value, with tuition and fees half the cost of a University of Maryland campus and a fourth to a seventh the cost of a private college. Collectively, these advantages clearly address the principles of educational opportunity, affordability, and quality that permeate the *2004 Maryland State Plan for Postsecondary Education*.

Institutional Objectives and Outcomes

College planning and operations are guided by long-range institutional goals, short-term strategic initiatives, and findings from on-going assessment activities.

Long-range Institutional Goals

The following long-range goals follow directly from the college's mission:

Ensure that all who may benefit from the learning experiences offered by the college are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment.

Encourage all degree-seeking students to develop competencies in oral and written communications; information literacy; mathematics; reading; reasoning and problem solving; social, cultural, and global awareness; and technological applications.

Prepare students for successful completion of the baccalaureate degree through rigorous transfer programs, appropriate advising, and effective articulation agreements.

Provide career preparation and job skill enhancement through credit programs, noncredit entry-level career training, professional continuing education leading to industry licensure and certifications, and career development and counseling services.

Support county business development through provision of customized training and business services including assessment, consulting, training plan development, and performance improvement programs provided under contract.

Develop educational partnerships with business, industry, community organizations, and governmental entities to further economic and workforce development.

Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.

Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.

Create an intellectually stimulating and professionally rewarding environment that encourages employees to grow as individuals and team members, to act with integrity at all times, to seek out and implement best practices, and to embrace the college's core commitment to be a student- and learning-centered institution.

Employ financial, human, information, physical plant, and technological resources effectively and efficiently to fulfill the college's mission.

Establish and nurture a sense of community among students, faculty, and staff.

Short-term Strategic Goals and Initiatives

The college's short-term goals are updated annually through the strategic planning process overseen by the Planning Advisory Council. Each June, the president brings seven to ten strategic initiatives to the Planning Advisory Council for discussion. They are then proposed to, and approved by, the Board of Trustees. Once approved, they become the framework for the college's Strategic Plan. The strategic initiatives are used to guide area, office, and employee goal-setting in the coming year and to develop the operating budget for the following year. Initiatives in the FY2006-FY2007 Strategic Plan include:

1. Fully implement the Student Learning and Institutional Effectiveness Assessment Plan and apply findings to improve learning and college operations.
2. Explore additional ways of incorporating and assessing core competencies into the curriculum.
3. Implement the Student Persistence and Achievement segment of the Enrollment Management Plan.
4. Complete planning for implementation of a new model for delivering and achieving student development outcomes.
5. Develop and implement new academic and continuing education programs to meet the workforce development needs of Carroll County.

6. Successfully implement the public phase of the Partners Major Gifts Campaign and reach the campaign goal of \$4 million in gifts and pledges.
7. Complete all steps for the development of Classroom Building Four.
8. Expand credit and noncredit enrollment at the Sykesville Center.

Institutional Effectiveness Assessment

Carroll Community College is committed to ongoing assessment and evaluation of its programs and services and to public documentation of institutional effectiveness to provide accountability to stakeholders.

At the direction of the president, during spring 1999 the college's Planning Advisory Council developed a comprehensive program of institutional effectiveness assessment. This included a set of institutional effectiveness assessment measures, which were adopted by the Board of Trustees on June 21, 1999, to provide public accountability by comparing results to purpose. These measures covered all areas of the college's mission:

- Access and opportunity
- Student development and learning
- Baccalaureate preparation
- Workforce development
- The teaching and learning environment
- Community outreach and lifelong learning
- Resource development and use

In November 2003, the Planning Advisory Council reviewed the indicators and recommended deletion of eight indicators (primarily due to data collection problems) and addition of three new indicators. The president approved the changes, which were adopted by the Board of Trustees on December 17, 2003.

The Board of Trustees received the college's first Institutional Effectiveness Report on January 19, 2000, and updates every January since. In addition to the 67 indicators adopted by the Board, the Planning Advisory Council monitors a more comprehensive set of planning, management, and assessment information. This complete Planning Advisory Council Planning and Assessment Information System, comprising over 120 indicators, is maintained by Institutional Research and distributed annually to the Board and all full-time employees at the college.

The Board of Trustees has adopted fifteen of the Institutional Effectiveness Assessment Measures as "Core Indicators of Effectiveness." They are:

- Total full-time-equivalent enrollment
- First-time full-time market share
- Part-time market share
- Fall-to-spring retention
- Degree progress: graduation and transfer rates
- Four-year success rate: graduation, transfer, or still enrolled
- Developmental course pass rates
- Career degree graduates by field of study
- Employment and continuing education of career program graduates
- Course enrollments in continuing education workforce training courses
- Organizations provided training or business services by contract
- Course enrollments in continuing education personal enrichment courses
- Enrollments per section in credit courses
- Faculty teaching load hours by full-time and adjunct faculty
- Expenditures per full-time-equivalent student

These institutional effectiveness measures are only one component of the college's comprehensive assessment and accountability program. Assessment of student learning outcomes and teaching effectiveness is the responsibility of the faculty and falls under the direction of Vice President of Academic and Student Affairs. Other areas of the college also are engaged in program evaluation and other assessment activities.

Learning Outcomes Assessment

Carroll Community College is committed to the assessment of student learning. This process allows the college to monitor and improve the quality of its courses and programs of study. Under the direction of the Learning Outcomes Assessment Committee, assessment efforts are continually refined.

Learning outcomes assessment is a recursive process. The first step in the process is the identification of learning goals at the course, program, and institutional level. The second step involves measurement of student attainment of these goals using subjective and objective data, and nationally-normed as well as instructor-designed instruments. Actual student learning is periodically compared to anticipated learning. The critical phase of learning outcomes assessment occurs when the data are used to make changes in the curriculum in order to improve student learning. At this point, the process begins again, with the clarification of learning goals and measurement of the effectiveness of curricular changes.

CECIL COMMUNITY COLLEGE
Institutional Mission Review Process
in response to
Maryland Higher Education Commission

SUMMARY MISSION STATEMENT

Cecil Community College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and, economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil Community College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

The College has four strategic goals that serve to advance the mission of the institution and support the Maryland State Plan for postsecondary education. The focus of these goals is academic excellence and student success, enrollment and resource growth, optimal resource allocation that supports learning, and the promotion of access that emphasizes student diversity and flexible learning responses.

INSTITUTIONAL IDENTITY

Cecil Community College promotes the educational, cultural, and economic development of Cecil County and the surrounding region. The College has a diverse student population ranging from dual enrollment students and recent high school graduates to adults over the age of 60. The College is an Associate Degree and Certificate granting institution that meets the educational needs of students through a variety of learning experiences. Currently, the College delivers 43 Associate of Arts degree programs and 39 certificate programs. Through its comprehensive continuing education programs, the College offers opportunities to upgrade basic skills, complete career training, and expand personal and recreational interests. Continuing Education offers a variety of courses in allied health, business training, vocational trades, transportation, and adult education.

As the only higher education venue in the county, Cecil Community College strives to promote access and high academic standards for the citizens of the area. The quality of the education that Cecil's graduates receive is evident in their ability to demonstrate college-level proficiency in critical thinking, writing, oral communications, quantitative analysis, technology and information literacy, and awareness of ethics and cultural diversity. Further, the College prioritizes the need to ensure that students (1) transfer easily and perform successfully at 4-year colleges and universities, (2) develop the skills

needed to compete in today's workplace, and (3) gain experiences that are responsive to the needs of an emerging workforce.

A cornerstone of institutional identity is maintaining a current and future view of the academic program needs of the region. Underpinning the program development process is the institutional core value of *innovation*, as defined in the following manner, "the College promotes creative actions that result in the expedient development of educational programs and workforce solutions for the communities we serve". Cecil Community College's programmatic emphases and priorities are built around the concomitant success of students and employers. Recent examples of program development include:

| | |
|--|--|
| Transportation and Logistics | Equine |
| Performing Arts | Maritime |
| Medical Assistant | Hospital Unit Clerk |
| Teacher Education (Elementary and Secondary) | Leadership & Management (Accelerated Degree) |

This core value is also exhibited by the College's recent success in collaborating with the local hospital to expand the Nursing Program. This program development process responds to the unique workforce needs of Maryland's northeast corridor and to the economic growth and vitality goal of the Maryland State Plan for Postsecondary Education.

As the College looks to the future needs of our students, and the regional workforce, new program offerings will occur in the areas of math, science, technology, and language and cultural studies. Preliminary plans for the advancement of this priority have begun through the acquisition of land, resources, and four-year partners. The College is cognizant of the need to "address specific shortages in the Maryland workforce..." as indicated in the State Plan, when identifying new Associate of Arts degrees and certificate programs.

INSTITUTIONAL CAPABILITIES

The mission of Cecil Community College is to maintain teaching and learning as the highest priority. The College also commits to accessible, affordable higher education. Considerable resources are also committed to public service programming to ensure that the citizens of the area avail the support needed in achieving their learning objectives. Detailed examples of objectives that have been achieved and support the State Plan are as follows:

Goal 1 for Postsecondary Education: Quality and Effectiveness

For the past five years, the College has used its budget development process to identify college-wide priorities for programs and functions that support the strategic initiatives outlined in its Strategic Plan (2000-2005). This priority list is used to determine not only the new initiatives included in the following year budget, but also what additional expenditures may occur if revenue exceeds projection. This provides a clearly communicated roadmap to all constituencies for an effective use of College funds

Cecil Community College continues to spend the majority (63 percent) of its funding on instruction, academic support and student services. Compared to Maryland community colleges' average, Cecil's expenditures for student services are 4 percent higher.

Goal 2 for Postsecondary Education: Access and Affordability

The Adult Education Program provides individual literacy tutoring for beginning readers, ABE/GED courses, and basic/advanced courses in English for Speakers of Other Languages (ESOL). In FY 2004, the program served 615 students; 83 earned a high school diploma, and 258 advanced by at least one academic level as documented in the MSDE program reports. The College served 54 ESOL program students in FY 2004. All grant-funded classes also included a focus on job skill goals such as obtaining and/or retaining employment, as well as advancing on the job.

In terms of affordability, Cecil Community College remains one of the "best value for money" education providers in the State. The College's tuition and fees remain competitive. The College's percentage tuition increase was less than the average increase at Maryland public four-year institutions. The tuition and fees at the College, as a percentage of tuition and fees at Maryland public four-year institutions, decreased in each of the past four years, from 44.8 percent in FY 2002 to 42.3 percent in FY 2005. While tuition rates have remained relatively stable, the College has made a concerted effort to increase awareness and awards in the financial aid area. Between FY '01 and FY '05 the number of financial aid recipients increased from 32% to 36% of the student population.

Goal 3 for Postsecondary Education: Diversity

Between fall 2001 and fall 2004, minority student enrollment grew from 10.1 percent to 12.1 percent. The percentage of minority enrollment at the College doubles the percentage rate of Cecil County and exceeds the goal outlined in the College's Diversity Plan.

The four-year transfer/graduation rate of full-time minority students for the 1999 cohort reached an unprecedented level of 34.7 percent, a rate almost twice that of the 1998 cohort (17.6 percent). Additionally, the rate for the 2000 cohort reached another high of 36.9 percent.

Goal 4 for Postsecondary Education: Student-Centered Learning Systems

In an effort to reduce time to degree, the College has designed and launched an accelerated degree track in Leadership and Management, in partnership with a private four-year college. An institutional priority is to address the educational needs of the citizens, businesses, and state agencies of Cecil County. Currently 16.4% of adults in Cecil County hold a bachelor's degree or higher as compared to the State average of 31.4%. As the only higher education provider in the area, the College is taking the lead in expanding access to both the Associate and Bachelor degrees. A second accelerated degree option will be added fall 2006.

Cecil Community College partners with the Cecil County Public Schools to offer a career pathway in transportation and logistics to the county's high school students. The Career Cluster partnership establishes a framework to enable high school students to explore possible career options while strengthening their academic and technical skills. There are sixteen Career Clusters that provide pathways for secondary school students to obtain the knowledge and skills necessary for transition to two-year and four-year college programs and the workplace.

Goal 5 for Postsecondary Education: Economic Growth and Vitality

Cecil Community College has consistently increased its enrollment growth in degree/certificate and continuing education programs within the past five years, making it one of the fastest growing community colleges in the State. The College has expanded its teacher education programs to meet critical workforce shortages in the State. To facilitate seamless transfers, articulation agreements have been signed with the University of Delaware, University of Phoenix, Towson University, and Wilmington College, and partnership arrangements are made with other 4-year institutions. The College's goal is to become a regional center for professional education, development, and training.

One of the key occupational growth areas for Cecil County is transportation and warehousing. The Mid-Atlantic Transportation and Logistics Institute (MATLI), the College's signature program, continues to make considerable impact in providing educational and career development programs in transportation. MATLI provides the transportation, distribution, and logistics sector with trained manpower. In addition to associate degrees and certificates, the program offers technical and licensure preparation and professional development courses.

The programs and outcomes mentioned above are a small sampling of the many initiatives the College has advanced in recent years. In each case, the College capitalized on the demands of the region and the strengths of the institution to fill unmet needs. Strident efforts were made to expand access and guide students into critical shortage employment areas such as: nursing, teaching, and transportation and logistics. Consequently, the College has experienced unprecedented enrollment growth (44% since FY '01) and played an active role preparing a better educated and trained workforce throughout the region.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

An overarching priority for Cecil Community College is to ensure that the College demonstrates institutional effectiveness, as demonstrated by measurable outcomes. It is within this context that the College has identified four (4) goals, along with complementary objectives, that position the institution for the future and creates opportunities to enhance all facets of academic programming and operations. The College's goals are consistent with the updated Maryland State Plan for Postsecondary Education (2004) goals of ensuring quality education, equitable access, economic development, diversity, teacher preparation, learning-oriented use of information

technology, and accountability. Implementation of the College's Strategic Plan (2005-2010) serves as a basis for assessing the institution's performance accountability.

The goals (long-term) and objectives (short-term) identified in Cecil Community College's 2005-2010 Strategic Plan are not dissimilar to those included in the Maryland State Plan for Postsecondary Education (2004). In fact, great similarity exists. Goal 1 encompasses academic excellence and student success, much like the state goal for "*Student-Centered Learning Systems*". Goal 2 focuses on responsible growth and parallels the state goals of "*Access and Affordability and Economic Growth and Vitality*". Goal 3 addresses the allocation of institutional resources and includes elements that link to the state goal of "*Quality and Effectiveness*". Finally, Goal 4 prioritizes the need to strengthen diversity and access, objectives that can be found in the state goals of "*Diversity and Access and Affordability*". Specific goals and complementary objectives outlined in the College's Strategic Plan (2005-2010) are as follows:

Goal 1: Cecil Community College will place innovative learning opportunities, academic excellence, and student success at the forefront of all we do.

- Develop and/or enhance the outcome indicators used to measure student learning in the areas of communication, computation, cultural diversity, critical thinking, and team work.
- Expand the number of alternative instructional delivery systems that are consistent with diverse learning styles and needs, such as, modularized course offerings, learning communities, and paired courses.
- Implement assessment planning strategies with special emphasis on learning outcomes and the subsequent refinements in course and program design as described in the College's Assessment Plan.
- Establish and support academic program institutes that focus on the rapid development of learning solutions, to strengthen workforce development throughout the region.
- Develop and/or expand partnerships with educational providers including, but not limited to, Cecil County Public Schools, two- and four-year colleges, regional school systems, and proprietary institutions, to improve pathways for students as they enter and exit the College.
- Assess and realign the business and commerce curriculum to ensure that programming options are available that are compatible with high demand transfer patterns and workforce preparation needs.
- Increase the use of technology in and beyond the classroom by improving and expanding opportunities for professional development and enriching instructional delivery methods, such as Blackboard course management.

Goal 2: Cecil Community College will expand its pattern of responsible enrollment growth, enhance its learning facilities and continue to broaden its course and program options.

- Increase efforts to introduce new courses, programs, and delivery formats in the credit and continuing education areas in support of the objectives outlined in the Academic Plan.

- Analyze and enhance the technology used in the academic area with special consideration of the need to expand distance education course offerings.
- Identify and develop science and technology programs that will provide students with the competencies and skills needed for emerging professions.
- Create academic institutes that are responsive to the economic development needs of the region and incorporate a program development approach that is attentive to the 'fast-to-market' requirements of private industry.
- Expand partnerships with the Cecil County Public Schools to increase by 10% the number of high school students attending and graduating from Cecil Community College during the '05-'10 planning period.
- Explore new partnerships with regional businesses and colleges as a mechanism to attract adult learners and to increase academic program options.
- Expand partnerships with the Cecil County Public Schools to increase by 10% the number of high school students attending and graduating from Cecil Community College during the '05-'10 planning period.

Goal 3: Cecil Community College will develop and allocate human, fiscal, and technological resources to ensure academic excellence.

- Develop additional cost containment practices that are integrated with the budget development process which results in additional annual savings of \$25,000 each year during the '05-'10 planning period.
- Investigate business process improvement measures that result in documented enhancements in operational efficiency and effectiveness.
- Evaluate and upgrade the administrative computing system to advance improvements and expand functionality, and embed training for users throughout the process.
- Update the long range plan for technology upgrades and expansion, with assurances of funding strategies.
- Collaborate with the State legislative delegation and other constituencies to secure more state aid for the College so that tuition rates are sustained at a level no higher than the state average for community colleges.

Goal 4: Cecil Community College will create educational opportunities for a diverse community of learners and business partners that stress access, flexibility, and timely learning solutions.

- Increase student access through distance learning options and integration of technology across the curriculum.
- Evaluate the changing resource needs of an increasingly diverse student population to ensure the College continuously improves upon the services and learning options provided.
- Ensure that the College continues to enroll and retain a diverse student body, faculty, and staff by supporting objectives outlined in the Diversity Plan.
- Construct professional development programs for faculty and staff regarding the diverse learning styles and needs of an increasingly diverse student population
- Provide access to educational programs and services that overcome the barriers of time and distance.

- Develop accelerated learning models and multiple approaches to granting credit for prior learning to position the College as a champion of access to baccalaureate and graduate studies for individuals throughout the region.

Each of the College's goals and supporting objectives are in direct support of the goals indicated in the 2004 State Plan for Postsecondary Education. Specific metrics have been identified in institutional subsidiary plans to ensure each stage of implementation can be measured. Additionally, steps have been taken to directly link planning and budgeting. Budget rationale, at all levels, must identify a direct relationship with objectives identified in the Strategic Plan and/or supporting subsidiary plans. This process has enabled the institution to align college-level planning with state planning and funding.

Throughout the planning process, the College gave considerable attention to the current and emerging needs of the region served by the institution. In as much, the focus was directed toward the specific, or unique, challenges that would be faced when internal resources were aligned with the demands of the external environment. An inherent element of addressing this challenge was to include an institutional assessment process that would validate the responsible allocation of resources to goals and objectives that responded to local and state priorities.

All goals and objectives are reviewed and refined at least semiannually. During the budget development process in the fall, and at the end of each fiscal year, outcomes are reviewed to determine if progress can be measured and documented, and if the initiative warrants ongoing funding. This process allows the institution to make refinements to plans and to reassess organizational priorities. The effectiveness of this approach can be measured by the College's success in improved college attendance rates for recent high school graduates, improved transfer rates, expanded access to associate and baccalaureate level degrees, increased minority enrollment, and improved participation rates in higher education for citizens in the area.

CHESAPEAKE COLLEGE MISSION AND GOALS STATEMENT

Many aspect of Chesapeake College's mission statement, institutional identity, and institutional objectives are featured in the College's *Strategic Plan: Fostering a Community of Learners (FY 2004-2008)*. The Strategic Plan resulted from a participative planning process during 2002 and 2003 and continues to provide the College direction today.

The College's Strategic Plan is consistent with the 2004 Maryland State Plan for Postsecondary Education. This relationship will be evident after reviewing the College's *Mission and Goals Statement*.

I. SUMMARY MISSION STATEMENT

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Upper Eastern Shore. The College's mission is to provide a learner-centered environment that provides affordable, quality, educational experiences and support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology.

II. INSTITUTIONAL IDENTITY

Includes Summary Mission Statement

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Upper Eastern Shore. The College's mission is to provide a learner-centered environment that provides affordable, quality, educational experiences and support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology.

This environment maximizes students' potential for intellectual and personal growth. In particular, the College embraces its commitment to student learning in the following ways:

- Prepare students as independent learners who are intellectually competent, skilled in the application of learning, technologically proficient, and grounded in the values and common goals of our civic culture.
- Challenge students to see beyond themselves to better understand their place in a global society and culturally diverse world, while preserving and enhancing the rich cultural heritage of the region.
- Provide a curriculum and activities that meet the needs of an increasingly diverse student population.
- Enhance learning opportunities, in partnership with community organizations that reinforce the value of service to others and strengthen students' ethical development and civic engagement.

- Ensure an environment conducive for learning by providing appropriate facilities, support services and other resources to enhance student learning.

The College offers a large selection of credit and continuing education courses designed to help students prepare for transfer to upper level institutions, for immediate entry into a career, or for enhancing work-related skills. Beyond the curricula, the College offers many opportunities for further academic, social, personal, cultural, and athletic development through a rich variety of extracurricular and co-curricular activities.

The College offers the following:

- Associate of Arts (AA) degrees in the transfer areas of liberal arts and sciences, business administration, and general college studies.
- Associate of Arts (AAT) degrees designed for teacher education transfer students in elementary education, mathematics, and physics.
- Associate of Science (AS) degrees in scientific and technical studies including computer science, engineering, and nursing.
- Associate of Applied Science (AAS) degrees in occupational/career fields including accounting, business management, computer information systems, criminal justice, early childhood development, emergency medical services, engineering technology, hotel restaurant management, massage therapy, physical therapist assistant, and radiologic technology.
- The College offers credit-level certificate programs in many career areas and Letters of Recognition for particular training sequences.
- Noncredit training programs leading to certification in Cisco networking, A+ computer technician training, Microsoft Certified Systems Engineer (MCSE), geographic information systems (GIS), welding, nursing assistant, real estate, child care provider, waste water management and manicuring.
- Noncredit continuing education programs for job skill upgrades and life enrichment.

To enhance student learning and to promote teaching excellence, the College commits to providing a supportive learning environment characterized by a dedicated, caring and highly qualified faculty and staff. The College offers all employees professional development opportunities that are aligned with goals outlined in its Strategic Plan. Through these commitments, the College nurtures a community of lifelong learners among faculty, staff and students.

In addition, the College embraces its commitment to regional economic and community development that will improve the quality of life by acting on the following:

- Support workforce development by providing the courses and training needed to build a skilled labor force.
- Enhance enjoyment and appreciation of the arts by incorporating cultural activities into the curriculum and bringing fine and performing arts events to the region.
- Sponsor a broad range of community and civic activities that reflect the College's role as a community-learning center.

- Extend access to baccalaureate and graduate degree programs for Upper Shore residents through inter-institutional partnerships.

It is Chesapeake College's vision to excel as a 21st century learning community committed to the realization of the potential of each learner and to the promise of the region. Dedicated to the ideal that learning will not be limited by geography or circumstance, the College will provide residents with affordable access to a comprehensive array of career, transfer and lifelong learning opportunities of the highest quality.

In order to implement our mission and pursue our vision, the College faculty and staff dedicate themselves to being guided by the following core values.

Quality:

The College is committed to high standards and excellence in education and support services. With a focus on teaching and learning, we are dedicated to meeting the needs of our students and to implementing a variety of effective and innovative instructional strategies. We believe that keys to maintaining our excellence are continual self-assessment, improvement and professional development.

Student-centeredness:

The College focuses on meeting the individual needs of each student and encourages each to take advantage of opportunities to maximize his/her potential. By creating an open, friendly environment with a comprehensive learning support network, the College provides opportunities for each student to be successful. Because of the varied educational backgrounds within our student body, we provide counseling and personal attention as much as possible. We measure our success by the success of our students.

Community:

To benefit the region and its citizens, the College promotes community development initiatives and serves as a catalyst in shaping programs and services. Partnerships and alliances allow the College to provide leadership in community activities and economic development. At the same time, we view cooperation, collaboration, social responsibility and concern for others as crucial elements in building a sense of community both within the institution and in its dealings with others. The College also celebrates the rich cultural heritage of the Eastern Shore and commits to its preservation.

Diversity and Respect:

The College values individual differences and the contributions they bring to the learning process. Diversity in the educational setting in all forms will be respected as a means of enhancing the overall vitality of the institution. We believe that our students are enriched through a diverse intellectual and social environment where learning occurs through exposure to different cultures and through exchanges among a diversity of experiences, beliefs and perspectives. The College fosters an environment of mutual respect and teamwork where attitudes of fairness and integrity are encouraged.

Flexibility:

The College will provide an environment that encourages and is receptive to continual re-examination of programs, policies and practices. It adopts beneficial changes and eliminates practices that are obsolete or no longer applicable due to changed conditions. Through ongoing self-evaluation, the College prepares itself for the challenges and necessities of the future. Our greatest strength is in strategic response to the changing needs of our students, faculty, staff and community partners.

Teamwork and Inclusiveness:

The College fosters collaboration and cooperation between and among students, faculty, and staff. Listening to others and sharing our talents in finding creative solutions to problems strengthen us. By being inclusive, and bringing people together to participate in, and share knowledge of, decision-making, the College gains in institutional effectiveness.

Responsibility:

The College uses its collective resources efficiently and effectively to fulfill its mission and to meet its obligations to be fiscally responsible. We encourage students, faculty and staff to perform to the best of their ability, to embody a healthy work ethic and to take personal responsibility as members of the College community and also as citizens.

III. INSTITUTIONAL OBJECTIVES AND OUTCOMES

Consistent with the four major initiatives from the College's *Strategic Plan* and the five goals from the *2004 State Plan for Postsecondary Education*, the following are the College's major initiatives for the next four years:

Initiative I: *Provide students with an engaging learning experience both within and beyond the classroom.*

Related State Plan Goals:

Quality and Effectiveness
A Student-Centered Learning System

Objectives and Outcomes

- Administer Community College Survey of Student Engagement in FY 2006 and FY 2008
 - Administer General Education assessment instrument in FY 2007 and FY 2009
 - Maintain the percentage of transfers at Maryland colleges and universities with cumulative grade point averages of 2.0 and above at 85% or above through FY 2009
-

Initiative II: *Ensure access and achievement for every student through innovative student-centered programs and services.*

Related State Plan Goals:

Access and Affordability

A Student-Centered Learning System

Objectives and Outcomes

- Increase and maintain the percentage of service-area public high school graduates who enroll at the Chesapeake the fall following their high school graduation to 20% by Fall 2008
 - Maintain tuition and fees below 50% of tuition and fees at Maryland public four-year institutions through FY 2009
 - Complete the renovation of the Talbot Science Center by FY 2008
-

Initiative III: *Develop an organization that promotes "a community of learners" and reflects its core values in everyday operations.*

Related State Plan Goals:

Quality and Effectiveness

Diversity

Objectives and Outcomes

- Fully implement Comprehensive Planning and Assessment Program by FY 2007
 - Increase percentage of minority full-time administrative and professional staff to 14% by Fall 2008
 - Increase percentage of minority full-time faculty to 17% by Fall 2008
-

Initiative IV: *Serve as a catalyst for regional economic, social, and cultural development.*

Related State Plan Goal:

Economic Growth and Vitality

Objectives and Outcomes

- Increase unduplicated enrollment in noncredit courses with workforce intent to 6500 by FY 2008
- Increase unduplicated enrollment in contract training courses to 5000 by FY 2008
- Increase unduplicated enrollments in noncredit courses with basic skills intent to 750 by FY 2008

COLLEGE OF SOUTHERN MARYLAND

MISSION STATEMENT

I. Summary Mission Statement

The College of Southern Maryland (CSM) is an open-admissions, regional community college preparing students and community to meet the challenges of individual, social and global changes. CSM makes accessible a broad range of affordable, high-quality learning opportunities that allow students to define and achieve their goals, enhance their knowledge, and make smooth transitions at various stages of their development.

CSM contributes to the well being of the region by providing an array of associate degree and certificate programs; enhanced access to bachelor degree programs; workforce development and job training; corporate consulting; leadership and community development; wellness, fitness and personal enrichment opportunities, and cultural experiences.

CSM seeks to instill a desire for lifelong learning and an appreciation of diverse points of view, and values integrity, critical thinking and service to others. (Revised mission statement approved by Board of Trustees, July 2005.)

II. Institutional Identity

A. Summary of Identity and Purpose

The College of Southern Maryland provides comprehensive community college services to the residents of Calvert, Charles, and St. Mary's counties. To this end, the college offers high quality transfer and career courses and programs, continuing education for specialized training and for personal enrichment, and customized contract training to meet workforce development needs of regional businesses.

CSM's current Carnegie classification is Associate's College. There are no developments currently anticipated that would change the classification.

The college occupies a unique position, bringing a variety of educational programs to Southern Maryland—a region long under-served by higher education. CSM encourages access to its programs through active outreach to its community and low tuition for its programs. The college has joined with USM and independent Maryland institutions to ensure local opportunities for baccalaureate completion. Easing the transition from an associate's degree program to a baccalaureate program encourages students to obtain the higher degree at a lower cost than is typically possible by completing all course work at a 4-year institution.

The college also recognizes the challenges inherent in a population whose commuting and work schedules have grown increasingly complex. The college, by itself and jointly with other Maryland institutions, offers alternative approaches to learning that will meet the needs of a community that is limited in its ability to participate in traditional daytime classroom experiences. The college will continue to explore, design, and deliver instruction and services that address the lifelong learning needs of this population, while serving a rapidly growing traditional day-time population.

The college serves as a vital link in the systems that support economic and community development in the tri-county region. The Corporate and Community Training Institute (CCTI) at the college provides business development and training services including incubator opportunities to companies and organizations to help them grow, compete, and succeed in tomorrow's marketplace.

The college also serves as a cultural center for the area, through the Fine Arts Center at the college's La Plata Campus, a growing number of arts-related activities at the Prince Frederick and Leonardtown campuses, through the *Connections* literary readings and magazine, the *Chautauqua* summer program and fine arts offerings in multiple venues throughout the region.

The special attention the college provides to the unique characteristics of the local populace enables it to provide educational opportunities and workforce development specially tailored to the needs of Southern Maryland.

B. Instructional Program Emphasis

As a comprehensive community college, CSM's instructional program emphasis and its priorities for academic program development are in areas responsive to the needs of Calvert, Charles, and St. Mary's counties and the Maryland State Plan for Postsecondary Education 2004.

1. Transfer Programs. The college serves a tri-county area that has limited access to four-year institutions. CSM awards four associate degrees: the associate in arts (A.A.), the associate of arts in teaching (A.A.T.), the associate in science (A.S.), and the associate in applied science (A.A.S). Alliances with the University of Maryland University College, Towson University, Bowie State University, the University of Baltimore, Villa Julie College, Capitol College, and St. Mary's College ensure that programs are aligned and that upper division courses and programs are available locally. The Waldorf Center (described in Part III) provides a home for several of these programs. Additional opportunities for degree partnerships are under exploration or development, such as a dual enrollment plan being developed with the

University of Maryland College Park. Increasing the availability of transfer programs offered in the college's service region furthers the state's dual goals of achieving a *statewide* array of postsecondary educational institutions while providing affordable and equitable access for all Maryland citizens.

2. **Technology.** The local military installations and the contractors serving them generate much of the need for technicians in areas of information technology, engineering, energetics, and electronics. The college is completing the third year of a grant from the National Science Foundation directed at increasing the local availability of highly qualified technicians. A variety of continuing education courses allow local residents to upgrade their job skills and to learn new computer applications. Employers also contract with the college for workforce development in areas of technology. The college is working closely with Indian Head Naval Surface Warfare Center (NSWC), Patuxent Naval Air Warfare Center (NAWC), and government contractors to assess their training needs and develop appropriate instruction. (The recently approved computer science AS degree is one result of this effort.) Opportunities for new degrees and programs are also being explored in the technology field of nanotechnology and energetics. These efforts contribute to the further development of Maryland's economic health and vitality and, by contributing to the supply of qualified workers at Indian Head NSWC and Patuxent River NAWC, support applied research.

3. **Health Care.** A major area of local employment is the health care industry. The college's service area includes three hospitals, nursing homes, hospice facilities, ambulatory care facilities, physicians' offices, emergency medical services, and other facilities providing health care services. The college offers credit programs in nursing (a program that has been expanded substantially over the past three years), dental hygiene, emergency medical technology, medical assisting and massage therapy. Respiratory therapy, radiation technology, and physical therapy assisting are offered jointly with other community colleges. Continuing education offerings include geriatric aide training and nurse refresher. New offerings and collaborations are being considered in pharmacy technology, surgical technology and other areas. In light of the critical shortage of nurses and other health care workers, these programs provide a vital role in the development of the area's health care work force.

4. **Environment.** The quality of life in the college's service area is largely determined by the condition of its rivers, streams, and bays. Efforts to maintain and improve the state of these waterways can be made only if business and industry have a sufficient pool of qualified personnel with knowledge of the latest technologies and environmental management programs. The college has a long history of providing training in areas of the environment through its Maryland Center for Environmental Training (MCET). MCET regularly schedules classroom training in waste water treatment operations and

management. In addition, specialized and general courses can be contracted through MCET to train employees either at the college or at an employer's facilities. MCET provides consulting services nationwide on asset management of water and wastewater facilities and consults regularly on security matters with state and local officials. An associate's degree program in Environmental Technology as well as a letter of recognition in Environmental Management are offered to meet local business needs.

5. Business. The private business base of the region served by the college is largely retail and service, meeting the needs of a large commuter population. With the exception of a few utility companies and construction firms, these businesses tend to be small. The local, state, and federal governments also employ large numbers of local residents. Programs that meet the needs of business and government include business administration, management development, accounting, and paralegal studies. Leadership and supervisory training and other skill development courses are also offered as continuing education open enrollment courses and through contract training to business. The Small Business Development Center, housed at the college, also provides a range of services.

6. Industrial Training. The Southern Maryland area is the fastest growing region of the state; thus, the construction and related industries continue to employ a large segment of the population. The college provides continuing education offerings that address the need for truck drivers, heating/ventilation and air conditioning mechanics, bricklayers, welders, and other professions necessary to construction and a growing populace. The college is investigating the need for programs in construction management, auto and diesel mechanics, and landscape design.

7. Teacher Education. CSM offers transfer A.A. degrees at the early childhood, elementary, and secondary levels and the A.A.T. degree in elementary education. (The A.A.T. in early childhood education and selected fields in secondary education are under development.) In an effort to improve access to bachelor's degrees in education, the college has served as the broker in bringing the bachelor's in elementary education from Towson University and Bowie State University to Southern Maryland. Additional partnerships are being cultivated.

8. Community Service. Within the context of instructional programs the college also offers a variety of continuing education courses of interest to the larger community including: personal enrichment, programs for children, such as Kid's College, programs for senior citizens, driver's education, motorcycle safety and many more.

The college continues to develop programs in ways that offer students maximum flexibility and career mobility. In some programs career ladders allow students to

progress from a letter of recognition to a certificate and then to a degree without loss of credit. Telecourses, tele-web courses, self-paced courses, web-based courses as well as blended courses (on-line and face to face), coop and internship experiences, service learning, accelerated courses, and other methods of alternative course delivery allow students greater flexibility in choosing how to fit new educational and career development opportunities into their busy schedules. The college continues to expand its alternative delivery options. Seven degrees are now available at a distance through a combination of web-based courses and telecourses. These efforts contribute to the Maryland being one of the most advanced states in the use of information technology to improve learning and access and a cost effective and accountable system of delivering high-quality postsecondary education to residents. The Waldorf Center, operated in conjunction with the University of Maryland University College, also serves to provide flexible learning options in that students have the opportunity to participate in educational programs leading to a bachelor's degree at a location more convenient to local commuting patterns.

III. Institutional Capabilities

A. Functional Emphasis

The primary emphasis of the college is effective instruction to provide for the educational and workforce development needs of the region. Faculty are hired and retained for their ability to engage students in the learning process. Initial placement criteria and annual performance standards recognize successful, flexible, and innovative teaching, and ongoing support of the instructional dimension of faculty life is apparent in strong institutional support for the Innovative Teaching Center and New Faculty Academy. While the college encourages and funds classroom, instructional, and scholarly research, and addresses these in annual faculty evaluations, these activities remain secondary to teaching effectiveness as an indicator of faculty quality. Services and research activities are developed to the degree that they enhance and complement the instructional program or meet a specific community need.

B. Applicability of Capabilities to State Plan Goals and Objectives

Goal 1: Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.

Quality and Effectiveness. The College of Southern Maryland is committed to maintaining and strengthening the quality of its programs and the effectiveness of its institutional operation. The most recent re-accreditation process (completed Spring 2004) confirms the institution's high standing. The college received two commendations as a result of that process (for progress to date and for the quality of the institutional self-study) and no

recommendations for improvement made by the visiting team. Furthermore, for the third year in a row CSM has been honored by the Maryland Work-Life Alliance with the Workplace Excellence Award. The Workplace Excellence Seal of Approval recognizes visionary employers that view work/life as a strategic business imperative.

In an effort to institutionalize continuous quality improvement throughout the college, CSM has initiated a system of key performance indicators related to its eight institutional goals in order to monitor institutional effectiveness, measure outcomes and record improvements as they are made throughout the institution. The college is also preparing an application to the Maryland Performance Excellence Awards Program (*aka* Baldrige Quality Program), relying on the key performance indicators as a basic structure of the application.

A number of college employees and programs have received national recognition, and the college encourages presentations at national conferences.

Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

Access and affordability. The first Guiding Principle of the State Plan is that “all Maryland residents who can benefit from post secondary education and desire to attend a college, university, or private career school should have a place in postsecondary education and it should be affordable.” The College of Southern Maryland holds access and affordability to be key criteria in the design of its programs and allocation of its resources. Adequate funding from the three primary sources of institutional support is essential to making a CSM education affordable: state and local funding and tuition from students. To an increasing degree the college is raising additional funds through its foundation in an effort to minimize the effect of tuition increases on access and affordability.

CSM has been aggressive in developing alternative approaches to delivering its educational opportunities. Telecourses have long been a feature of the CSM offerings. Tele-web courses, which combine the use of telecourse technology (tapes, and increasingly, DVDs and streaming video), are now also being offered as are web-based courses (seven degree programs available wholly on-line) and blended, or what are sometimes called “hybrid” courses that combine face to face with web-based instruction.

Financial Assistance. CSM devotes considerable time and resources to ensuring that cost is not a barrier to accessing higher education in the Southern Maryland area. Through publications, workshops, seminars, and an array of outreach activities, the college actively promotes financial assistance opportunities. The college has developed an information-rich Web-site to help

students and their families research and apply for financial assistance. In addition to federal, state and private aid, the college offers both institutional and foundation scholarships and grants and a college-run tuition payment plan. The college has an active cost-containment program and actively seeks grants and fund-raising opportunities to help defer the need for tuition increases.

Waldorf Center. In the mid-90s, the College of Southern Maryland and University of Maryland University College came together to address the issue of degree attainment. Two major initiatives grew out of those discussions.

First, the two schools began work on the development of an alliance that would allow students to be dually admitted into both schools, take advantage of student services and learning opportunities provided by both schools, and to seamlessly complete their degree in the Southern Maryland area by taking lower division courses from CSM and upper division courses from UMUC.

The second initiative was to bring these articulated programs and joint services under one roof. In 1997 with approval from the state, CSM and UMUC leased a 25,000 square-foot facility and began promoting this new educational option to the citizens of the area. This facility is the Waldorf Center for Higher Education.

Over the past several years, the College of Southern Maryland has expanded its efforts to develop more "local" four-year degree options for Southern Maryland. CSM is now involved in six partnership programs. In addition to the UMUC partnership, CSM students are actively pursuing locally-based bachelor's degree programs with Towson University, Bowie State University, Capitol College, University of Baltimore, and Villa Julie College. (Several of these programs are available at the Waldorf Center.)

In a region that is not home to a comprehensive bachelor's degree granting institution, these partnership programs serve as a vital link between CSM's associate degree programs and the bachelor's and graduate degree programs offered by UMUC and other colleges and universities. The Waldorf Center serves as the home campus for many of these students.

Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

Diversity. GEAR-UP, described below under preK-16 initiatives, is a program related to increasing the diversity of the student body at CSM. A Diversity Oversight Committee provides leadership in identifying ways to improve the climate, curriculum and success strategies for academically at risk students and for students not necessarily from the majority population. An Affirmative Action Committee provides oversight for regulatory compliance in the general

areas of hiring and retaining a diverse faculty and staff and for dealing with cases of discrimination. A Global Initiatives Committee, which oversees and encourages internationally related activity, in conjunction with the Diversity Oversight Committee is engaged in efforts to assess and improve cultural competence of students, faculty, and staff at the college. Lastly, a faculty Committee on Diversity in Education sponsors annual, soon to be semiannual, conferences on issues related to diversity and the curriculum.

In the most recent Maryland Performance Accountability Report (MPAR) in four of the five indicators related to diversity the college has performed at or has exceeded its benchmarks. The number of minorities in the full-time administrative / professional staff is below the benchmark and has fallen in the most recent year. Steps outlined in the MPAR report are being taken to redress this shortcoming, and improving the academic success of minority students, while at the benchmark, has become a targeted goal for the college in the coming years.

Equal Educational Opportunity. CSM is firmly committed to providing equal educational opportunities. The college has an active Diversity Office to serve as a resource and provide input to the decision-making process and programs that foster a diverse environment. Several college committees that address equal opportunity and diversity issues are actively engaged in improving diversity, equal opportunity and success:

- Americans with Disabilities Task Force
- Affirmative Action Committee
- Diversity Oversight Committee
- Global Initiatives Committee
- Women's Research and Resource Council

The college's Returning Women's Program is designed to address the special needs and concerns of women over 25 years of age who are returning to the classroom after an extended absence.

The college's commitment to and success in making its opportunities widely available is evident partly in the continuing increase in the enrollment of non-Caucasian students from 23.2% in 2001 to 25.4% in the Spring of 2005. This percentage mirrors the population of the tri-county region. Graduation rates for black students have also improved from 10.8% of the total number of graduates in spring and winter of 2001 to 14.5 % in Spring and winter 2004.

Additional program related activity that has created opportunities for minority students, while being available to majority students as well, include the Center for Civic Engagement and Service Learning and Volunteer Maryland, which has its Southern Maryland office at the CSM La Plata campus.

Goal 4: Strengthen and expand teacher preparation programs and support student-centered, preK-16 education to promote student success at all levels.

Teacher Preparation. The AAT Elementary Education degree has been implemented, and four fields for secondary education as well as early childhood education are in preparation. Partnerships have been forged with Bowie State, Towson University and University of Maryland University College to offer upper division education courses in Southern Maryland (at the Waldorf Center and elsewhere).

In partnership with the three counties' school systems, CSM has begun a series of workshops during the summer for current teachers to sharpen their knowledge and skills in areas such as utilizing technology in the classroom. In addition pathways for para-professionals to acquire the certification necessary to comply with the requirements of No Child Left Behind have been put into place, especially preparation for the Para-Pro test.

K-16 Partnership Activities. The college is involved in ongoing efforts to ensure the smooth transition of K-12 students into college and to develop policies that will ensure they reach their goals. The following are examples of such efforts:

a) **Partnerships with County Boards of Education.** For the past several years senior administrators from the college and the local public school districts as well as the respective Boards of Education and the college's Board of Trustees have met regularly for discussion of areas of mutual interest. From these meetings a variety of initiatives that address the needs of college-bound high school students have begun:

- Clarification of course overlap and course responsibility, particularly in areas of pre-college developmental work
- Replication of the CSM transitional courses in developmental mathematics and English during the senior year in high school, taught by the high school instructors
- Summer training for high school teachers who teach the developmental courses in the senior year
- Articulated programs in career fields
- In-school financial aid workshops
- Revised in-school college orientations
- Improved services for disabled students
- Joint facility and academic program planning
- Expanded early admission opportunities, including tech prep, for high school students
- Joint marketing of services and programs.

b) Tech Prep/Career Connections Partnership. One of the first colleges in the state to develop a Tech Prep program, CSM continues to work with the three county public school systems to develop articulated career programs. In each county over 15 high school courses are articulated, allowing students to gain college credit for high school courses in selected programs.

c) GEAR UP. The college works in partnership with the three boards of education and higher education providers in the area to target at-risk middle school students. With the support of this federally funded program administered through the Maryland Higher Education Commission, these students are offered enrichment activities that include assistance with academic decision-making, close academic monitoring, and college campus visits; their parents are provided information on higher education opportunities for their children; and their teachers are engaged in making opportunities for these children to succeed.

d) Shared Facility Use. The college shares its facilities with the local public schools for enrichment activities. A sample of events that the college hosts includes: *It's Academic* for Charles County; the tri-county Honors Chorus; a broad range of music, theatre, and dance to local students; a Science Fair; the Bridge to Your Future program coordinated with Charles County public schools to encourage high school students to attend college; and athletic activities in the gymnasium and pool. Conference and meeting facilities at the college are frequently used by the school districts for teachers meetings and training. As the college's facilities in Calvert and St. Mary's counties have expanded, so too have the opportunities for those counties to use the college's physical plant. Current discussions with county officials, for example, center around wellness / pool facilities in Leonardtown and Prince Frederick.

e) Partnerships with 4-year institutions: articulated programs. The college continues to seek opportunities to bring bachelor degree programs to the region so that students can complete their educational goals in the region. In addition to the UMUC alliance mentioned under State Plan Goal #2, the college has arranged for Towson University and Bowie State University to provide in Southern Maryland a Bachelor of Science Degree in Elementary Education, Villa Julie College to deliver a bachelor's degree in nursing and University of Baltimore to provide a business administration program at the Leonardtown campus. A number of additional articulation agreements exist with Maryland institutions including an agreement with St. Mary's College of Maryland that encourages CSM computer science graduates to continue for their bachelor's degree. In addition, the college has long had a consortial agreement with Capitol College and St. Mary's College to offer an engineering program in Southern Maryland. The agreement with Capitol

now embraces three engineering fields: Astronautical, Computer and Electrical Engineering.

Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

Partnerships with Government, Business, and Industry.

a) The College of Southern Maryland is an active participant in the activities of the Tri-County Council, a forum of regional leaders dedicated to advancing the interests of all the people of Southern Maryland through promoting the social and economic development of the region, environmental protection; including research, information management, and the preparation of a regional plan.

b) The college works closely with the Patuxent River Naval Air Warfare Center and the Indian Head Naval Surface Warfare Center (NSWC). Both military installations are partners in the college's technician development project, funded by the National Science Foundation. In the fall of 2005 a formal memorandum of understanding was signed with Indian Head NSWC acknowledging expanded cooperative efforts between the college and the Navy.

c) The college is a member of the Patuxent Partnership, an education / government / private enterprise consortium that supports initiatives important to the Naval Air Warfare Center at Patuxent River.

d) The college is an active member of Charles County Government's Vision in Teamwork and Leadership (VITAL), an organization formed by the county commissioners to encourage close collaboration among county agencies and organizations.

e) The college has various partnership agreements with the local public school systems, the health departments, and the departments of social services aimed at enhancing service to local citizens.

f) The college is a sponsor of Partnerships for a Healthier Charles County a broad-based organization that attempts to identify health risks and improve community health.

g) The college works closely with local healthcare employers to develop strategies to address the workforce shortages in that industry and has worked to develop health care roundtables in each county to address workforce shortages.

h) The college has representation on the EDC boards and the Chambers of Commerce boards in the Southern Maryland counties.

Business Development Activities. The college has developed a technologically advanced Center for Business and Industry on the La Plata campus which houses many of the services required by local businesses, including:

a) The Center for Corporate Training (CCT) provides customized workforce training at the college as well as off-site. The college also offers a variety of open enrollment courses to enhance the job skills of individuals.

b) The Southern Region Small Business Development Center (SBDC) provides start up and expansion assistance to local businesses through one-on-one counseling and guidance. SBDC also provides training programs specifically engineered for the needs of small businesses.

c) The college currently manages two business incubators in Charles County and by fiscal 07 will have five in Calvert County. CSM also operates the Incubator Without Walls (IWW) which provides all of the business development support services of the physical incubators except for space. In partnership with the Maryland Technology Development Corporation, more than 30 companies are members of the IWW in the three Southern Maryland Counties.

d) Conference and Exhibitions Services assists in hosting meetings conferences and exhibitions sponsored by local businesses and agencies.

e) The Entrepreneur and Leadership Center offers courses and programs intended to enhance leadership skills for business and community organizations.

f) The Maryland Center for Environmental Training (MCET) provides training and consulting services and produces publications on water, wastewater, and other topics related to the environment. In addition MCET is the state training provider for the Maryland Occupational Safety and Health Administration.

g) The college administers and promotes telecommuting centers in Waldorf, Prince Frederick, and Laurel Lakes to provide residents with alternatives to long commutes, scheduling, and technology issues.

h) As a registered Project Management Institute provider, the college produces a full range of project management courses as well as preparation for the certification exam.

IV. Institutional Objectives & Outcomes

A. Vision and Strategic Plan

CSM is currently in the first year of its second round of formal strategic planning, each cycle lasting five years. The process has involved a review of the mission, approved in July, 2005 (See page 1 of this document.) and a statement of vision with corresponding strategic initiatives that, along with the mission and goals of the college will provide guidance for planning for the coming three to five years.

The vision of the college which confirms its original spirit of dedication to learning, growing and changing, conveys a continuation of this dedication and a commitment to broadening the learning experiences in the classroom, the college and the community:

Changing lives through active learning.

The college sees itself as positioned to enhance student learning and achieve performance excellence by implementing its new Strategic Plan which identifies four broad college initiatives, two new and two carried forward from the previous plan, as well as strategies for success and measures of performance.

The first strategic initiative is carried forward from the last planning cycle:

Be a leader in performance excellence as measured by the Baldrige National Quality Program.

The Baldrige Assessment Program for Higher Education establishes criteria for performance excellence through a comprehensive system of deploying and measuring performance and engaging in continuous improvement.

In pursuit of its goal to continuously improve institutional effectiveness, the college has worked to implement a framework of performance measures that bring together in a systematic way the most important and actionable indicators of institutional performance. These Key Performance Indicators are about 150 in number and provide retrospective data, benchmarks and statistical projections concerning all eight institutional goals:

Outreach and Access
Student Progress
Transfer Preparation
Developmental Studies

General Education
Workforce Development
Community Service
Resource Management

The Maryland Performance Accountability Report (MPAR) indicators are part of this system.

This comprehensive approach to evaluating institutional success necessarily includes the five goals for post secondary education contained in the state plan. There are within the

KPI system of measurement indicators relative to the history, projections and benchmarks related to quality and effectiveness, access and affordability, diversity, student-centered learning and economic growth and vitality. The goal of Outreach and Access contains specific indicators related to equal education opportunity (access) as do the goals of Student Progress and Transfer Preparation (success). The “minority achievement gap” is of particular concern to the college and is the focus of activity of its Diversity Oversight Committee.

The second strategic initiative included in the new plan is to:

Infuse active learning throughout the college experience by encouraging and supporting a broad array of learning strategies and by engaging the community in active learning processes and opportunities.

This initiative directs the college to be proactive in its approach to programming, extracurricular activities, services, personnel, partnerships, library and other resources, space utilization, and technology in order to support the learning process and create an enriching, interactive learning environment that encourages and challenges students to learn and apply their knowledge and skills.

Some of the activities anticipated with this initiative, which will require new and redirected resources include:

- Providing support and training to continuously develop and maintain high quality faculty who engage active learners
- Providing students with opportunities to demonstrate knowledge through project-based learning and through application-based learning opportunities
- Increasing service learning and other learning opportunities such as case scenarios, designs, internships, co-op, portfolio, public presentations, modeling, mentoring, and apprenticeships
- Actively engaging students in student life and cultural activities
- Designing and making available appropriate space, facilities, tools and technology for active learning
- Increasing the level of participation and involvement of program advisory councils, corporate partners, and stakeholders

The third initiative relates to workforce development and is a reframing of a previous initiative. Specifically it calls for CSM to:

Become a leader in workforce development by devising a system of employment guarantees that meets the needs of qualifying students and employers.

Employers understandably want to be sure that CSM graduates are prepared to meet workforce needs and challenges today and in the future. CSM students who are preparing to enter into the workforce similarly need to be confident that their programs of study will indeed prepare them for their chosen careers.

Lastly, in view of the fact that public funding for higher education is becoming more difficult to obtain and has not kept pace with inflation, projected enrollment patterns and service demands, the fourth strategic initiative is aimed at improving institutional resources:

Increase and improve the efficient use of resources to better serve, expand and diversify the student population.

CSM enrollments are projected to grow by at least 36 percent over the next 10 years. By streamlining the college's most costly and time-consuming processes, increasing and diversifying revenue streams and containing costs, CSM can continue to serve a diverse community and position itself to realize growth in enrollment without compromising quality and a commitment to open access.

B. Capital projects and equipment

The Facilities Master Plan, on file with MHEC, outlines expected large scale capital needs in the future. They include:

- La Plata Science and Technology Bldg.: renovation & expansion, additional parking
- Leonardtown Campus Wellness Center
- Prince Frederick Campus Wellness Center
- La Plata Business and Continuing Education Buildings: renovation & expansion
- La Plata Fine Arts Building: renovation & expansion
- La Plata Off-Campus Property
- Prince Frederick – Phase II-second academic building

Foreseeable needs that are likely to have a significant impact on budgets for the future include the constant need to refresh and upgrade information technology and the inevitable, and probably very significant increases in fixed expenses, especially energy. In addition to upgrading information technology, it is also foreseeable that costs associated with alternative modes of instructional delivery, which positively affect student access to education, moderate physical facilities needs and lessen the time spent to acquire a degree, will also increase substantially.

C. Measurable Objectives

As indicated elsewhere in this document CSM has initiated a system of key performance indicators (KPI) related to its eight institutional goals in order to monitor effectiveness and record improvements as they are made throughout the institution. Each of the goals is briefly defined below followed by relevant outcomes measures (if currently available) being benchmarked and charted through the KPI process.

Developmental Skills – increased numbers of students enrolled in developmental courses will perform well in college level course work.

1. Student success in coursework that follows developmental studies will improve over current levels of performance. (benchmark tbd)
2. Of those students who placed in developmental courses, the number and percentage that received an associate degree within four and six years will increase over current performance. (benchmark tbd)
3. Of those students who placed in developmental courses, the number and percentage that receive a certificate within four and six years will increase over current levels of performance. (benchmark tbd)

General Education – the general skills and broad analytical capabilities that students need in order to function competently in day-to-day life will be strengthened.

1. Students' mean rating of the surveyed items on the General Education Course Level Survey in each course will equal or exceed 3.50 on each item for at least 70% of students surveyed.
2. Graduates' mean rating on the General Education Graduate Surveys in each General Education domain will equal or exceed 3.50.
3. Employers' ratings of CSM graduates' general education competencies as 'good' or 'very good' will be at or above the state weighted mean for each category.
4. Graduates' scores on the Academic Profile will be higher than those of freshmen and higher than the national mean.

Outreach/Access – an increased proportion of the service area population will be served by the college.

1. At least 65 percent of recent public high school graduates in the service area who enroll in college will attend CSM.
2. At least 56 percent of the tri-county area population enrolling in college will attend CSM.
3. CSM will enroll at least 9,700 credit students per year by the year 2005.
4. CSM will enroll at least 7,825 continuing education students per year by 2005.
5. The proportion of CSM's credit enrollment that is minorities will at least reflect the proportion of the region's adult minority population.
6. At least 2.5 percent of the tri-county area population will enroll in a continuing education course at CSM.
7. The proportion of CSM's continuing education enrollment that is minorities will at least reflect the proportion of the region's minority population.

Student Progress – increased numbers of students will attain their stated education goals or will exceed those goals; students will persist in their pursuit of educational goals until they have been achieved.

1. The second year retention rate will meet or exceed 71%
2. The degree completion rate of an entering cohort of students will meet or exceed 42%.
3. Ninety-five percent of CSM graduates will indicate that they have achieved their educational goal.

Transfer Preparation – increased numbers of students will transfer to bachelor's programs and will be successful at the transfer institution.

1. The average first-year grade point average (GPA) after transfer for transfer students enrolled in Maryland public four-year institutions will meet or exceed 2.8.
2. The trend in the percentage of first-time full-time students transferring to a Maryland public four-year institution will remain consistent with the trend in the MD statewide transfer rate. The CSM average transfer rate will continue to exceed the statewide average of all community colleges in Maryland.
3. a.) First-time, full-time transfer program students transferring to Maryland public 4-year institutions will meet or exceed 36.0% (2001 cohort).
a. b.) First-time, full-time transfer program students transferring to an independent institution will meet or exceed 1.1% (2001 cohort).
b. c.) First-time, full-time, transfer program students transferring to an out-of-state four-year institution will meet or exceed 5.2% (2001 cohort)

Workforce Development – CSM will be the first choice provider for workforce development needs of Southern Maryland.

1. Ninety-six percent of employers will rate graduate preparation for employment as good or very good.
2. Ninety-two percent of nursing graduates who take the Maryland Board of Nursing licensure exams will pass.
3. The overall mean score of quality from respondents who have completed a continuing education course questionnaire and paid with employer resources will be 3.75 or higher.
4. The number of participants in contract training courses will increase 5% over current performance by 2005.
5. The number of contract training courses offered in a year at CSM will be 434 by 2006.
6. One-hundred percent of employers for contract training will be satisfied with the services provided.

Community Service – consistent with its mission and resources, the college will continuously monitor and serve the specific needs of the Southern Maryland community in areas of education and recreation; community development; health, safety and welfare; business and employment development, and, cultural enrichment.

A variety of indicators are being developed in this area including ones related to service learning, staff and faculty participation on boards and commissions, public satisfaction with fine arts programming, and recreation, health and wellness opportunities.

Resource Management – CSM will plan, monitor, protect, and expand its financial, human and capital resources while improving its processes, services, and programs to make most efficient and effective use of those resources.

A variety of indicators are being developed in this area including ones related to personnel, faculty student ratios, realization of budgeted operating revenue and expenditures by year, grant and contract funding, CSM Foundation support and so forth.

The Community College of Baltimore County Report to MHEC Regarding the College's Mission September 2005

Mission Statement

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs; student support services; and economic and community development activities. The College serves its diverse community as a center for lifelong learning to improve the quality of life in Baltimore County and the region in a time of rapid societal and technological change. The Community College of Baltimore County commits to the optimal use of available resources in a responsive and responsible manner.

I. Institutional Identity

The Community College of Baltimore County is a public, two year, single college, multi-campus institution with three ethnically diverse campuses and three extension centers located in suburban Baltimore County. CCBC is a learning-centered community which

- makes learning its focus;
- makes students active partners in the learning process;
- assumes final responsibility for producing student learning;
- focuses on learning outcomes to assess student learning and success;
- creates a holistic environment that supports student learning;
- ensures that every member of the College community is a learner;
- and evaluates all areas of the College by the ways they foster student learning.

As the largest community college in the state of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area. CCBC enrolls half of all county residents attending undergraduate college in Maryland, and its Division of Continuing Education is a leading partner for business and industry in providing employee development training.

General Description of Student Body: Each fall approximately 20,000 students enroll in the College's credit programs. Over the entire fiscal year of 2005, the college served 28,296 students taking credit courses, and 41,475 students took non-credit courses. The median age of students taking credit courses was 24. The median age of students taking non-credit students was 45. In the credit area, more than sixty percent of the students attend on a part time basis. In the non-credit area, all of the students are part time. All students commute to classes, and there are no residential facilities for students.

Geographic sources of students - The College serves Baltimore County, a largely suburban county of 758,930 people with diverse social, economic, and educational backgrounds. Its three major campuses, located in Catonsville, Essex, and Dundalk, as well as extension centers in Owings Mills, Hunt Valley, and White Marsh, enroll students from throughout the county as well as surrounding counties and Baltimore City. Three percent of the college's credit students are from out-of-state or are international students.

Ethnic distribution of students - Among the College's credit students 58% are white, 30% are African American, 5% are Asian, 2% are Hispanic, less than 1% are Native American, and 5% were other or unknown racial categories. Twenty-one percent of the continuing education students identify themselves as African American, Asian, or Hispanic.

Admissions standards - The Community College of Baltimore County has a policy of open admissions and requires placement testing of all new students. A number of programs in areas such as nursing have additional selection criteria.

II. Institutional Capabilities

Fields of Study

Transfer, career, continuing education, workforce training, and personal enrichment education are essential components of the College's mission. CCBC offers general education and other lower division courses to prepare students for transfer; occupational programs to prepare students for immediate entry into the workforce; and customized credit and non-credit courses for business and industry and the community. The College provides developmental courses in reading, writing, and mathematics; and it also offers support programs and services for students. The College teaches a large number of English as Second Language (ESOL) courses, both as preparation for taking its credit courses and within its continuing education division. In recent years, the College has developed three college wide divisions that coordinate continuing education workforce development courses, credit programs, and program development activities into a School of Health Professions, a School of Applied and Information Technology, and a School of Justice. In addition, there are now college wide divisions focusing on Liberal Arts; on Math and Sciences; and on Business, Social Science, and Wellness.

Degree Levels

The College awards an Associate in Arts (AA) degree in its transfer programs, an Associate in Applied Science (AAS), and an Associate in Science (AS) degree in its career programs. The College awards an Associate in Arts and Teaching in its Teacher Education Programs. Certificates and Letters of Recognition are awarded in career programs and Letters of Completion are awarded in many of its Continuing Education workforce training and personal enrichment areas. The College also provides preparation for certification and licensure that are awarded by external agencies.

Areas of Research Activity

As a premier learning centered institution, CCBC encourages faculty to conduct research that is related to improving learning. It has an extensive network of support for student learning, outcomes assessment, and classroom assessment projects. The Planning, Research, and Evaluation Office supports these outcome assessment efforts and also provides information and research to assist the College in making policy decisions and evaluating program and services.

Characteristics of Faculty: CCBC's full-time faculty (n=363) is responsible for 60% of the credit hours taught at the college. They are the heart of the college with major responsibilities for curriculum development, program coordination, and academic advising as well as teaching a large majority of the credit students. Among the full-time instructional faculty, 44% are male and 56% are female, 10% are African American, 85% are white, and 5% are Hispanic, Asian, or Native American. The College also employs over 1,000 part-time faculty members who bring valuable experience to the classroom from their professional lives as lawyers, judges, business owners, leaders in federal, state, and local government, and as leaders in the health care, criminal justice, business, technology, and service industries.

K-16 Partnerships: The College provides continuing education for public school teachers to develop skills to adopt a learning centered environment into the classroom and also training to enhance instructional skills in math and science. The college provides certification and professional opportunities for teachers in both its credit and non-credit courses. For high school students, the College's Parallel Enrollment Program (PEP) allows high school students to earn college credit while still in high school, and its College Readiness Program works with the public high schools to assess college readiness skills in high school so that fewer students will enter college with deficiencies in math, reading, and language skills.

Collaborative Partnerships with government, business, and industry: The College has partnerships with all levels of government. At the county level, examples include the Baltimore County Police Academy and the Continuing Education Division's agreement with Baltimore County to provide instruction for adult education services. At the state level, the Continuing Education Division provides non-credit offerings for entry level Maryland State Police officers, cooperates with the Maryland Police and Corrections Training Commission, provides training and skills upgrading for the Maryland Department of Labor, Licensing, and Regulation, and offers training and orientation for interpreters for the Maryland State Court Association. At the Federal level, examples are quality improvement training for the Federal Drug Administration and for the Social Security Administration.

The Community College of Baltimore County has formed partnerships with several area industries, including the automobile industry and health agencies and hospitals. Through partnerships with General Motors, Ford, and Toyota, the college trains automotive service technicians in associate degree programs and updates the skills of current workers. As part of the allied health programs, area hospitals and health care facilities provide on-site supervisors for students in nursing and other allied health programs. The College has a partnership with the

Franklin Square Hospital Center to address the nursing crisis. This partnership provides for adding additional students in the nursing program. Furthermore, nine cancer centers in the region have collaborated to support the Radiation Therapy program, and CCBC has collaborated with Towson University in the Physicians' Assistant program.

III: Instructional Program Emphases (Strengths and Priorities)

With the consolidation of CCBC into a single college, multi-campus institution, the academic area has been organized into three college wide schools (Health Professions, Justice, and Applied and Information Technologies) and three college wide divisions (Liberal Arts; Business, Social Sciences, Wellness and Education; and Math and Science). The dean and faculty in each of these six areas, working with the Continuing Education and Economic Development Division, provide programs and courses that lead to AA, AAS, and AS Degrees; Certificates; workforce development training; and community development in their area of concentration. Courses are taught at the College's three main campuses, at its extension centers in Owings Mills and Hunt Valley, and at numerous community centers, high schools, and worksites in the Baltimore Region. The college provides a wide array of online courses to ensure that students have a choice of quality learning opportunities anywhere, anytime.

A major emphasis at all levels of the college is the continuous assessment of learning outcomes and the use of that assessment to guide improvement in the classroom and at the program and college level.

IV: Specific Goals and Priorities

CCBC Strategic Plan "LearningFirst 2.0 identifies a number of specific goals in each of the following areas. Its major priority is to build a learning centered community with a variety of high quality programs and strategies that meet the needs of its students and to build an environment that helps students take responsibility for their own learning.

A: Strategic Directions

Student Learning: The College's overarching goal is to provide a high quality learning-centered education that maximizes student learning and makes all students partners in their education.

Learning Support: CCBC will provide a comprehensive and responsive student support system that recognizes the student as central to the learning process.

Learning College: CCBC will be a learning college that explores new learning-college architectures and values continuous organizational improvement and the free exchange of ideas.

Embracing Diversity: CCBC will celebrate and value the diversity of its students, faculty, and staff, and will produce high levels of learning for all of its diverse learners.

Infusing Technology: CCBC will make optimal use of technology to enhance student learning and to increase the effectiveness and efficiency of college operations.

Organizational Excellence: CCBC will continuously improve its management practices, support its faculty and staff, and effectively and efficiently utilize its resources.

Community Development and Institutional Advancement: CCBC will be an active member of its greater community, will take a leading role in improving access to learning for the disadvantaged, will deliver workforce training, and will form partnerships to support economic and community development efforts. The College will increase resources through a vigorous institutional advancement effort.

Enrollment Management: CCBC will maximize enrollment in a manner that balances access to student learning and the development of a learning college.

Strategic Communications: CCBC recognizes the importance of effective internal and external communications and will provide for timely, accurate, comprehensive and useful information to its many constituencies so that all feel involved and included in the realization of the College's mission, goals, and objectives.

How do these goals relate to the overall goals of 2004 Maryland State Plan for Postsecondary Education (December 2004)?

State Goal 1: Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.

CCBC has transformed itself into one of the premier learning colleges in the nation. Its strategic plan, its accountability indicators, and its student learning outcome assessment efforts are designed to maintain that preeminence. The College believes that by valuing innovation and the free exchange of ideas; engaging in continuous improvement to enhance student, faculty, and staff learning, and by continuously assessing and improving systems and processes that it will build on its proven ability to fulfill the growing learning needs of its students and its region.

Measurable outcomes in the area of academic excellence and effectiveness are illustrated by the College's maintenance of high retention rates from Fall to Spring, increases in its Transfer/Graduation Rate, maintenance of high satisfaction rate among graduates, and maintenance of students' high academic performance at transfer institutions. Measurable outcomes in meeting the needs of the region and state will include continued high levels of employer satisfaction with program graduates, high levels of employer satisfaction with workforce development programs, an increasing number of students participating in workforce development training, and exemplary pass rates on certification and licensing exams.

State Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

Affordability: CCBC has been able to maintain a tuition and fee structure that is less than half that charged by the state four-year campuses and well below that charged by independent colleges in the state. It is proud of its ability to deliver a high quality education within the financial reach of almost all citizens in the region.

Measurable outcomes in the area of affordability will include the maintenance of tuition and fees that are less than half those charged by four year public campuses in Maryland. The College will also seek to increase scholarship and financial aid resources that will meet the needs of those most in need, and to develop an Institutional Advancement Effort that will begin to tap private corporations and private donors to contribute to meeting the costs of quality education for all those in the region.

Accessibility: CCBC will continue to promote accessibility to higher education by providing excellent facilities in the region's communities and by working with partners in higher education, community centers and schools to ensure that learning opportunities are close to the citizens of the region. It will work to ensure that its own facilities are well maintained and that new facilities are built to meet the growing demand for learning space, and it will manage these facilities to ensure productive use of these resources. CCBC will continue to deploy online courses and will work with Maryland Online and the Maryland Digital Library to ensure that CCBC is a gateway to electronic resources for students and citizens. Measurable outcomes in the area of accessibility will include establishing a balance between enrollment and the financial and facility resources that will ensure a high quality education for students. The College will continue partnerships with state and regional organizations to ensure well managed facilities and the productive use of those resources, expansion of online learning opportunities, and the effective use of the Innovative Partnership for Technology Program and of other sources of funding for acquiring appropriate technology.

State Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

CCBC is committed to ensuring equal access to learning for all citizens in the region regardless of race, ethnicity, culture, language, or background. The college currently serves a diverse population of students in both its credit and continuing education areas. It continuously evaluates progress in recruitment and in the success of all students and adjusts policies, practices, and programs as needed to ensure that all students are learning and that the learning community reflects the rich interaction of cultures. The college is also committed to improving the diversity of its faculty, staff, advisory boards, and governing board.

The College is committed to promoting minority achievement, and its "Closing the Gap Initiative" has gained national attention for its success in improving the classroom success of minority students and the graduation/transfer rates of minority students. CCBC's College Readiness Program likewise has gained national recognition for its success in reaching down into

the high schools to test, advise, and implement and deliver appropriate intervention and remediation strategies to 10th and 11th grade students to ensure they will be properly prepared for college. Measurable Outcomes in Ensuring Equal Access to Learning will include continued high minority representation in the student population of credit and continuing education programs. Measurable Outcomes in Promoting Minority Achievement will be illustrated by continuing improvement in retention and graduation rates for minority students, continuing improvements in closing the gap between the course success rates of minorities and white students, and continued deployment of programs that encourage the cultural awareness and cultural competence that are needed to build a successful learning college.

State Goal 4: Strengthen and expand teacher preparation programs and support student centered, PreK-16 education to promote students success at all levels.

CCBC will continue its efforts to provide an excellent educational pathway for the first two years of undergraduate education for those wishing to become teachers and will, through its AAT Teacher Programs, provide opportunities for those who already have undergraduate degrees to get the teacher education courses necessary to become certified in Maryland. Working with the local Professional Development Schools and the four-year campuses, CCBC will continue to provide high quality continuing education courses for teachers. CCBC will expand its PEP Program that encourages appropriate high school students to take college level courses at CCBC before high school graduation. CCBC will expand its College Readiness Testing Program so that it can be used by more schools, parents, and students to assess readiness for college and to identify pathways to become better prepared for college. CCBC will continue its collaboration with regional high schools to align high school graduation requirements with college expectations including alignment with CCBC's workforce development and career programs. CCBC will work with its partners in higher education to eliminate potential barriers to successful transfer, to ensure the success of transferring students, and to reduce the average time-to-degree for students who use CCBC as a step in their attainment of degrees. The college will continue to work closely with its educational partners to ensure smooth transitions from high school to CCBC and from CCBC to its transfer partners and to establish monitoring indicators that will help identify the strengths and weaknesses of transfer in Maryland.

Measurable Outcomes in strengthening teacher preparation programs will include increases in the number of students in these courses and the success of these programs in preparing these students for certification and board exams. Measurable Outcomes in improving the alignment of high school and college will include increases in the number of students successfully participating in the PEP Program and in the College Readiness Program, and will include increases in the success of all students as they move from high school to CCBC. Measurable Outcomes in strengthening the alignment of CCBC and transfer colleges will include the maintenance of high transfer rates among those wishing to transfer and high success rates after transfer.

State Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

CCBC has a long and successful history of being a powerful partner in promoting economic growth through its career programs in health, criminal justice, and applied technologies, and in the continuing education and contract courses that it provides to business. The College has a major multi-year National Science Foundation Grant to develop training for manufacturing and will continue to work with other community colleges and with four year campuses to evaluate, develop, and implement successful approaches to training and career development. CCBC is primarily focused on teaching and does not have a major role in developing new knowledge through scientific research, but because of its locations within communities and close to businesses, the college will continue to be a pipeline for delivering this knowledge to students and to local businesses. In the area of work force development, the College will increase the supply of certified and qualified completers in high demand fields served by its Schools of Justice, Health Professions, Applied and Information Technology Services, and in its Continuing Education Training Programs. In order to ensure that all completers are prepared for the emerging jobs of the future, the College will continue to work closely with businesses in the region. It will involve them in the development of curriculum, continue to hire employers with state of the art skills as adjunct faculty, and will work with employers to provide internships and clinical sites that will maximize the relevance of the learning experience of each student. CCBC will continue to lead the effort to report completer data for non-credit workforce training and will continue its work on identifying and using supply and demand data by industry clusters so that a coordinated approach to emerging workforce shortage areas can be developed.

Measurable outcomes in advancement of research will involve research into the effectiveness of learning innovations and the evaluation of classroom and program learning, acquisitions of grants to help deploy new knowledge to students and local businesses, and providing additional trained lab technicians and support staff for research endeavors.

Measurable outcomes in the development of a highly qualified workforce will include development of programs and the expansion of existing programs to meet shifting workforce needs and particularly those training needs identified as critical to the development of the region, expansion of the college's role in the coordination efforts of the Governor's Work Force Investment Board and in the Workforce Investment Act, and the provision of additional fast-track options for career changers.

**FREDERICK COMMUNITY COLLEGE
MISSION STATEMENT
2005**

MISSION STATEMENT

Frederick Community College (FCC) prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of our region.

INSTITUTIONAL IDENTITY

Frederick Community College's vision statement based on "Student Learning First" is *"FCC is a premier Learning College, a student-centered system of relationships that facilitates, values, and measures learning."* This vision, along with nine strategic goals and 25 supportive objectives, has provided a sense of direction to the College in helping students achieve their goals. Frederick Community College students come from diverse backgrounds with many different levels of preparedness and with a variety of reasons for attending the College. Hence, FCC's identity embraces these key core values: learning, diversity, growth, trust, teamwork, individual contribution, and quality in all we do for our students, faculty, staff, and the Frederick community.

FCC offers both credit and non-credit programs and courses. The credit programs consist of Associate in Arts, Associate in Science, and Associate in Applied Science, and Associate of Arts in Teaching, as well as Certificates and Letters of Recognition in career programs. The Continuing Education/Customized Training (CE/CT) programs consist of hundreds of courses and training programs that meet the challenging needs of Frederick County citizens, businesses and industry. Priorities of CE/CT include: workforce development, personal enrichment and lifelong learning programs; expanding capacity to offer industry specific customized and open enrollment training programs; brokering nationally recognized training programs and seminars; increasing the number of short-term certification and licensing programs; and, complementing training programs of large employers.

INSTITUTIONAL CAPABILITIES

The primary emphasis of FCC is student learning. It is through the College's credit and non-credit programs that it serves the diverse educational needs of the community. FCC offers excellent programs in all of the state approved transfer curricula and actively engage in articulation efforts with other Maryland institutions to ensure seamless transfer for all students. As the premier provider of workforce development, the College supports the economic development of the region. FCC develops partnerships with business and offers industry specific

training for workers. In addition, our career degree and certificate programs provide residents with a full range of career opportunities and pathways, particularly in high demand fields such as Allied Health, Information Technology, and Bioprocessing Technology.

The College is particularly attuned to its mission to support the technology goals of the region by providing quality credit and non-credit programs that train high-tech workers at both entry levels and advanced certifications. Also, through its participation in Maryland Online, FCC expands access to educational experiences through credit and non-credit online offerings to people whose educational opportunities may be limited.

The College plays an important role in the development of a strong K-12 school system by offering Associate of Arts in Teaching Elementary, Associate of Arts in Teaching Spanish, Associate of Arts in Teaching Mathematics, Associate of Arts in Secondary Education, and Early Childhood Development. Additionally, we provide a range of courses necessary for teacher certification. Through an exemplary partnership with Frederick County Public Schools, the College is also involved in numerous activities to enhance college readiness for high school students.

A singular characteristic of FCC is its commitment to student learning first. The College emphasizes comprehensive support services, creative partnerships, and leading-edge technology. The College monitors student learning through systematic outcomes assessment to promote the highest level of student performance. Commitment to faculty excellence is maintained through professional development and a rigorous, peer-driven evaluation.

To further support FCC's commitment to access and diversity, the College prepares students to meet the challenges of a global society through infusion of global perspectives in to the curriculum such as First Year Seminar, London Work/Study and Summer Russia Study Abroad programs, participation in the Maryland Community College International Education Consortium, through support of ESL program, and supports achievement of students of color by offering the Multicultural Mentoring program, as well as Independent Study, and Internship.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In September 2004, the College conducted a planning retreat to have an in-depth review of the Strategic Plan due to the change in many executive leadership roles that had occurred at the institution. Changes to the Strategic Plan included the reduction in objectives from 26 to 25, and included 16 objectives being modified. The revised Strategic Action Plan included changes to over half of the benchmarks and about one-third of the assessment initiatives. The total number of outcomes was reduced to 103 and the assessment initiatives were reduced from 130 to 107.

The goal titles of the MHEC State Plan suggest immediately that FCC's Plan has been addressing these goals for several years. Our vision, mission, and core values include some of the same words used in the MHEC Plan. Our Learning College is defined as a *student-centered system*; our core values include *Learning, Diversity, and Quality*; and our mission statement concludes with the words, "*enhance the quality of life and economic vitality of our region.*"

One of the crucial aspects of strategic planning at FCC is having measurable objectives to help improve our instructional delivery and services to the students. In addition, "assessment" is one of our goals (Goal 4) with two specific objectives (Objectives 11 and 12) emphasizing the importance of assessing student learning programs and institutional services in order to improve and facilitate decision-making focused on learning.

FCC's Strategic Plan is also congruent with the State Plan while at the same time, its vision statement emphasizes the importance of access, diversity, affordability, accountability, and economic development to serve Frederick County citizens. Furthermore, FCC's Strategic Plan recognizes the importance of partnering with public schools and other postsecondary institutions. The Strategic Plan also reflects the College's commitment in recognizing the importance of student learning, faculty/staff development, and the need for accelerated degree programs via distance learning and other technology means.

FCC's short and long-term goals are reflected in the following nine goals with 25 specific objectives and many strategies to help FCC achieve its strategic objectives. In addition, FCC has included MHEC's accountability benchmarks as part of its Strategic Plan so that campus-wide efforts will focus on achieving those benchmarks. The following Strategic Plan goals and objectives reflect the connection between FCC's Strategic Plan for 2000-2004 and that of the State.

FCC'S STRATEGIC PLAN 2002-2005
Revised Fall 2004

FCC'S VISION

"Student Learning First"

FCC is a premier Learning College, a student-centered system of relationships that facilitates, values, and measures learning.

FCC MISSION

Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of our region.

FCC'S INSTITUTIONAL VALUES

Our core values are:

LEARNING, lifelong acquisition of knowledge and skills

DIVERSITY, the acceptance and appreciation of the differences essential to building community

GROWTH, a dynamic process of personal and institutional improvement

TRUST, belief and confidence in the integrity and reliability of others

INDIVIDUAL CONTRIBUTION, each person's effort to bring about results that support the College mission

TEAMWORK, cooperation that focuses individual efforts toward group unity, efficiency and results

QUALITY, excellence in all we do

GOAL ONE

Provide learning opportunities based on student goals, needs for lifelong learning, and participation in society.

Objectives

- 1. Provide easily accessible comprehensive counseling, advising and assessment.**
- 2. Provide an instructional process that integrates credit/non-credit options in a range of formats, characterized by currentness, scholarly excellence and effective instructional design.**
- 3. Provide a wide variety of co-curricular integrated experiences that support learning and empower students to attain their goals.**
- 4. Provide comprehensive on-going assessment and learning support enabling student goal attainment.**

GOAL TWO

Insure College systems support learning.

Objectives

- 5. Provide easily accessible, integrated administrative services to all students.**
- 6. Continuously review business process systems and implement approved recommendations.**

GOAL THREE

Provide access for all learners in the community.

Objectives

- 7. Achieve increased enrollment and offer competitive tuition rates based on applicable measures.**
- 8. Integrate civic engagement into programs and services.**
- 9. Offer flexible delivery of learning and learning support opportunities that are responsive to community needs.**

10. Implement systems to identify and serve new populations of learners.

GOAL FOUR

Assess programs and services to improve and facilitate decision-making focused on learning.

Objectives

11. Develop and implement outcome assessment for all student learning and use results in decision making.

Develop and implement institutional outcomes assessment and use the results to support the effectiveness of our Learning College.

GOAL FIVE

Enhance employee work life to promote learning excellence.

Objectives

12. Provide a comprehensive, accessible professional development program responsive to individual development plans (IDPs), mandatory training requirements, and short and long-term organizational needs.

13. Monitor the internal decision-making procedures to provide a voice for all employees.

14. Provide appropriate compensation and promote a climate where employees are rewarded and recognized for their contributions.

GOAL SIX

Provide resources to support a Learning College.

Objectives

15. Increase private, partnerships, and grant funding activities.

16. Evaluate budget processes/procedures and resource allocation to determine effectiveness in meeting College goals.

17. Insure a financially sound institution.

18. Plan for and provide facilities, technology, and equipment to support a Learning College.

GOAL SEVEN

Promote and enhance effective communication.

Objectives

19. Develop and continually improve effective communication systems with the College's external Constituencies.

21. Integrate effective communication systems internally among employee groups, students, systems, and areas.

GOAL EIGHT

Foster a climate of respect among students, faculty and staff with diverse backgrounds, ideas, and perspectives.

Objectives

22. Create a climate of inclusion where all students and staff are able to realize their full potential.

23. Integrate diversity goals and objectives into the planning process for all work areas.

24. Increase diversity of faculty and staff to reflect the diversity of the student body.

GOAL NINE

Model environmental responsibility in the community.

Objective

25. Enhance resource conservation and waste reduction programs.

Definitions for clarity in the FCC Strategic Plan:

- 1) *Student* is used when referring to those we serve.
- 2) *Learner* is used when referring to employees and students – all who are part of a Learning College.
- 3) *Governance* is a Board of Trustee function.
- 4) *Internal decision-making process* is a College function.
- 5) *Co-curricular* is synonymous with extracurricular.
- 6) *Learning college* is a student-centered system of relationships that facilitates, values, and measures learning.

GARRETT COLLEGE

MISSION AND GOALS STATEMENT

Prepared for the

Maryland Higher Education Commission

I. SUMMARY MISSION AND GOALS STATEMENT:

The mission of Garrett College is to provide quality higher education, lifelong learning, and access to the universe of information so that individuals, businesses, and the community can achieve personal, entrepreneurial and collective success. The College strives to attain six main goals:

- The Educational Goal: To provide a comprehensive curriculum of credit and non-credit studies, blending general education in the arts and sciences with opportunities for specialization in the practical arts; to be a learner-centered institution that prepares graduates for success in transfer and employment; and to achieve these ends through the integration of multi-culturalism and global education into the institution's learning experience.
- The Student Goal: To provide a supportive learning environment that motivates and encourages students to achieve academic success. Garrett College seeks to realize this goal by starting students where they are ready to begin and by matching instructional techniques to students' cognitive styles.
- The Community Goal: To afford a rural community with instructional opportunities and learning enhancements through advanced technologies which make the universe of information accessible.
- The Economic Development Goal: To be an active partner supporting job creation and economic prosperity within the service region.
- The Cultural Goal: To deploy institutional resources to support citizen participation in the broader repertoire of human, cultural, and arts achievement.
- The Environmental Goal: To use institutional resources to foster a reasoned and balanced approach to environmental conservation and protection.

II. INSTITUTIONAL IDENTITY:

Garrett College serves the higher education and lifelong learning needs of Garrett County, Maryland, a rural, sparsely populated, agrarian region. Maryland's smallest

community college, Garrett College is dedicated to learner centeredness, to community and economic development, and to accessible postsecondary education for all Garrett County residents. Its Carnegie Classification is Associate's Colleges. The primary functional emphasis of the College is learning. Personal attention, support, and encouragement are hallmarks of the Garrett College learning experience.

The unique features of Garrett College reflect the distinctive characteristics of its service region. Located at the westernmost tip of the State of Maryland, Garrett County is an Appalachian mountain community with roots in agriculture and natural resources extraction. It is known for its scenic natural beauty. The County has a very short borderline with Maryland and much longer boundaries with the states of Pennsylvania and West Virginia. Garrett County is more proximate to urban centers in these states than to Baltimore or Annapolis. Sparsely populated, the County has 30,000 full-time residents. As a result of its history of rural isolation, Garrett County's population is almost homogeneously Caucasian. Garrett Countians have a long history of ranking low on socio-economic indicators both nationally and in Maryland.

Although median family income remains low, the County is undergoing change due largely to its burgeoning tourism industry. Unemployment has reached historic lows, land values are increasing rapidly, and wages are starting to creep up.

As an open enrollment comprehensive community college, Garrett emphasizes career and transfer education, developmental education, and continuing education. The College offers the Associate in Arts, Associate of Arts in Teaching, and Associate in Applied Science degrees as well as certificates for shorter-term career preparation. The College is a recognized leader in Garrett County's economic development. It has won national and international awards for its efforts to introduce advanced telecommunications infrastructure into its rural region; it has taken an active role in promoting an information technology sector of the local economy, and it has been a leader in advancing Garrett County's adventure recreation industry. Among Garrett College's main programs of study in the technologies are programs in natural resources, agriculture, and adventure recreation, all of which support economic and community development.

Garrett was the first college in the United States to offer a degree program in adventure sports. Its program is considered one of the premier adventure recreation programs in the United States. The College also offers agricultural studies aimed at supporting Garrett County's agricultural industry. It was also the first collegiate institution in Maryland to offer a juvenile justice degree. Its Natural Resources and Wildlife Technology program is distinctive in the four-state region. Faculty and students are actively engaged in projects to reclaim toxic and despoiled lands damaged due to acid mine drainage.

Garrett College's small size is an institutional strength. The hallmark of the College is its learner-centered environment noted for personal interaction between teacher and student. Garrett College takes special pride in its highly elaborated and successful developmental studies program.

In the next several years Garrett College envisions significant curricular development. Due in part to its initiatives in adventure education, an adventure recreation industry emerged in Garrett County. These earlier efforts are culminating in the construction of the Adventure Sports Center International, located on 600 acres of land atop the Wisp Ski mountain. In the 2005 legislative session, the General Assembly appropriated the design funds for the Garrett College Athletic and Community Recreation Center to be co-located with the Adventure Sports Center International on the mountaintop. This 140,000 square-foot facility will give Garrett College the opportunity to offer and support degree programs it could never have mounted in its current facilities. These programs could include Physical Education, Recreation, Physical Therapy Assistant, Sports Training, and Sports Management. The Athletic Center is scheduled to open its doors in 2009. The College is engaged in preparing for the anticipated curricular growth.

Garrett's agricultural program will also experience significant change. Presently, the College is negotiating a partnership with the Garrett County Cooperative Extension Service, which will own and operate an agriculture enterprise incubator building in support of Garrett County's agricultural industry. The College is proposing to co-locate an Agricultural Research Center, which it would own and operate, on donated property adjacent to the Extension Service's Agricultural Research Center. The College is in discussion with other higher education institutions regarding collaborative projects to be undertaken in its proposed research center.

The College also envisions major growth in its distance learning offerings, which have expanded rapidly over the last several years and culminated in an online General Studies degree. The College also envisions growth in articulation agreements with four year institutions that will allow Garrett Countians to access regionally accredited bachelor's degrees without having to travel to sites distant and remote from their homes.

III. INSTITUTIONAL CAPABILITIES:

QUALITY AND EFFECTIVENESS - STATE PLAN GOAL 1: Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.

Garrett College has several programs that are distinctive and that contribute to the College's reputation statewide, regionally, and in instances nationally and

internationally:

- **Adventure Sports:** Capitalizing on Garrett County's distinctive geography, natural resources, and climate, the Adventure Sports degree was the first of its kind in the United States. Offered in conjunction with Frostburg State University, the program is associated with Garrett College's Adventure Sports Institute. In 2009, the College's Adventure Sports Department will be moved to the Garrett College Athletic and Community Recreation Center to be co-located with the Adventure Sports Center International (ASCI) on the top of the Wisp Ski Mountain. Garrett's adventure sports program will be the main supplier of the Center's personnel. As a major tourism attraction ASCI will bring significant attention to Garrett's adventure sports program.
- **Natural Resources and Wildlife Technology:** Unique in Maryland, NRWT takes advantage of Garrett County's natural environment to prepare technicians who understand the interrelationship of air, soil, water, and wildlife. Students participate in field projects that have received recognition in scholarly journals. More recently the program's field work has focused on reclamation of lands despoiled due to acid mine drainage. The students in the program have gained experience in applying technological innovations to resolving long standing environmental problems. The College continues to win grants in support of unique initiatives involving student field experience.
- **Agricultural:** Garrett College restructured its agricultural program of study. It eliminated its degree program in Agricultural Management in favor of agricultural concentrations or options within two other degree programs. Students may elect environmental agriculture under the Natural Resources and Wildlife Technology degree program, or they may pursue studies in agribusiness under the Business and Information Technology degree program. In addition, students may elect to major in General Studies, pursuing an AA degree that has a concentration of courses in agriculture. Production agricultural studies will continue at the College but with a research emphasis potentially related to organic farming. The College is pursuing a partnership with the Garrett County Cooperative Extension Service that would result in the construction of an Eco-tourism Center nearby the College's campus. The Eco-tourism Center would feature an agricultural incubator building owned and operated by the Extension Service and an Agriculture Research Center owned and operated by Garrett College. Garrett is in discussion with other Maryland higher education institutions to effect partnerships that would allow the College to expand its resources and to secure research grants in consequence.
- **Juvenile Justice:** Garrett College launched a Juvenile Justice program, then unique in the State. Five of the State's juvenile justice facilities are located in Western Maryland, with three in Garrett County. The Juvenile Justice degree is designed to train professionals who will help incarcerated and at-risk youth become

productive and successful members of society. The program is also intended to support the juvenile corrections facilities in Western Maryland.

- **Information Technology:** Garrett College is recognized as a national leader in rural telecommunications and information technology. The College is upgrading its information technology platform and database. It continues to maintain a state of the art facility to support administration and instruction.
- **Developmental Studies:** Garrett College has a highly elaborated developmental studies program, elements of which have received national and international recognition. The College believes that its program contributes significantly to the academic success of its students and to their record of achievement upon transfer.

ACCESS AND AFFORDABILITY - STATE PLAN GOAL 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

The Board of Trustees of Garrett College has adopted a guideline stating its intent to keep Garrett College's tuition and fees in the range of the statewide median. Because 80% of Garrett College's credit students receive federal, state, or local financial aid, a community with a median household income well below the statewide average is nevertheless able to access a higher education. In addition, the Garrett College Foundation contributes need-based scholarships to eligible applicants.

Access is more than financial, however. Garrett College serves a rural community, which is more remote from the hub of Maryland's political and commercial center than any other county. Mindful of this condition, Garrett College characterizes itself as a "Communiversality," a local community college that uses its technological resources to put the universe of information at the disposal of its students and service region. Despite its size, Garrett College has a long history of being highly resourceful in providing a comprehensive program of collegiate studies including a number of innovative programs aimed at supporting local and regional development. The College also has an Advanced Information Technology Center, which includes well appointed computer laboratories, a computer technician-training laboratory, a fiberoptic studio, and two compressed video studios. The interactive television facilities are used to receive and transmit instruction from and to remote sites, enabling access to a broad array of educational opportunities. All computer classrooms throughout the College are wired to the internet, allowing for internet-based classroom activities and exercises. All Garrett College full-time students are entitled to free Internet access. Garrett College offers distance learning opportunities through its membership in MCCT and MOL. It also offers internet courses independently. Classrooms are being outfitted with overhead projection for satellite downlink programming and for computer to screen visual presentations using PowerPoint and similar software,

DIVERSITY - STATE PLAN GOAL 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

The College believes in the importance of making its education and employment accessible to minorities and also in exposing its students to a multi-cultural learning experience. Although Garrett County is 98.8% Caucasian, Garrett College has made a concerted effort to attract minority students. Garrett's minority student enrollment as a percentage of its service area population reached a record high of 9.5% in FY 2004, significantly above Garrett County's 1.3% minority population who are 18 or older. Due to Garrett County's demographics, the College must recruit minority students from outside the County. It has pursued this objective energetically.

The College has also been actively pursuing a global and multi-cultural dimension to its institutional life. It played a leadership role in developing a special relationship between Maryland and the Republic of Estonia. In consequence, since Fall 2000, nineteen Estonian students have enrolled at Garrett College. This year international students from South Africa, India, Estonia, Latvia, Lithuania, Bosnia, Great Britain, and Canada are attending Garrett College. The College believes that its commitment to globalism and multi-culturalism helps establish an environment that is welcoming to minority students. To foster receptivity among the native student population, the College adopted a co-curricular program of activities; historically the majority of this program has focused on multi-culturalism. All students must attend eight co-curricular events as a requirement for graduation.

A STUDENT-CENTERED LEARNING SYSTEM - STATE PLAN GOAL 4: Strengthen and expand teacher preparation programs and support student-centered, preK-16 education to promote student success at all levels.

Garrett College prides itself on being a learner centered institution. Due to its small size and its 1:14 faculty to student ratio, it provides an intimate educational experience with a dedicated and giving faculty who are at the center of the supportive learning environment it seeks to cultivate. The College sustains an elaborated developmental studies program that has been highly successful in preparing students for achievement in credit level studies. Very frequently Garrett College ranks highest in the state in terms of its junior transfers' performance at receiving four-year colleges.

The College has been a significant supplier of elementary and secondary education majors to Frostburg State University for many years. Recently it added the Associate of Arts in Teaching degree as an option. Garrett's programs are fully articulated with Frostburg State University. Garrett College also maintains the Willy Wisp Early Childhood Learning Center at which students majoring in elementary education can intern and acquire practical experience.

Garrett has also been very active in promoting a close collaborative relationship with its LEA. Many years ago the College entered into an Eight-Point Program with the Garrett County Board of Education for the purpose of eliminating terminal diplomas and preparing all Garrett County students for college study. This program was the basis for the County's Tech Prep program, which received national recognition. The College has also taken an active role as a member of the Regional Education Service Agency in promoting the development of a K-16 pilot curriculum in Western Maryland. The history of local collaboration has translated into significant curricular enrichment for the benefit of students in the local school system. Garrett College transmits special courses via interactive television into secondary classrooms in Garrett County. For many years the Garrett County Board of Education and Garrett College have jointly sponsored College and Me, a nationally recognized program to give elementary school students a favorable early impression of college. In Garrett County all fifth grade classes attend Garrett College for one week. In addition to their regular studies, the fifth graders participate in an enrichment program of ten extra-curricular activities, which the Garrett College faculty prepare and lead.

ECONOMIC GROWTH AND VITALITY - STATE PLAN GOAL 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

Garrett College is noted for its very aggressive efforts to support local and regional job creation and economic development. All its career advancement programs are specifically designed for this purpose. Even though Garrett College is Maryland's smallest public institution and although its main focus is learning, the College is active in several research and other projects that promote economic growth and vitality. These projects typically offer field based learning opportunities that help create a highly skilled and qualified workforce

- **River Restoration:** Garrett College's Natural Resources and Wildlife Technology Program (NRWT) has worked with the Department of Natural Resources to restore severely degraded wetlands along Laurel Run and along the North Branch of the Potomac. Faculty members from the NRWT Program at Garrett College have initiated monitoring protocols and restoration projects.
- **Land Reclamation:** The College's Natural Resources and Wildlife Technology Program has assumed an active role in the mitigation of acid mine drainage in the region, and it has undertaken several projects in support of Maryland's Department of Natural Resources and the Bureau of Mines. It is replanting native species in reclaimed areas

- **Agriculture:** Garrett College is experimenting with organic farming and is experimenting with raising free ranging livestock. Currently it is in discussion with the Garrett County Cooperative Extension Service about developing a Garrett County Eco-Tourism Center. The Center would feature an agriculture incubator building, which the Extension Service would own and operate, and an agricultural research center, which Garrett College would own and operate. Research projects would be conducted in cooperation with other Maryland institutions of higher education. Garrett College students would act as tour guides integrating natural history while recounting Garrett County's agricultural history and describing agricultural experiments being conducted at the Center. This initiative will support local agriculture and agribusiness and add a new tourism attraction to Garrett County's menu.

- **Adventure Sports:** The Adventure Sports degree, which was the first of its kind in the United States, was initiated for the primary purpose of starting and sustaining an adventure recreation industry in Western Maryland. Garrett inaugurated its Adventure Sports Institute in 1992. These early efforts led to the growth of an adventure sports industry in Garrett County. Now the County is constructing the Adventure Sports Center International (ASCI) on the top of the Wisp Ski Mountain. ASCI will be a major point destination tourism center in Maryland. The Center will feature one of the world's few re-circulating whitewater courses, hiking, mountain biking, cross-country skiing, orienteering, snow shoeing, ropes courses, and rock climbing, all on 600 acres of donated property on the mountaintop. The primary labor force for this enterprise will be Garrett College's adventure sports majors. In addition, the College was invited to join the venture by co-locating its 140,000 square foot Athletic and Community Recreation Center on the mountaintop adjacent to ASCI. The General Assembly appropriated the design funds for this project during the 2005 session.

- **Garrett Information Enterprise Center:** Garrett College was instrumental in establishing a nationally recognized rural telecommunications infrastructure in order to support information enterprise. Subsequently it constructed an information technology incubator building on its campus. It has now started a student internship program so that its Business and Information Technology majors can intern with businesses conveniently located on campus.

- **Juvenile Justice:** In fiscal year 2003, Garrett College instituted Maryland's first degree program in Juvenile Justice to support the further development of juvenile justice facilities and related agency jobs in Garrett County. The program is preparing well-trained professionals with college-level credentials to work in the State's juvenile justice facilities.

- **Mountaintop Truck Driving Institute:** Garrett College opened the Mountaintop Truck Driving Institute in Grantsville, Maryland to fill the void left due to the departure of the Diesel Institute of America. A great shortage of truck drivers exists in Maryland and nationally. MTDI prepares students to pass their Commercial Drivers License examinations. Graduates are instantly hired by Maryland trucking firms.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES:

GOALS AND OBJECTIVES

The goals and objectives listed below constitute Garrett's measurable aspirations for the next five-year period. The goals are consistent with the goals stated in the State's Plan for Postsecondary Education.

Goal 1: To increase operating funds

- Objective 1.1: To increase tuition revenue by reorienting Garrett College to a regional and national college while retaining its traditional focus on the local service region
- Objective 1.2: To achieve a high rate of student retention relative to the other small community colleges in Maryland
- Objective 1.3: To increase grant revenues by 20% over existing levels
- Objective 1.4: To increase County funding by not less than \$1.2 million by fiscal year 2008

Goal 2: To increase Garrett's annual compensation package

- Objective 2.1: To increase Garrett's annual compensation package by dedicating not less than 50% of available new income after essential operating expenses to salaries

Goal 3: To increase substantially credit and non-credit enrollments

- Objective 3.1 To increase FTE credit enrollments by not less than 12%
- Objective 3.2 To increase non-credit enrollments by not less than 15%

Goal 4: To complete and implement an Outcomes Assessment Plan

- Objective 4.1: To develop and implement an Outcomes Assessment Plan for each transfer, career, and certificate academic program and for each Student Development function
- Objective 4.2: To develop Outcomes Assessment Plans for each course offered at Garrett College
- Objective 4.3: To apply outcomes data to improving instruction and learning

Goal 5: To expand Garrett's program of equal access, diversity, multi-culturalism and global education

- Objective 5.1: To sustain a minority student population that exceeds the minority representation in the service region
- Objective 5.2: To attain a minority representation among faculty and staff that exceeds the minority population in the service region
- Objective 5.3: To integrate multi-cultural aspects into curriculum and instruction
- Objective 5.4: To increase the presence of international students on campus to a target number of 25
- Objective 5.5: To develop international travel experiences for Garrett College students

Examples of Commitment: Despite the predominately Caucasian population of Garrett College's service region, the College was able to attract a minority student population of 58 in Fall 2004, representing 9.5% of its student population. Minority students have become part of the fabric of institutional life. Garrett College recruits heavily and successfully in the urban centers of the Washington-Baltimore corridor. The College has also taken measures to cultivate a receptive community by requiring all students to participate in a co-curriculum historically focused mainly on multi-culturalism. Garrett College also sustains a residence hall that provides housing for out-of-county, out-of-state and international students. It offers scholarships to attract Baltic students to the College. Garrett was the first college to receive a Wilton Mkwai Fellow, the first South African student to attend the College. For three years Garrett College has sponsored groups of South African science and mathematics teachers (often 60 at a time) coming to Garrett County to shadow public school and college teachers and to teach in the County's and the College's classrooms. Their presence has helped create a climate of receptivity for students of color. This year international students from South Africa, India, Estonia, Latvia, Lithuania, Bosnia, Great Britain, and Canada will be attending Garrett College.

Goal 6: To maintain the currency of the College's information technology capacity and to effect operational efficiencies

- Objective 6.1 To install a new platform to support Garrett's administrative and instructional support services
- Objective 6.2 To install new security measures to protect Garrett's computer systems and databases
- Objective 6.3 To effect cost savings of not less than \$50,000 in the operations of the Information Technology Division

Goal 7: To participate as an active partner in initiatives to further economic development in Garrett County

- Objective 7.1 To effect a working relationship with the Adventure Sports Center International that supports its success
- Objective 7.2 To complete construction of the Garrett College Athletic and Community Recreation Center and to open it to the general public in support of tourism and for recreational access
- Objective 7.3 To attain not less than 85% occupancy of the Garrett Information Enterprise Center

Goal 8: To complete capital projects in accordance with Garrett College's Master Plan

- Objective 8.1 To complete repair of the Garrett Information Enterprise Center in Spring 2006
- Objective 8.2 To complete construction of the Garrett College Learning Resources Center in Summer 2006
- Objective 8.3 To complete expansion of Garrett's residence hall by Summer 2007
- Objective 8.4 To complete renovation of the Academic Building by 2008
- Objective 8.5 To complete construction of the Garrett College Athletic and Recreation Center in 2009

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2005 Mission and Goals Statement

"Hagerstown Community College promotes student success through educational excellence and fosters regional development through community involvement."

I. SUMMARY MISSION STATEMENT

The mission of Hagerstown Community College (HCC) is to provide accessible and affordable quality education to the citizens of Washington County and the surrounding regions of Pennsylvania and West Virginia. The College provides instruction in the liberal arts, science and technology, continuing education, developmental education, and special certificates. HCC cooperates with community constituencies in accomplishing economic development objectives.

II. INSTITUTIONAL IDENTITY

Hagerstown Community College's establishment as Hagerstown Junior College (HJC) in 1946 was largely prompted as a response to the educational needs of World War II veterans, who constituted approximately 75% of its initial enrollment. The evolution of HJC's mission mirrors Washington County's evolution. Initial emphasis was placed on liberal arts courses needed to transfer to four-year colleges and universities. In 1987, economic development became a major function for the College in response to county growth. In July 1998, the College name changed from "junior" to "community." This change better reflected the College's mission and role in its community. HCC is a comprehensive college with well-developed occupational, community service, and transfer programs.

Approximately 70% of the student population at HCC reside in Washington County. Five per cent are from other Maryland counties. Due to the College's presence as a regional postsecondary institution, approximately 20-25% of all students live in surrounding areas in Pennsylvania and West Virginia. Approximately 11% of all students are minorities, with approximately half being African-American. The majority of HCC's students are employed full-time and have family responsibilities. Over 60% need financial aid to attend college.

Hagerstown Community College offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as certificates in career programs. The College fulfills many diverse needs within its community as the only comprehensive, integrated educational, cultural, and recreational center within the region. The absence of a comprehensive public four-year college or university nearby presents unique opportunities for the College. Telecommunications and distance learning capability permit four-year colleges and universities to deliver much needed upper division courses and graduate programs through HCC. The University of Maryland – Hagerstown began offering upper level courses on location in January 2005, which offers many opportunities for collaboration and partnership. In addition, the College partners with the Washington County Board of Education in a learning community initiative. This partnership has great benefit to the service area as it encourages the pursuance of post-secondary opportunities while removing barriers as it helps to ensure smooth transitions from secondary education.

The Center for Continuing Education provides an extensive and varied course offering to the citizenry of the College's service area. Over 9,000 area residents annually enroll in non-credit programs that include trade and industrial education and training, business and management, technology, allied health, and construction trades.

As of Fall 2004, HCC curricula includes 101 programs spanning both transfer and occupational programs. Assessment is occurring in all curricular areas including general, developmental, transfer, and occupational education. Potential new programs in the areas of computer simulation developer, web design, wireless computer technology, industrial technology, phlebotomy, ultrasound and various allied health fields, such as medical lab tech, will be explored in FY 06. Other programs, such as Commercial Vehicle Transportation Specialist, will be expanded.

III. INSTITUTIONAL CAPABILITIES

K-16 Partnership Activities (Supports State Plan Goals 1, 2, 3, 4)

Washington County has traditionally had one of the lowest rates of college-bound high school graduates in Maryland. Improving this situation provided the impetus for the development of the Early Support for Students to ENter College Education (ESSENCE) program in which Washington County public and private high school students can enroll in and

earn up to 12 college credits at a 50% discounted tuition rate while still in high school.

ESSENCE enrollment has increased since its inception in Spring 2003 with 55 students to the current enrollment of almost 350 in Fall 2005.

Another important K-16 partnership activity was the establishment of the Learning Community with Washington County Public Schools (WCPS). Comprised of representation from HCC and WCPS, the Learning Community Steering Committee focuses on the necessity of a college education and increasing the college-going rate of the area high school students. The Steering Committee plans annual activities, discusses scheduling options and the ESSENCE program, reviews possible student barriers to college enrollment and develops programs of shared benefit to college and high school students. For example, as part of professional development opportunities for elementary and secondary teachers, the orientation for new WCPS teachers occurs annually in August on the HCC campus, thereby facilitating communication and collaboration with HCC faculty.

The Learning Community also provides an avenue through which the College can promote its programs to high school students, teachers, principals, guidance personnel and supervisors. College Career Days are half-day conferences sponsored by the HCC Learning Community and include Teaching and Education Careers, Health Related Careers, Computer and Information Technology Careers and Legal and Law Enforcement Careers. On each of these days, approximately 150 high school students per day are brought to campus to participate in a program prepared by HCC faculty in their given discipline. These programs involve an average of 50 faculty and student services staff cooperatively promoting the image of the College.

The Student Leadership Hagerstown Program was developed by the Learning Community in the 2003-04 academic year. Student Leadership Hagerstown builds leadership skills of students and emphasizes the academic content of the Phi Theta Kappa International Leadership Program. To implement the mission of providing a smooth transition into college life, the program includes both high school and college students throughout the academic year. Participants meet monthly from September through May and receive three college credits in HUM 103 (Leadership Development) upon completion.

Another College initiative with Washington County high schools is GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a college preparation and intervention program. There are approximately 100 student participants, 24% of whom are minorities. During the past academic year, GEAR UP students and their parents attended

presentations at HCC on health professions, computers, and science, as well as college admissions and financial aid.

Partnerships with Government, Business and Industry (Supports State Plan Goals 1, 2, 4, 5)

The 2004 Maryland State Plan for Postsecondary Education strongly supports, through its goals and objectives, the role of Maryland community colleges in economic development. Local organizations and businesses rely on HCC as an economic development leader to educate and train a significant portion of the regional workforce. In the implementation of its mission and in support of Goal 5 of the State Plan, the College partners with government, business and industry to develop flexible credit and continuing education programs that are responsive to the educational and training needs of the College's service area. The area, historically an agricultural region, is now largely service industry based and is a major transportation hub in the mid-Atlantic region. In addition, the county and city economic development commissions are pursuing technology-oriented companies to locate Washington County in an effort to seek high-skill, high-wage jobs.

The College's Job Training Institute (JTI) is designed to serve the needs of "at-risk" populations such as dislocated workers, underemployed people, single parents, teen parents, homemakers and other underserved people of Washington County and surrounding areas. The JTI provides short-term education and training for basic entry level job skills in career areas with projected job growth, thereby strengthening the local economy. The JTI, by its nature, is attractive to non-traditional students, with minority enrollments of 22% compared to 13% overall at the College in Spring 2005. Funding for the program, which assists with childcare, transportation, tuition, books and emergencies is provided through a combination of Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 funds, a Teen Parent grant, and institutional funds.

Hagerstown Community College is working to strengthen teacher preparation (State Plan: Goal 4). The College responded to the growing demand for teachers by developing a new Associates of Arts in Teaching degree. In addition, an alternative assignment was granted in Spring 2005 to a faculty member to develop the Early Childhood AAT at Hagerstown Community College. Along with these degree offerings, HCC faculty prepared and presented a "career day" focused on teaching and education.

Strong partnerships with business and industry not only support the College's ability to offer degrees and certificates to meet specific needs of employers, but provide targeted contract training as well. Contract training ranges from information technology and technical skills to "soft skills" and leadership development training offered through "The Leadership Challenge" by Tom Peters. "Going for the Gold," an ongoing training program with the City of Hagerstown and the Washington County Government is an example of meeting community needs as these employers determine the content. Contract training courses offered increased by 27% from FY 2003 to FY 2004. Major repeat customers include Mack Trucks, Inc., the City of Hagerstown, the Maryland Center for Environmental Training, the Pen Mar Association of Realtors and the WCPS.

The College's Advanced Technology Center (ATC), in conjunction with government and industry, plays a major role in economic development and manufacturing modernization, as well as in the training and upgrading the local workforce. Much of the training offered in the ATC is in the area of workforce development. The staffs of the ATC, the Economic Development Commission (EDC), and the Chamber of Commerce meet frequently to discuss workforce and business development needs of the region. The EDC holds permanent positions on the advisory committees for the ATC and the Technical Innovation Center (TIC). In addition, the TIC provides developing companies the opportunity to lease space and have access to services in the ATC.

Each occupational/career program has a curriculum advisory committee comprised of business and industry representatives. The input of business and community leaders makes the College aware of new and emerging occupational trends within program areas, as well as ensures that curricular and program changes align with the needs and goals of the community as the College fulfills its mission. For example, recently a need was identified in the community for licensed practical nurses (LPN). A community partner, Homewood Retirement Center, agreed to give the College start-up funding to establish a full-time LPN faculty position to train individuals in this area of high demand and critical shortage.

Another important partnership exists with Washington County Health Systems (WCHS). The College has trained over 70% of the local hospital's nurses, radiologic technologists, and other medical support personnel, which supports the State Plan: Goals 1 and 5. HCC, in partnership with the USM-Hagerstown Center, endorses offering nursing and education bachelors' degree programs locally to respond to critical worker shortages in the community. In

addition, the College is pursuing programming and facility partnerships as WCHS makes plans to build a new hospital on land that is close to the College.

It is clearly part of the College's mission to provide adult learners with basic skills to increase their literacy rates and/or to prepare them for the labor market or for further educational/vocational training (State Plan: Goals 1 and 5). The College offers the adult literacy programs in Washington County, which include Adult Basic Education (ABE), General Educational Development (GED), External Diploma Program (EDP) and English as a Second Language (ESL) programs. Enrollment in these programs continues to grow, with minorities comprising approximately 25% of the enrollment in those programs.

Supporting the College mission of lifelong learning, the needs of younger learners are addressed through College for Kids. College for Kids offers summer courses that provide rich learning experiences for children ranging in age from 6 to 18 in five one-week blocks from July through early August. In Summer 2005, there were 486 registrations in 41 classes.

Diversity (Supports State Plan Goal 3)

As the College strives to become more culturally diverse, it is committed to making every effort to recruit, hire and retain minorities and people with diverse backgrounds when vacant positions and/or new positions exist. Hagerstown Community College's primary service area of Washington County has a minority population that is 10.5% of the total population, ages 18 and older. Minorities comprise 6% of Washington County's civilian labor force. Although there was progress in hiring minorities in FY 05, the lack of minority faculty to provide positive role models for students and help create a culturally diverse college community continues to be a challenge.

Though minorities are actively recruited nationally for employee searches, attracting qualified minorities to the Western Maryland region is difficult for several reasons. Historically, Western Maryland has lacked cultural and ethnic opportunities, as well as a significant professional minority population so often found in the urban and metropolitan areas. However, with the significant westward migration out of the metropolitan areas to Washington County, it is hoped that more minority professionals will relocate to the College's service area.

In terms of the student population, HCC met its accountability benchmark of 11% for minority student enrollment for the first time in Fall 2004. Working with faculty and the Multicultural Committee, the offices of Academic and Student Affairs will examine and refine

support systems to enhance and improve the retention of the College's increasingly diverse student body. The Multicultural Committee is the campus body charged with promoting educational, cultural, and professional development programs that help to infuse diversity into the curriculum as well as promote student learning and appreciation of ethnic and cultural differences and similarities. In addition, the committee will explore approaches to strengthen the recruitment and retention of minority students, faculty and staff, as well as review institutional goals, priorities, and annual unit plans from the perspective of promoting diversity.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

Recognizing the impact of demographic changes, the need for workforce development, the expansion of technology, and the issues related to funding, Hagerstown Community College strives to deliver and maintain affordable, accessible quality education and training to its service area. Accessibility is an important part of the College's history and mission. As a learner centered college, HCC concentrates resources on the learning needs of students and the community through its programs, policies, and practices. In so doing, its educational and training programs result in better, more productive lives for the citizens of Washington County and the surrounding area. The College strives to remove all barriers that compromise the full participation of an individual student or the community.

Committed to continuous quality improvement, the College made a conscious effort to ensure that the concerns identified within its 2004 Middle States self-study align with the action plans and strategies for accomplishing the goals of its 2012 strategic plan. Listed in this section are the College's eight strategic goals with sub-goals and action plans taken from its 2012 strategic plan. The implementation of these action plans will meet the College's goals and objectives, which are based upon the State Plan goals of quality and effectiveness; access and affordability; diversity; student centered learning; and economic growth and vitality.

Strategic Goal 1 - Adopt Strategic Change and Continuous Quality Improvement Systems, Including Enhancements to Employee Involvement and Communication

- 1.1 Embrace mission-based outcomes assessment, planning, and budgeting systems that will facilitate strategic goal attainment

Action Plans:

- 1.1a Utilize institutional effectiveness and outcomes assessment information and data as a foundation for the unit planning meetings (FY05 – FY11)
- 1.1b Implement the Student Affairs Outcomes Assessment Plan (FY05-FY11)
- 1.1c Refine the curriculum planning and development model (FY07)
- 1.1d Provide quality assurance through continuous review of all student administrative core processes (FY05-FY11)
- 1.1e Further integrate the planning, budgeting and assessment models (FY06-FY07)
- 1.1f Develop with the Trustees a number of institutional performance measures that would be reviewed annually and used as a basis for assuring institutional growth and development (FY06-FY07)

- 1.2 Maintain high morale through effective communication, high employee involvement, and quality employee recognition and celebration activities

Action Plans:

- 1.2a Fund and support the Pride and Recognition Committee (PAR) activities and initiatives (FY05-FY06)
- 1.2b Enhance communications and involvement through shared governance activities (FY05-FY11)
- 1.2c Enhance use of GroupWise and the HCC Intranet for improved internal communications (FY06-FY08)
- 1.2d Conduct annual campus climate survey, develop and implement strategies to address areas of staff concern (FY05 – FY11)
- 1.2e Continue and expand annual campus celebration activities (e.g., holiday dinner, annual picnic) (FY05-FY11)
- 1.2f Plan HCC's 60th Anniversary celebration (FY06)
- 1.2g Expand and redesign, as needed, employee recognition programs (FY06-FY07)

- 1.3 Support and promote shared campus governance and open and timely decision making

Action Plans:

- 1.3a Initiate the new shared governance model and make refinements/improvements as needed (FY05-FY11)
- 1.3b Encourage staff participation in open forums and other shared governance activities (FY05 –FY11)
- 1.3c Prepare annual governance reports that highlight accomplishments and

challenges (FY06-FY11)

- 1.4 Utilize self-studies, both with or without certification or accreditation linkages (Middle States and others), and external research to bring about needed changes

Action Plans:

- 1.4a Apply outcomes of self-studies and academic and student services assessments to refine the IT Strategic Plan, the Student Learning Outcomes Assessment Plan (SLOA), Facilities Master Plan, and Financial Plan to make positive changes and quality improvements (FY06 – FY11)
- 1.4b Utilize benchmark data as a component of continuous quality improvement work and annual planning (FY07 – FY11)
- 1.4c Secure, distribute, and use more environmental scanning data to make necessary improvements (FY06 – FY11)

Strategic Goal 2 - Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum

- 2.1 Maintain excellent student-centered teaching and learning support services

Action Plans:

- 2.1a Conduct student satisfaction surveys and assessments, such as the Community College Survey of Student Engagement (CCSSE), to plan improvements (FY05 – FY11)
- 2.1b Support and fund faculty professional development, especially in areas that are suggested from evaluations and outcomes studies (FY05 – FY11)
- 2.1c Establish and maintain the academic standards enumerated by shared governance committees, the Academic Council, and the faculty divisions (FY05 – FY11)
- 2.1d Provide greater visibility for and strengthen transfer programs with area colleges and universities (FY05 – FY11)
- 2.1e Make improvements in assessing the reading, writing, and math skills of entry students and placing them into courses that will build their skills consistent with their educational goals (FY05-FY11)
- 2.1f Use faculty evaluation data and other information to develop policy recommendations that support enhancements for teaching and learning (FY07 – FY11)
- 2.1g Conduct a study of teaching support positions to determine appropriate staffing levels to maintain teaching-learning excellence (FY06)
- 2.1h Engage in proactive leadership and continuous quality improvement initiatives lead by the Academic Council (FY07)
- 2.1i Explore the establishment of a student honors program (FY07-FY08)
- 2.1j Implement an improved faculty-student academic advising system (FY06-FY07)

2.1k Plan HCC's first December commencement (FY06-FY07)

2.2 Maintain effective and efficient instructional delivery systems, including distance learning, workplace learning, and continuing education/customized training models.

Action Plans:

2.2a Fund and support professional development and training activities in the current best practices in teaching and supporting workplace learning, distance learning, and customized training (FY06-FY07)

2.2b Conduct environmental scans and feasibility studies to help decide the future of curriculum delivery systems, for both credit and noncredit courses (FY06-FY11)

2.2c Coordinate an experiential learning program incorporating internships, community service, and service learning (FY05-FY07)

2.2d Create new partnerships and alliances with the business community in support of the educational programs (FY05-FY11)

2.2e Develop policies and procedures through the Teaching and Learning Committee to maintain effective instructional delivery systems, including workplace learning (FY06)

2.2f Expand the number and variety of distance learning courses (FY06-FY08)

2.2g Expand student opportunities for workplace and service learning experiences at off-campus locations (FY06)

2.2h Study the comparable student learning outcomes of on-campus versus off-campus and traditional versus distance learning course sections (FY07)

2.2i Expand the continuing education and conference services operations in the newly renovated space in the Career Programs Building (FY07-FY09)

2.3 Develop new curricula as needed and phase out outdated or undersubscribed courses, services, and programs based on community and student needs

Action Plans:

2.3a Conduct regular curriculum assessments and program reviews (FY 06, FY08, FY10)

2.3b Conduct market analyses to identify needed programs and add programs as appropriate (FY05-FY11)

2.3c Maintain and apply curriculum development funds to priority initiatives (FY06-FY11), focusing on computer simulation developer, web design, wireless computer technology, industrial technology, phlebotomy, ultrasound and various health fields, such as medical tech in FY 06 and FY 07

2.3d Assess new programs and courses to ensure that they meet the College's standards (FY05-FY11)

- 2.3e Measure outcomes of student success, job placement and transfer (FY06, FY08, FY10)
 - 2.3f Continue to develop and refine academic program ladders (FY05-FY11)
 - 2.3g Continue to review, develop, and improve short-term training curricula for area employers and deliver these programs through the Job Training Institute (JTI) and the continuing education department as program centers (FY05-FY11)
 - 2.3h Conduct continuous education curriculum studies to determine future markets (FY06-FY11)
 - 2.3i Develop and submit a Community-Based Job Training Grant proposal (High Growth Job Training Initiative) for program development and expansion of Commercial Vehicle Transportation Specialist
- 2.4 Develop and maintain student and faculty learning support services that contribute significantly to faculty and student success

Action Plans:

- 2.4a Utilize information obtained through unit planning meetings to allocate funds to develop/maintain strong learning and technology support services (FY05-FY11)
 - 2.4b Develop policy that defines student success and indicates the College's commitment to making changes in support of increasing student success in all sectors of the curriculum (FY06)
 - 2.4c Examine feasibility of a study skills/math/writing center and the restructuring of the developmental education program to better support the needs of students (FY06)
- 2.5 Engage in continuous assessment of student learning across all courses and programs through: outcomes identification, assessment design, data analysis and evaluation, and use of results to improve student learning

Action Plans:

- 2.5a Develop and conduct assessment of student learning in high impact courses (FY05-FY07)
- 2.5b Develop model to assess student learning at the program level (FY05-FY06)
- 2.5c Assess student learning in the General Education program (FY05-FY11)
- 2.5d Clarify, refine and assess Institutional Learning Goals (FY06-FY07)
- 2.5e Develop and conduct projects to assess student learning in General Education courses (FY06-FY08)
- 2.5f Plan and implement assessment of student learning in Program Group I (FY06-FY09)
- 2.5g Plan and implement assessment of student learning in Program Group II (FY07-FY10)
- 2.5h Plan and implement assessment of student learning in

- Program Group III (FY08-FY10)
2.5i Plan and implement assessment of student learning in
Program Group IV (FY09-FY11)

Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

- 3.1 Develop and maintain strategies to increase the number and diversity of student enrollments

Action Plans:

- 3.1a Increase early admissions and articulation agreements with local and regional schools (FY05-FY11)
- 3.1b Improve systems for assessing student prior learning competencies for credit (FY06-FY08)
- 3.1c Increase ESSENCE course offerings in area high schools (FY05-FY11)
- 3.1d Strengthen student advising relationships with the Washington County and Franklin County schools, particularly middle and high school guidance counselors (FY05-FY07)
- 3.1e Expand Learning Community initiatives to interface with the needs of K-12 students and their teachers (FY05-FY11)
- 3.1f Market the College's Opportunity Fund as another student financial aid source (FY05-FY11)
- 3.1g Develop a data driven, student success based enrollment management system (FY06-FY08)
- 3.1h Conduct a special marketing project to expand community awareness that higher education improves the quality of life (FY07)
- 3.1i Explore the establishment of a special education program that would give greater support to learning disabled students (FY05-FY06)
- 3.1j Explore the feasibility of a complete weekend college program (FY06-FY07)
- 3.1k Develop an automated feedback system for students regarding admissions, placement testing, registration, advising, and financial aid services (FY06)
- 3.1l Implement an improved marketing plan that specifically addresses underserved markets (FY07-FY08)
- 3.1m Develop specific marketing strategies at the program level to address projected enrollment subpopulations (FY05-FY07)
- 3.1n Develop recruitment initiatives to parallel marketing strategies (FY05-FY11)
- 3.1o In collaboration with the Multicultural Committee, develop strategies to increase minority enrollments (FY06-FY08)
- 3.1 p Develop and maintain ESL curricula in ABE, developmental and college level courses (FY06)

- 3.1q Continue to improve the master schedule of credit and continuing
- 3.2 Increase the retention of students who have not completed their educational goals
- Action Plans:**
- 3.2a Increase the amount and variety of student financial aid and provide more information to students on what is available (FY06-FY11)
- 3.2b Offer more flexible programs, as well as increase the variety in course scheduling and delivery options to match the needs of various student groups (FY05-FY11)
- 3.2c Refine the student success model to track students from admission through registration and subsequent course work (FY07)
- 3.2d Implement strategies within the enrollment management system to improve retention, with emphasis on "at risk" students (FY06-FY07)
- 3.3 Establish marketing plans to maintain student enrollments in all of the College's traditional service areas
- Action Plans:**
- 3.3a Continue to emphasize the affordability aspects of the College's tuition levels (FY05-FY11)
- 3.3b Utilize the ESSENCE programs and the Opportunity Fund as recruiting tools for "middle class" student populations (FY05-FY11)
- 3.3c Establish comprehensive, integrated strategies for student marketing, including an increased Web presence (FY06-FY11)
- 3.3d Conduct advertising effectiveness studies to determine the best choice of media placement, with emphasis on both traditional media and selected Web-based advertising (FY07, FY09, FY11)
- 3.3e Develop a special faculty-lead student retention project and monitor results (FY07, FY09)
- 3.3f Expand linkages and communication between JTI and various academic programs and disciplines (FY06)
- 3.4 Serve a diverse array of students in all mission based areas, providing special services to reach out to underserved populations
- Action Plans:**
- 3.4a Expand the recruitment initiatives for the Job Training Institute curriculum (FY06, FY07)
- 3.4b Expand ESSENCE and ESSENCE II student enrollments (FY05-FY11)
- 3.4c Implement marketing initiatives specifically targeted at underserved populations (FY06-FY11)
- 3.4d Develop and refine career program offerings to meet growing student markets (FY06-FY11)
- 3.4e Continue to offer and strengthen the ABE/GED/EDP programs (FY05-FY07)

- 3.4f Expand training programs for individuals entering the job market or making a career change (FY06-FY11)
 - 3.4g Review student markets to ascertain that appropriate programs and support services exist for each market (FY 07)
 - 3.4h Expand learning disabilities testing, diagnosis, and services (FY07)
 - 3.4i Explore the establishment of a downtown Hagerstown instructional skills/learning resources center perhaps at the USM –Hagerstown facility (FY07)
 - 3.4j Plan for the establishment of a centralized computer commons to serve as an open lab for students in all curriculum majors (FY06)
 - 3.4k Continue to serve the diverse prison population at MCTC with college credit courses and adult vocational training (FY06)
- 3.5 Develop and maintain co-curricular and extra-curricular activities that enhance student development and success

Action Plans:

- 3.5a Develop a plan for increasing the number of opportunities for student leadership on campus (FY06)
- 3.5b Expand student participation in extracurricular activities through the leadership of SGA, Student Services, and faculty members (FY05-FY07)
- 3.5c Encourage student support of the intercollegiate athletics program and encourage athletes to be involved in other types of student activities (FY05-FY07)
- 3.5d Expand the types and publication frequency of student publications and increase student participation in this type of co-curricular activity (FY07)

Strategic Goal 4 - Align Facilities Development and Management with Annual Mission-Based Priorities

- 4.1 Plan and implement facility improvements to promote student, faculty, and staff success

Action Plans:

- 4.1a Conduct a study of general space needs associated with the development of the Arts and Sciences Complex (FY06)
- 4.1b Conduct an internal space needs assessment study (FY07)
- 4.1c Receive input from the Teaching and Learning Committee on the design for the “classroom of the future” (FY06)
- 4.1d Conduct student space satisfaction surveys and open forums (FY07)

- 4.2 Align operational priorities in facilities management to directly support strategic directions, especially instructional and enrollment develop plans

Action Plans:

- 4.2a Develop a new and more comprehensive Facilities Master Plan (FY06)
- 4.2b Align mission based activities, academic planning and enrollment management with the identification of facilities needs (FY06)
- 4.2c Conduct facility energy use studies (FY07, FY09, FY11)
- 4.2d Renovate Career Programs Building as a major instructional building to accommodate projected enrollment growth, particularly in the health sciences and non-credit areas (FY06-FY07)
- 4.2e Review and update the campus safety and emergency plans (FY 06, FY 08, FY 10)

- 4.3 Study and maintain a master campus plan that addresses long term college facility needs and the related funding

Action Plans:

- 4.3a Develop a new Facilities Master Plan that includes detailed funding projections by source and amount (FY06)
- 4.3b Assess academic, student services, and community use of facilities and channel results into updated facilities plan (FY08, FY11)
- 4.3c Refine long-range facility maintenance and operational funding projections (FY06, FY08, FY10)
- 4.3d Create public awareness of the College's need to increase operational funding to match enrollment increases (FY05-FY07)
- 4.3e Work with the HCC Foundation to organize and implement a series of capital campaigns to furnish and equip instructional buildings proposed for renovation and expansion (FY05-FY08)
- 4.3f Increase communication between HCC and funding sources to deepen understanding of the College's capital needs (FY05-FY07)
- 4.3g Consider and jointly study the feasibility of partnering with Washington County Health Systems to finance and build a child care education center that would serve the needs of the College, the health system, and the community (FY06-FY07)
- 4.3h Explore improvements and back-up systems to the campus infrastructure, such as a second main water feed to the campus (FY06-07)
- 4.3i Plan and conduct dedication ceremony of the renovated Career Programs Building (FY08)

Strategic Goal 5 - Increase Technology Applications in a Cost-Effective Manner

5.1 Expand the College's Internet capabilities and Web presence

Action Plans:

- 5.1a Develop policies and procedures to facilitate growth of the College's Web presence (FY06)**
- 5.1b Implement Web registration for non-credit students (FY06)**
- 5.1c Upgrade outdated equipment and tools to ensure efficiency and effectiveness (FY05-FY11)**
- 5.1d Expand and enhance presence of division and faculty Web pages (FY05-FY11)**
- 5.1f Provide more on-line services to students by publishing information and interactive forms, explaining procedures, and providing virtual advising and chat rooms (FY06-FY11)**
- 5.1g Redesign of the College Web site (FY06)**

5.2 Enhance technology infrastructure in support of future growth

Action Plans:

- 5.2a Develop policies to support the maintenance of a strong IT infrastructure and enhance and maintain quality technology services (FY06-FY11)**
- 5.2b Using Datatel Business Advisory Services, conduct an audit of the College's use of its Datatel system and develop a comprehensive action plan to maximize use of its administrative software investments (FY06-FY07)**
- 5.2c Implement technology improvements based upon the IT Strategic Plan and the work of the Technology Council (FY05-FY11)**
- 5.2d Utilize planning tools, including unit planning meetings, to ensure adequate resource allocation and reallocation in support of technology enhancements (FY05-FY11)**
- 5.2e Conduct periodic IT infrastructure studies utilizing external consultants (FY06, FY08, FY10)**

5.3 Equip instructional spaces and offices with the necessary technology to assure faculty, student, and staff success

Action Plans:

- 5.3a Develop high priority technology improvement projects through the work of the Administrative Services Committee and Technology Council (FY07, FY09, FY11)**
- 5.3b Plan and implement various learning technologies to support instruction (FY05-FY11)**
- 5.3d Complete the computerization of the Bookstore to include on-line student book ordering (FY06)**

5.4 Promote and support faculty, student, and staff technology training

Action Plans:

- 5.4a Survey and provide employee technology training and practices (FY05-FY11)
- 5.4b Survey and provide faculty training in various instructional technologies (FY06-FY07)
- 5.4c Provide free faculty, student, and community workshops on the use of the HCC Web site, especially components that address course registration and Web advisor (FY07)

5.5 Improve policy and documentation addressing computer use

Action Plans:

- 5.5a Develop through the governance structure a new student computer use policy concerning the appropriate use of computers, computer software and databases, and incorporate portions of this policy language into the Student Code of Conduct (FY06-FY07)
- 5.5b Prepare and distribute network computing documentation manuals to enable employees to be more self-reliant when using the College's computer systems (FY07, FY 09, FY 11)

Strategic Goal 6 - Improve Human Resource Development Systems

6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff

Action Plans:

- 6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY05)
- 6.1b Work collaboratively with the Multicultural Committee to enhance campus and staff diversity (FY06-FY09)
- 6.1c Continue to support and refine the faculty-lead mentoring program for new faculty (FY05-FY11)
- 6.1d Study the feasibility of special mentoring programs for all new support staff and administrators (FY06)
- 6.1e Strengthen and refine procedures for salary administration and position grading (FY06)
- 6.1f Develop a more comprehensive new employee orientation, to include CD-ROM and on-line components (FY06)
- 6.1g Develop thorough and on-going sexual harassment prevention training workshops for supervisors and all employee groups (FY05-FY11)

- 6.2 Maintain employee development and evaluation systems which are supportive of the College's mission, vision, and strategic directions

Action Plans:

- 6.2a Support and refine professional development programs in collaboration with the Human Resources Committee (FY05-FY11)
- 6.2b Make improvements to the employee development and performance evaluation systems (FY06, FY08, FY10)
- 6.2c Support quality staff development by providing the training needed to help people do things differently and to feel competent in a dynamic work environment (FY05-FY11)
- 6.2d Encourage learning exchange partnerships in which employees visit and bring to campus innovative ideas from other environments (FY06-FY11)

- 6.3 Establish and maintain externally competitive and internally equitable salary and benefit packages for all employee groups

Action Plans:

- 6.3a Further develop policy and procedures covering conditions of employment, benefits, and competitive salaries (FY06)
- 6.3b Conduct job market studies on a regular basis (FY05, FY07, FY09)
- 6.3c Improve procedures for position grading, processing promotion requests, salary administration, and approvals for comp time and overtime (FY06)

- 6.4 Maintain human resources policies and procedures that meet legal requirements and give all employees clear written statements about their rights, responsibilities, and working conditions

Action Plans:

- 6.4a Provide annual updates to the Employee Handbook (FY05-FY11)
- 6.4b Conduct regular reviews of all job descriptions (FY 07, FY 09)
- 6.4c Conduct annual employee benefits seminars and workshops (FY05-FY11)

Strategic Goal 7 - Enhance Financial Resource Development, Allocation, and Reallocation Strategies

- 7.1 Make efficient and effective use of available funds and resources

Action Plans:

- 7.1a Continue to study and monitor College expenditures and budgets, making mid-year budget revisions and reallocating resources to better fulfill the College's mission where necessary (FY05-FY11)
- 7.1b Refine and further integrate the College's financial planning and

assessment systems such that needed improvements are adequately funded (FY06-FY07)

- 7.1c Report the College's progress and success through the Annual Community Report and via communication with the County Commissioners and local state delegation (FY05-FY11)
- 7.1d Maintain cost effective programs and services by conducting regular in-depth program and service reviews (FY06, FY08, FY10)

7.2 Conduct regular cost-benefit studies and make resource reallocations as needed

Action Plans:

- 7.2a Begin annual cost-benefit studies (FY07)
- 7.2b Continue to study and monitor revenues and expenditures and make revisions as needed (FY05-FY11)
- 7.2c Make decisions on programs and services that have too few or too many resources compared to their productivity levels and reallocate as may be needed (FY05-FY11)

7.3 Establish strategies and plans to enhance revenues from both traditional and non-traditional sources

Action Plans:

- 7.3a Consider innovative revenue enhancement strategies, including but not limited to, developing revenue centers and establishing revenue enhancement partnerships (FY07-FY11)
- 7.3b Explore the feasibility of establishing a full-service grants office (FY06)
- 7.3c Expand efforts to obtain grants in areas of projected growth (FY05-FY11)
- 7.3d Increase coordination and planning between the College, HCC Foundation, HCC Alumni Association, and Student Government Association (FY06-FY08)
- 7.3e Aggressively seek donations and in-kind gifts to maintain quality of faculty, staff, technology and equipment (FY06-FY11)
- 7.3f Conduct a major study to explore what other community colleges have done to diversify income sources (FY07)
- 7.3g Explore and implement ePhilanthropy, online giving (FY07)
- 7.3h Examine contributions from civic clubs and service organizations in support of the College and seek adjustments as warranted (FY08)
- 7.3i Seek the assistance of County economic development groups to lobby for increased county and state funding (FY06-FY11)
- 7.3k Develop an informational packet to be used primarily by members of the College and HCC Foundation for the purpose of increasing private and public funding (FY06)
- 7.3l Continue to maintain and expand scholarship funding through the HCC Foundation and other sources. (FY05-FY12)
- 7.3m Work with the Community Foundation and the Waltersdorf-Henson Challenge to

raise up to \$1 million to fund an annual HCC Teaching and Learning Excellence Fund (FY05-FY12)

Strategic Goal 8 - Expand Community Services and Strategic Partnerships and Alliances

8.1 Collaborate with business and community leaders and organizations in shaping the College's future

Action Plans:

- 8.1a Develop and strengthen major partnerships which include, but are not limited to, the University System of Maryland – Hagerstown, the new hospital, and other regional education and health providers (FY05-FY11)**
- 8.1b As part of environmental scanning, the Institutional Research department conducts focus groups with area employers and program advisory committees to better understand anticipated needs and develop programs accordingly (FY07-FY11)**
- 8.1c Maintain memberships in selected regional and national educational organizations as well as program accreditation bodies (FY06-FY11)**
- 8.1d Explore with major regional employers interest in establishing new joint education/training programs for college credit (FY05-FY11)**

8.2 Expand strategic partnerships and alliances in fulfilling the mission

Action Plans:

- 8.2a Develop and strengthen partnerships with Washington County and Franklin County Schools (FY05-FY11)**
- 8.2b Increase and strengthen articulation opportunities with area four-year transfer institutions (FY05-FY11)**
- 8.2c Broaden and enhance Learning Community initiatives and professional development for area high school teachers and guidance counselors (FY05-FY11)**
- 8.2d Expand employer partnerships through experiential learning and job placement for students and internships and externships for faculty and staff (FY05-FY11)**
- 8.2e Explore interest of local employers in new non-credit customized training programs through surveys and focus groups (FY06, FY08, FY10)**
- 8.2f Become a more active partner in County economic development initiatives via partnerships with business and government groups (FY06-FY11)**
- 8.2g Regularly update strategic goals and review the College mission to reflect the changing economic development needs of the area (FY08, FY11)**
- 8.2h Build upon the HCC Foundation's partnership with community groups to increase the endowment (FY06-FY11)**

- 8.2i Collaborate with Garrett College and Allegany College in articulating with primary regional transfer institutions (FY07-FY08)
- 8.2j Explore partnership opportunities related to educational programs with the Washington County Museum of Fine Arts (FY06)

8.3 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems

Action Plans:

- 8.3a Where possible, establish joint programs with the University System of Maryland – Hagerstown and Washington County Public Schools [WCPS] (FY05-FY11)
- 8.3b Maintain a presence in community leadership groups, including but not limited to the Economic Development Commission, Chamber of Commerce, Leadership Hagerstown and civic groups (FY05-FY11)
- 8.3c Meet and collaborate with state and local government officials on an annual basis (FY05-FY11)
- 8.3d Collaborate with local social service agencies in recruiting students for JTI (FY05-FY11)
- 8.3e Expand the utilization of the College's Technical Innovation Center for both community economic development and as an educational resource for both student and faculty development (FY05-FY11)
- 8.3f Work with community, government, and business entities to jointly support the development and expansion of leadership development programs in Washington County (FY06)

8.4 Maintain the College's role as the hub of intellectual, social, and cultural development in the service area

Action Plans:

- 8.4a Work collaboratively with public and private partners to support student and community success by involving more community partners in the education of students (e.g., internships) and the development of programs (e.g., advisory committees) (FY06-FY11)
- 8.4b Explore the feasibility of developing a series of events that connect community arts partners (such as the Maryland Symphony Orchestra) with the humanities and continuing education divisions (FY07)
- 8.4c Plan and sponsor community information forums on issues facing the HCC service area (FY07-FY11)
- 8.4d Continue to provide County leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus (FY05-FY11)

**MISSION AND GOALS STATEMENT
HARFORD COMMUNITY COLLEGE
September 2005**

I. SUMMARY MISSION STATEMENT

Harford Community College (HCC) provides high quality, accessible and affordable educational opportunities and services – including university transfer, career, developmental and continuing education programs – that promote professional competence, economic development and improve the quality of life in a multicultural community. The College supports the *Maryland State Plan for Postsecondary Education* and is committed to expanding undergraduate degree opportunities to fulfill state workforce shortages in areas of teacher preparation, health care and technology and to advance degree attainment for first generation college attendees and members of minority groups, particularly in relation to Title VI of the Civil Rights Acts [of 1964]. The College expects to increase educational attainment for individuals as well as to prepare and to sustain an educated workforce for area residents, develop technology for program and service delivery, be accountable for the efficient and effective use of resources, be the primary resource for and coordinator of higher education in the community, and serve as the center for recreation, wellness and the cultural arts.

II. INSTITUTIONAL IDENTITY

Harford Community College is a vibrant, innovative learning organization committed to providing students with access to education, training, and services as well as to improving the quality of life for all residents by enhancing the social and economic development of the county. Governed by the State and focused on the community, HCC is an agile and responsive higher education enterprise where student learning is first, where business and educational partnerships are developed, where the community is enriched, and where quality lifelong education is the ultimate goal.

The College maintains a campus conducive to excellence in learning and teaching by providing transfer, career, developmental and continuing education programs to challenge and support students who can benefit from its programs and services. Community colleges hold the key to preparing their communities and citizens for the 21st century and the challenges and opportunities of a global economy by providing a nonpartisan venue for the discussion and resolution of social, economic and related issues.

HCC is recognized as an exemplary learning and teaching community that fosters service and promotes success for students in undergraduate education. The College is a valued resource and leader in academic quality, cultural enrichment and economic development characterized by continuous improvement, innovation, and community development. To fulfill the mission and vision, HCC is strongly committed to diversity, integrity, academic excellence and achievement of individual and institutional goals. The College administration, faculty and staff are dedicated to building trust, respect and confidence among colleagues, students and community members.

HCC is classified as an Associate's College pursuant to the Carnegie Commission Classification and is distinct as the only institution of higher education in Harford County. Harford Community

College offers a diverse curriculum in 52 associate degree programs including Associate of Arts (AA), Associate of Sciences (AS), Associate of Applied Sciences (AAS), and Associate of Arts in Teaching (AAT) degrees. The Associate of Applied Sciences in Technical/Professional Studies is unique in the State and transfers to the Bachelor in Technical/Professional Studies to provide second career adults, more African-Americans and the high school graduate not in a college track with higher education degree opportunities and county and state employment options. The College also offers 19 credit programs that lead to certificates or diplomas and more than 18 noncredit certification programs. Upper division and graduate programs are brokered by HCC with other colleges/universities at the Higher Education and Applied Technology Center.

More than 5,500 credit students were enrolled for fall 2004. Approximately 62% of HCC students are female and 38% are male. On average, 56% of Harford County residents attending Maryland institutions of higher education at the undergraduate/lower division level attend Harford Community College. Of the recent high school graduates in the service area, 67% attend Harford. Nearly 20% of the students are members of minority groups. Upwards of 45% of HCC students attend full-time, a significant increase from 32% just five years ago.

About one-third of students each fall enroll in transfer programs; one-third enroll in occupational-technical programs; and one-third are either just taking courses or are undecided about their degree pursuits. Approximately 96% of HCC students are in-county students. Each year, approximately 30% of students enroll in developmental courses in English, reading, math or all three subject areas.

Priorities Related to Specific Initiatives Identified in the *State Plan for Higher Education*

Quality and Effectiveness

Harford Community College is accredited by the Middle States Association of Colleges. The Associate of Sciences Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission. The Histotechnology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Paralegal Studies Program is approved by the American Bar Association. The College holds membership in numerous national, regional, state and local professional associations.

Harford Community College has an open enrollment practice. A student who is at least 16 years of age and who can benefit from college course enrollment is eligible to enroll. A student whose work at Harford Community College has been interrupted for two or more years must file for readmission. Prospective students must complete an application for enrollment and are advised to seek the assistance of advisors or counselors for academic, career, or transfer information. Certain programs have limited/competitive enrollment.

Fourteen percent of full-time faculty (105) and 11% of professional staff (91) have attained the doctoral degree as the highest degree earned. Eighty-five percent of faculty have attained the master's degree as the highest degree earned. Of the 105 full-time faculty, 49% are male and 51% are female. Sixty-one percent of the faculty are tenured.

Access and Affordability

On-line degrees and expanded use of technology for business, industry and agency training improve learning and access. Microsoft and related vendor agreements attempt to contain costs; Maryland Community College Teleconsortium and collaborations with University of Maryland University College attempt to meet needs in a coordinated fashion; on-site training offered with laptops keeps us current and fulfills our obligation for state-of-the-art worker preparation.

MHEC projects HCC headcount enrollment to increase 23% and FTE to increase 25% by 2014. This growth outpaces that projected on average for all community colleges (headcount average 16%; FTE average 18%). Harford continues to move forward with an active building renovation schedule to increase student capacity. Over the past ten years Harford Community College has added 120,000 gross square feet (GSF) of new building space. This increase in space has been realized through the construction of new buildings and additions to existing buildings. The upgraded quality of the facilities provides the foundation necessary to attract to both high quality employees and students. Looking forward, the capital improvements process has identified space needs and processes are in motion to continue to meet the increasing capacity demands over the next ten years. The current Facilities Master Plan is reaching completion with the upcoming major renovation of the science building and the health and wellness building. Therefore, this Plan will be reviewed and revised to incorporate new land acquisitions, changing community and workforce needs, growing enrollment, and other challenges and opportunities identified through the strategic planning process.

Tuition and fees at HCC as a percentage of the average tuition and fees at Maryland public four-year institutions has remained very low, at 38% during FY2005. Low tuition coupled with state, federal, institutional and private grants and scholarships assures accessibility to HCC for all area residents, regardless of income. The Harford Community College Foundation, Inc. is reviewing its work and pursuing a renewed focus on assisting HCC and the advancement of public higher education by broadening the base of support and communication with private donors and public agencies.

Diversity and Student-Centered Learning System

The College is actively engaged with the K-12 system through Tech Prep, state K-16 initiatives, teacher education training, Business/Education Advisory Task Force, workforce development, semi-annual meetings with the Board of Education and HCC Board of Trustees, annual multi-cultural presentations, middle school outreach projects, annual college fair and three open house orientations each academic year. College advisors and high school counselors are in regular contact. College recruiters visit the schools regularly; the College president and superintendent meet regularly.

The MAP Program (Minority Achievement Program) was implemented in fall 2004 to provide support to and improve retention and success of minority students at HCC. The HCC College Assembly sponsored the administration of the PACE (Personal Assessment of the College Environment) climate survey in spring 2005. The findings of this survey, created by the National Institute for Leadership and Institutional Effectiveness (NILIE), will be used to analyze and make improvements to the campus climate and environment.

Economic Growth and Vitality

Harford provides rich and diverse educational opportunities in order to meet Harford County's and Maryland's changing workforce needs. Some examples include:

CET Certifications

The Continuing Education Division offers certification programs that prepare learners for immediate entry into the career field of study, and provides required certificates for avocational pursuits, such as boating or motorcycling. There are 10 computer certifications offered, including Security+ and Web Graphic Design. Other certificates are awarded in various areas of health care, industrial maintenance, and 8 career/occupational fields.

CET Customized Training

The Business and Industry Training department works closely with the Harford County Office of Economic Development to deliver a wide range of contracted training. Training is customized to meet the individual needs of participating clients. Training is offered on-site, on the main campus of Harford Community College, or at the HEAT Center. Laptop computers are available for on-site training.

Harford Leadership Academy

The Harford Leadership Academy is a leadership development project co-sponsored by Harford Community College and the Harford County Chamber of Commerce. Its objective is to prepare Harford Countians for leadership positions with business and civic organizations in the County. The 14-week seminar series focuses on developing and enhancing the skills necessary for effective leadership in our rapidly changing community.

Harford County Electrical Contractors Association (HCECA) Apprenticeship Training Program

The Harford County Electrical Contractors Association formed as an official group in 1949. In 1975 they initiated and coordinated, on the campus of Harford Community College, what is now the largest electrical apprenticeship program in the State of Maryland. The Apprenticeship program is recognized by employers as a premier program for all entry-level workers in the field.

Sheriff's Training Academy

The Harford County Sheriff's Office (HCSO) Training Academy works in partnership with Harford Community College to offer entry-level correctional and law enforcement officer training. Primary instructors are recognized experts in their field and are approved by the Maryland Police Training Commission and Harford Community College. Police and correctional in-service classes are also offered at the training academy. In addition to HCSO employees, students from around the state attend in-service training. Approximately 400 officers are trained each year through the Academy.

Public Safety Training Institute (P.S.T.I.)

The Public Safety Training Institute is a coalition of Harford County public safety agencies working together to provide quality, professional training at an affordable cost. Co-sponsored events prevent duplication of training efforts, promote professionalism among public safety personnel, and provide an opportunity for participants to network with colleagues from other agencies.

Susquehanna Human Resource Association

The Susquehanna Human Resource Association promotes quality human resource services to meet the needs of member organizations and their employees, through professional development, training, resource sharing, and networking.

Harford Cable Network (HCN)

Harford Cable Network shares facilities at the HCC campus. HCC students and staff of HCN collaborate on training and broadcasting.

III. INSTITUTIONAL CAPABILITIES

Effective Use of Resources:

Harford Community College uses the state's resources wisely and well, particular emphasis is given to cost effective programs and services. Harford has privatized several major service areas, reduced administrative costs, secured two million-dollar gifts to its foundation, improved salaries and administers a pay-for-performance system to reward employees.

Effective Program Development

HCC has built a stronger program for cultural arts with particular emphasis on dance and theater that have master class components, allowing more under-represented student groups the opportunity to explore their talents and abilities. Two new theater degrees were recently approved by MHEC: an Associate of Applied Sciences in Design and Technical Theater and an Associate of Arts in Performing Arts. The Amoss Theater, which is shared with the Harford Technical High School, will house these new programs and courses.

To provide options to the agricultural community, five new tracks in the Technical/Professional Studies A.A.S. degree have been approved. They include Golf Course Management, Equine Business Management, Landscape Management, Turfgrass Management, and Agricultural Business Management. These programs are articulated with the Institute of Applied Agriculture at the University of Maryland.

HCC has created a broad-based wellness and recreation program that serves the county's residents from youth to senior citizen. This is done in collaboration with the Community Tennis Association, Maryland Baseball and local agencies and sports teams. Wellness includes health-centered, lifelong activities which assist the community to stay vibrant and to reduce health care costs into the future.

New for fall 2005 is the HCC Direct program. Adult students who are working full-time can enroll in this accelerated format and complete an Associate degree in approximately two years by

taking 2-3 courses each 7-week term and 2 courses each summer. HCC Direct courses are offered in the evening or via distance-learning formats.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

HCC will be recognized as a valued resource and leader in academic quality, cultural enrichment and economic development characterized by continuous improvement, innovation and community development. To fulfill the mission and vision, HCC is committed to diversity and integrity, and to achieve institutional objectives as it builds trust, respect and confidence among and between trustees, colleagues, students and community members. HCC supports a full commitment to (1) address the four-fold elements of the comprehensive community college, (2) address the recommendations of Middle States accreditation, (3) expect the campus community to share the accountability for excellence in learning in all areas of instruction and services, and (4) comply fully with Maryland Higher Education Commission (MHEC) regulations. The College strives to make a positive difference in people's lives and to create synergy through accessible and excellent educational programs and services. Institutional resources are committed to the following goals over the next four years:

- Providing excellent teaching and support services such as academic advice, career counseling and financial aid.
- Reaching out to those who have limited income or who encounter other barriers to academic success.
- Enabling people to progress in their academic and career pursuits; making every effort to help learners achieve success.
- Working in partnership with the communities the College serves.
- Providing a supportive campus climate with services, leadership and opportunities that educate the whole person and fulfill learning and development requirements for students, faculty and staff.
- Effecting cultural, ethnic, racial, social and gender diversity in the faculty, staff and student body, supported by practices and programs intended primarily for adult learners that embody the idea of an open, participatory and global society.
- Using technology to advance educational purposes, including instructional technology, student support services and distance education.
- Establishing collaborative relationships with other state institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information and other resources to expand and enhance programs and services available to the citizens of Maryland that are in the best interest of current and future HCC students.
- Recognizing and developing the primary role and responsibility of the student in the educational process while embracing teaching and learning as its central purpose.
- Respecting differences in people and their perspectives.
- Seeking the best possible ways to conduct the College's work with prudent use of available resources, including the synergistic use of human resources, improved energy conservation and environmental protection (ecodemia).
- Effecting leadership at all levels of the campus community that (1) is future-oriented, (2) applies fairness and integrity to decisions, and (3) promotes learning with a student focus and equitable services for nontraditional delivery systems and program schedules.

- Fostering and enhancing a climate of mutual respect, civil discourse and intellectual inquiry that expects collaborations, supports diversity and encourages global awareness, planning and working together with respect, trust and honesty within the College and among and between the communities we serve.
- Seeking opportunities for internal constituents to offer creative solutions and/or innovative alternatives for programs and services.
- HCC will develop its Strategic Plan for 2006-2012 to bring the institutional mission and vision to life through continuous improvement of programs and services.

Based on these goals, measurable institutional objectives will be achieved including but not limited to:

- The retention rate for first-time, full-time students will be equal to or above the State retention rate at community colleges.
- Ninety-five percent of graduating students will indicate that HCC has contributed to attainment of their educational goals.
- The average GPA one year after transfer of former HCC students who completed at least 12 credits at HCC and then transferred to Maryland institutions will be higher than the state average.
- Students enrolling at HCC will include at least 50% of the most recent Harford County public high school graduates enrolled in Maryland higher education.
- All programs will meet or exceed the state or national norms or both for each licensure or certification examination.
- Student learning outcomes will be assessed and course level improvements implemented.
- Alternative pathways for developmental math and reading students will be implemented and monitored in an effort to increase student success rates in developmental courses.
- Student, alumni, and employer satisfaction surveys will reveal 90% satisfaction with the individual program
- As a result of the student services units work with students, students' personal and self-management skills will improve by establishing goals, developing objectives, and implementing plans.
- Efforts will be made to increase community awareness of programs offered through the Continuing Education and Training division.
- Noncredit ABE/ESL/GED students will participate in pre- and post-test academic testing to assist in measuring students' learning gains.
- New strategies will be implemented to help improve noncredit dental assisting students' core competencies.
- The Business and Industry unit in the Continuing Education and Training division will receive a satisfactory or better rating on the Business Client Satisfaction Survey from at least 90% of clients.
- Technology resources and timelines will be improved by tracking project status.
- Critical technology systems will be operational at all times and accurate information will be provided to support decision making related to the business operations of the College.
- Accurate and timely technology support will be provided to the College community.
- Noncredit web admissions will be successfully implemented.

- High quality library and distance learning services will be ensured by administering a user satisfaction survey to gather feedback from library users regarding services offered.
- Budget tracking of salary encumbrances, expenses, and FTEs will be improved by developing and implementing the position control module in Banner.
- The administration of and positive employee experience with benefits management will be enhanced through gaining online access.
- The campus community will receive timely information regarding external funding opportunities for programs and services.
- The College's dining services will provide high quality food and excellent service at competitive prices.
- The effectiveness of monitoring employee training in areas of Health and Safety will be improved.
- Goods and services will be procured in accordance with state procurement regulation, at the lowest cost consistent with required quality, timely delivery, and proper service.
- Accurate, timely, and regular billings will be generated for students, third party payers and other HCC customers.
- Energy efficiency will be improved by installing motion detectors for lighting in all offices and classrooms.
- Communications with the community about Conferencing Services will be improved through enhanced promotional materials.
- A preventative maintenance program will be implemented.
- Customer satisfaction with Central Stores will remain high while the department minimizes on-hand inventory.
- Affordability of textbooks will be improved by providing students with more textbook options that reduce costs and/or increase value.
- A collaborative relationship with Harford County Public Schools and the Work Experience Program will be established through HCC Vending Services.
- A safe campus environment will be provided for students, employees, and visitors through improved electronic access controls and video surveillance.
- The Cultural Events and Performing Arts unit will collaborate with the Vice President for Instruction, Dean for Visual, Performing, and Applied Arts, and instructors to support the new theatre curriculum by providing the optimum learning environment/experience for theatre students.

HOWARD COMMUNITY COLLEGE
2005 Mission and Goals Statements for MHEC

Summary Mission Statement

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

Institutional Identity

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

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

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

After arts and sciences, the most popular majors were: general studies, nursing, business administration, teacher education, computer science, and engineering. Twenty-one occupational/certificate programs are designed to prepare students for careers in such fields as business management, nursing, computer technology, emergency medical technology, information technology, and office technology. Among HCC's occupational programs the most popular majors are: business management and accounting, allied health, computer technology, and early childhood development.

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

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

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

management programs. These programs will be developed with university partners and may offer associates, bachelors or masters degrees.

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

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

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

HCC's Enrollment Management Team and its Research and Development Team, which include representatives from both credit and noncredit units, are actively engaged in identifying unmet needs and opportunities for course and program development in transfer, career, and noncredit areas. These teams allow HCC to anticipate and respond to new market trends. Areas being investigated for potential new courses or programs include: computer forensics, TV production, entertainment technology, broadcast networking, world languages, interior design, arts management, entrepreneurship, communications, and areas associated with homeland security. HCC

plans to continue to gauge the interests and needs of its students and to develop courses, programs, new learning/teaching formats and strategies, and partnerships that help them reach their goals. It is clear that an increasing number of HCC students intend to pursue four-year college degrees. One of the best ways to ensure their goal attainment is to make the transition from the two year academic experience to the four-year academic experience as seamless as possible. (*State Goal 5, Action Recommendation 3*)

Institutional Capabilities

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

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

The college is committed to attracting and retaining a rich diversity of students to its programs and learning communities, eliminating barriers to learning, and responding quickly to the evolving needs of the community it serves. To this end, HCC provides open access and innovative learning systems, along with a number of continuing and new activities that address issues of access and evaluate whether the campus meets the changing needs and interests of a diverse and dynamic community. (*State Goal 2, Action Recommendation 2 a; State Goal 3*)

The college uses technology to support instruction, learning, student services, and business processes. The academic use of technology is driven by faculty initiatives, instructional and certification requirements, competition, and access to electronic learning resources for credit and noncredit students. The college has equipped and maintains 67 computer labs that are used to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. A robust distance learning program offers three complete degree programs and 80 Internet courses. The college has integrated the use of technology to provide web access to registration, grades, financial aid, and schedule information and communication. HCC's business processes and operations are managed through a centralized enterprise administrative management database, which runs student accounts, human resources,

finances, purchasing, payroll, scheduling, and registration. Additionally, the college's Technology Advisory Board, consisting of Howard County business and technology leaders, provides input for planning programs and campus technology initiatives, developing partnerships, and securing resources. The college has stayed current with industry standards and practices and has upgraded hardware and infrastructures to meet growth and long-term goals for instruction, services, and business processes of the college. During the last fiscal year, the college completed several important technology initiatives to meet stakeholder requirements and improve the college's computing infrastructure. These initiatives included continued deployment of wireless networks in common study areas to further enhance student access to computing and learning resources, installation of blown fiber between campus facilities, and implementation of a virtual private network to permit secure access to college computing resources from remote locations. The redesign and installation of a new network infrastructure at the recently acquired Belmont Conference Center supports the college's new hospitality program and lab component, and the deployment of an integrated point-of-sale system within the college bookstore improves business processes and service to students. A special database has been developed that tracks at-risk students and monitors their academic progress using a combined case management approach. Approximately 350 classroom and lab computers were replaced this year. Together, these technology initiatives and improvements have significantly contributed to enriching students' learning experiences and enhance the college's business processes. (*State Goal 2, Action Recommendation 2 f, 4*)

Howard Community College is dedicated to inspiring learning and providing successful learning opportunities for the lifelong pursuit of personal and professional goals for the citizens it serves. HCC has put into place a number of programs designed to improve the second-year retention rate for first-time, full-time degree-seeking students. New among these initiatives, the StepUp! Program is a mentoring program with the goal of helping a cohort of at-risk developmental students take a more active role in their academic progress and feel connected to HCC. Another program to improve student success is the First Year Experience (FYE), an expanded peer mentoring and leadership program. A number of innovative activities targeted to at-risk students are offered through the Silas Craft Collegians program, such as team building, goal planning, motivation, and college survival, professional and peer mentoring, personal and career counseling, and other personal intervention strategies as needed. With a goal of eliminating current and potential barriers to transfer and facilitating smooth transfer to Maryland public four-year institutions, a number of initiatives have been undertaken by the college. New this year were teacher education and PRAXIS I information sessions for entering freshmen. Besides general transfer information, the advising website contains additional information about minimum transfer requirements for popular state institutions, transfer information for limited enrollment programs, transfer requirements for institutions in and outside of Maryland, transfer institution open house and application due dates, as well as information about transferring to HCC. Articulation agreements for the hospitality management program were expanded. In addition to the strategies to facilitate smooth transfer to four-year institutions, the college's Enrollment Management Team continues to look at short- and long-term strategies to positively impact graduation

rates. (*State Goal 3, Action Recommendation 3; State Goal 4, Action Recommendation 3 a*)

Another way HCC accomplishes its mission of enhancing educational opportunities for stakeholders in the region, is its partnerships at the Laurel College Center (LCC). In addition to providing noncredit occupational and personal enrichment classes and credit courses that allow students to earn associate degrees in applied information technology, business administration, criminal justice, and general studies, higher level educational opportunities have been expanded to include select Bachelor's and Master's programs. The LCC also offers on-site placement testing and admissions, advising, registration, and bill payment services. (*State Goal 2*)

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

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

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

Research activities are carried out to identify the need for new programs. Labor market studies and needs assessment surveys are conducted, experts are consulted, and partnership opportunities are explored. The overall effectiveness of career programs is evaluated through graduate and employer surveys. Research is integrated into the

ongoing process of educational improvement for academic programs. (State Goal 5, Action Recommendation 2 b)

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

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

| Minority Populations | | |
|--|----------------|------------------------|
| | Howard County* | Howard Comm. College** |
| African American/Black | 14% | 21% |
| Asian | 9% | 11% |
| Hispanic | 3% | 4% |
| *Maryland State Data Center Population Estimates for July 2003 | | |
| **HCC enrollment figures, fall 2004 | | |

(State Goal 3, Action Recommendation 1 b, 4)

HCC's affordability is undoubtedly a major reason for its enrollment growth (23 percent from fall 2000 to fall 2004). Although located in the county with the second highest median household income in the nation (2000 Census), HCC's enrollment growth attests to the fact that lower cost alternatives to increasingly expensive four-year institutions are needed. HCC is committed to providing affordable education, but has found it imperative to raise tuition in recent years to meet its budgetary obligations and to make up for declining state contributions. On HCC's latest annual student satisfaction survey (YESS Survey, spring 2005), over 50 percent of the respondents said they need financial aid to meet their college expenses. In its efforts to improve affordability and minimize financial barriers to higher education, HCC awarded more than \$5.1 million to over 2,700 students in FY04. At least \$546,000 of this came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided over \$84,000 to fund student employment opportunities, and the HCC Educational Foundation provided over \$299,000 for student scholarships. (State Goal 2, Action Recommendation 5)

The college has demonstrated agility in planning and program implementation in its continuing efforts to meet workforce demands. To compensate for shortfalls in funding, the college continues to pursue alternative funding for academic initiatives to meet critical state needs. Initial funding for the new accelerated nursing program, still in its first year, came from regional hospitals and health organizations. A Department of Health and Human Services grant will fund the mid-year-start nursing program, which was developed last year but not implemented because of lack of funds. The program will begin in spring 2006. Another Department of Health and Human Services grant is allowing the college to build a biology/anatomy and physiology lab at the Laurel College Center (LCC), increasing its capacity to educate nurses and other allied health majors. *(State Goal 1, Action Recommendation 2; State Goal 2, Action Recommendation 2 e)*

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

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

HCC is committed to taking a leading role in workforce training and in supporting economic and workforce development efforts within the county. Using the expert recommendations of nearly 70 civic and business leaders on the college's Commission on the Future, the college plans ways to better serve the area's higher education needs. To develop a highly qualified workforce and to respond effectively to shifting workforce needs, HCC continued to expand its list of degree programs this year, including those identified as high demand and workforce shortage areas in Maryland. Among the 16 new AA and AAS degree programs and 12 new certificates this year are hospitality management, culinary management, health education (community/school health and

cross cultural/international health), journalism, exercise science, and multimedia design. The college's first group of accelerated associate degree nursing students was admitted in fall 2004, and a mid-year admission option to the traditional nursing program will be added in 2006 to increase the pool of nursing graduates. *(State Goal 5, Action Recommendation 3; State Goal, Action Recommendation)*

The college's Division of Continuing Education and Workforce Development offers companies and individuals a wide variety of credit and non-credit courses providing both entry-level and professional updating of work-related skills. These courses are scheduled year-round at the college, in public schools and at learning centers throughout the county and are offered in a variety of formats. As part of a cooperative effort with all Maryland community colleges, HCC continues to host the Maryland Community Colleges' Business Training Network, which gives businesses access to every workforce training course at all Maryland community colleges and contributes to a favorable environment for economic development and a well-trained workforce. *(State Goal 4, Action Recommendation 4; State Goal 5, Action Recommendation 4)* Additional services provided by the college's Division of Continuing Education and Workforce Development include business and industry training, career programs and community development, and academic and social living skills for both native and foreign-born persons. *(State Goal 5)*

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

The college continues to partner with the Horizon Foundation, Howard County Government, and key agencies in the Citizen's Emergency Response Network (CERN) to proactively facilitate the development of a community-based disaster response plan for Howard County. This year the college's division of Continuing Education and Workforce Development designed and delivered disaster training for CERN volunteers.

HCC's newly-established Wellness Center cooperates with numerous community partners to offer a variety of educational materials, health screenings and assessments, and seminars and workshops. With a goal to improve community health and wellness in Howard County by increasing awareness of issues that affect the mental and physical health of the general population, HCC hosted a health and wellness fair. The fair provided over 350 participants information about cancer, diabetes, HIV/AIDS, injury and violence prevention, mental health, physical fitness, substance abuse, and tobacco cessation. The overarching purpose of the Wellness Center is to empower students to make informed decisions about their health, ultimately enhancing their wellbeing and quality of life. The Wellness Center has a variety of educational materials, hosts educational workshops, plans awareness activities, and provides students with referrals as necessary. *(State Goal 4)*

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

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

Institutional Objectives and Outcomes:

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

Initiative I – Learning Community

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

A. Description

Goal A: (LtG)

Improve student academic performance through targeted and coordinated retention efforts and student success systems. (*State Goal 4, Action Recommendation 3*)

Objectives:

1. Implement the Step-up Program based on pilot study results.
2. Expand the early intervention program to students in all athletic programs.
3. Implement the recommendations of the First-Year Experience Faculty Learning Community.

Goal B:

Develop a systematic approach to promote greater awareness among students that they are responsible for their learning. (*State Goal 4*)

Objectives:

1. Implement satellite express advising (e.g., ILB, HR).

Goal C: (LtG)

Challenge students to achieve global academic excellence. (Commission on the Future recommendation) (*State Goals 3, 4*)

Objectives:

1. Hire a director for international studies and create a mechanism for linking all of the college units involved in international/intercultural initiatives.
2. Recruit additional students to participate in the Denmark exchange.

B. Relationship to Institutional Mission

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

Initiative II – Access

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

A. Description

Goal A: (LtG)

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

Objectives:

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

Goal B:

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

Objectives:

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

Goal C: (LtG)

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

Objectives:

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

B. Relationship to Institutional Mission

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

and ensure that its facilities are of adequate size and are well designed to accommodate these new students and programs.

Initiative III – Economic and Workforce Development

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

A. Description

Goal A: (LtG)

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

Objectives:

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

Goal B:

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

Objectives:

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

Goal C: (LtG)

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

Objectives:

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

Goal D:

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

Objectives:

1. Complete development of entrepreneurship website.

B. Relationship to Institutional Mission

HCC's mission states that the college is a major force in the economic life of its community. Driven by advanced technology, heightened global competition, fast-paced innovation, and shifting demographics of the workforce, the workplace and its demands are changing profoundly. The levels and types of skills needed to

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

Initiative IV- Partnerships

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

A. Description

Goal A: (LtG)

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

Objectives:

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

Goal B:

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

Objectives:

1. Identify additional four-year partners for the Laurel College Center.

Goal C: (LtG)

Expand partnerships at the Laurel College Center to meet critical workforce needs. (Commission on the Future recommendation) (State Goals 2, 4, 5)

Objectives:

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

B. Relationship to Institutional Mission

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

Initiative V – Organizational Excellence

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

A. Description

Goal A:

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

Objectives:

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

Goal B:

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

Objectives:

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

Goal C: (LtG)

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

Objectives:

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

Goal D:

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

Objectives:

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

Goal E:

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

Objectives:

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

Goal F:

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

Objectives:

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

B. Relationship to Institutional Mission

HCC values efforts that encourage continuous improvements to promote the responsible and effective use of resources and that focus the college on organizational and learning criteria for providing world-class learning. The college has many features and operations that serve as bases for achieving this strategic

initiative. The element of change has, from the origin of the college, been generally accepted as part of the college's culture. Most faculty and staff are involved not just in following, but also in leading change. After earning the United States Senate Productivity and Maryland Quality bronze award for the past two years, the college conducted a self-assessment based on the Malcolm Baldrige National Quality Award Education Criteria for Performance. There is an excitement about the many activities operating in the college and an eagerness to participate in activities that foster student learning and servant leadership.

Initiative VI – Growth

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

A. Description

Goal A:

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

Objectives:

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

Goal B: (*LtG*)

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

Objectives:

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

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

Goal C:

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

Objectives:

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

Goal D:

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

Objectives:

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

Goal E: (LTG)

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

Objectives:

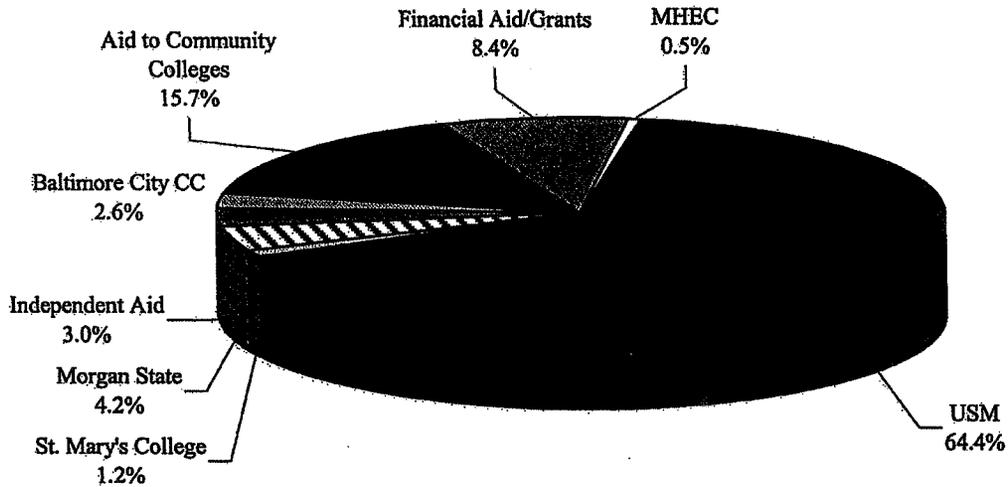
1. Through external partnerships with other human resource departments in the county, offer two HR/management/coaching programs for the business division.
2. Consistent with the HCC Continuing Education sales plan, expand outreach to Howard County business/agency leaders and increase the numbers of businesses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

B. Relationship to Institutional Mission

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

FY 2005 Higher Education General Fund Appropriation
(in Millions)

| | | | |
|--------------------------------------|-----------|----------------|---------------|
| University System of Maryland | \$ | 757.7 | 64.4% |
| St. Mary's College of Maryland | | 14.0 | 1.2% |
| Morgan State University | | 48.9 | 4.2% |
| Independent Aid | | 35.5 | 3.0% |
| Baltimore City Community College | | 30.4 | 2.6% |
| Aid to Community Colleges | | 184.0 | 15.7% |
| Financial Aid/Grants | | 99.1 | 8.4% |
| Maryland Higher Education Commission | | 6.1 | 0.5% |
| Higher Education Total | \$ | 1,175.7 | 100.0% |



Montgomery College

Mission

In 2000, Montgomery College adopted a new mission statement, one broadly embraced and easily articulated by members of the Montgomery College community. The extent of the community's dedication to and understanding of the mission was confirmed during a recent study carried out for the development of the academic master plan: "The College's mission is pervasive, articulated, and fully understood. It is very student centered and communicates well to its constituencies." *Montgomery College, Academic Master Plan Report, 2004.*

Summary Mission Statement

Montgomery College: The Montgomery College mission

Changing Lives

- We are in the business of changing lives
- Students are the center of our universe
- We encourage continuous learning for our students, our faculty, our staff, and our community

Enriching Our Community

- We are the community's college
- We are the place for intellectual, cultural, social, and political dialogue
- We serve a global community

Holding Ourselves Accountable

- We are accountable for key results centered around learning
- We will be known for academic excellence by every high school student and community member
- We inspire intellectual development through a commitment to the arts and sciences
- We lead in meeting economic and workforce development needs

We Will Tend To Our Internal Spirit

- We are committed to high academic and performance standards and take pride in our collective achievements.
- We are welcoming, compassionate, and service-oriented to our diverse communities.

- We operate in a creative, innovative, flexible, and responsive manner.
- We practice collaboration, openness, honesty, and widely shared communications.
- Integrity, trust, and respect guide our actions.
- We value and respect academic vitality and excellence.
- Our spirit is renewed through enthusiasm, celebration, a sense of humor, and fun.

Institutional Identity

Montgomery College is a community-oriented, non-residential two-year postsecondary institution chartered by the State of Maryland. With locations at multiple sites, the College awards the Associate Degree, Certificates, and Letters of Recognition in more than 100 areas of study. Montgomery College currently enrolls over 22,000 students in credit-bearing courses. Non-credit students number above 23,000. Espousing the principles of the Learning College wherein student success and learning are paramount and teaching is the central activity of the faculty, the College offers a wide array of postsecondary career and transfer educational programs, career training, and support services at moderate cost primarily to the residents, businesses, and other organizations within Montgomery County. Credit, non-credit, pre-college, workforce-development, and continuing education programs lead to the realization of such diverse student goals as the attainment of an Associate's Degree or Certificate, transfer to baccalaureate institutions, acquisition or enhancement of occupational skills, and the general pursuit of knowledge for personal or professional enrichment. The addition of service-learning opportunities in the college curriculum allows students to pursue this area of interest and further enhances Montgomery College's identification as the "community's college." Montgomery College represents a significant sector in support of the state's goal to provide an array of postsecondary institutions that are nationally recognized for academic excellence and effectiveness.

Montgomery College's student population continues to burgeon. Credit hour enrollment at the College grew by almost 14% from 2000 to 2005 and this trend is expected to continue. Projections of local population growth suggest that Montgomery County's population will grow from 873,000 in 2000 to more than 1,000,000 by the 2010 Census. The projected growth in population, coupled with a concomitant increase in the college-going population, will strain the College's ability to provide open access to postsecondary education to the diverse citizenry of Montgomery County and the State of Maryland.

Montgomery College serves a racially, ethnically, and economically diverse community. In fact, the College is diverse by any measure imaginable: race, ethnicity, age, socio-economic status, country of origin. The Rockville campus alone is the second most diverse college campus in the nation and many Montgomery College students are the first in their families to attend college. Recent enrollment statistics attest to the diversity of the student body. In credit programs alone, the College serves more than 7,000 foreign-born students from almost 175 different countries. In the student body at Montgomery College in the Fall, 2004 semester, fewer than half (41%) of the credit students were White, 28% were African-American, 16% were Asian, and 15% were Hispanic. Clearly the College represents and serves a diverse community. At the same time, the College has actively sought to hire faculty, staff, and administrators who increasingly reflect the diversity of the student body. The percentage of racial minorities in the full-time faculty has increased by 4.2% since 2000 and that of administrators, professional staff, and support staff have increased by 8.9%, 4.1%, and 4.7% respectively.

The institution is able to serve its constituents with funding from both state and county governments, support that affirms the essential role played by the College in the community's educational, cultural, and economic well-being. Geographically convenient locations and a substantial distance learning program also promote access for this extremely diverse student population and fully supports the state goals to promote accessibility and affordability for all Marylanders and to ensure equal educational opportunity for Maryland's diverse citizenry. Access and affordability are also enhanced by an extensive array of financial aid and academic services tailored to the diversity of academic preparedness and economic and cultural characteristics present in the student body.

The College's commitment to the principles of the Learning College was articulated and affirmed by the Montgomery College community over the course of the 2004-2005 academic year. This vision of the Learning College at Montgomery College:

- is built on the College's student-centered mission of caring, commitment to quality, and service to community that holds the institution "accountable for key results centered around learning."
- identifies clear priorities for the future: continued access, retention, achievement, and collaborative learning.
- recognizes the challenges of shrinking capacity and a continuing need to maintain affordability.
- keeps learning – continuous, creative, and compelling learning – at the center of the College's collective vision.

An outstanding and highly qualified instructional faculty committed to student learning success continues to bolster Montgomery College's reputation for academic excellence and service. The College's highly credentialed and professionally active faculty and staff enjoy wide access to a variety of professional development opportunities. While teaching is central to the mission and vision of the College, faculty remain active in their disciplinary associations and in the community. Many faculty continue to pursue research interests and College-based academic initiatives offer professional development and research opportunities for faculty and staff while providing scholastic opportunities for students. The Humanities Institute, the Smithsonian Fellows program, the Millennium Scholars, Takoma Park/Silver Spring Scholars, and the Montgomery Scholars programs, the Biomedical Scholars program, and the Macklin Business Institute promote professional development and unique opportunities for student-faculty collaboration. Generous funding for scholarly activities, technological and pedagogical training through the Center for Teaching and Learning and the Department of Human Resources, sabbatical programs, and a host of other professional development activities afford faculty and staff many avenues for maintaining and enhancing their techniques, enthusiasm, and abilities in their classrooms and for staying current in their disciplines.

Montgomery College's commitment to technology in the enhancement of direct instruction, instruction at a distance, and support for instruction has never been stronger. As part of the College's initiative to enhance student access in direct support of the state goal, a support structure for Distance Learning was established. In Fall 2004 a total of 8445 credit hours were offered exclusively via distance, a 107.8% increase since 2000. This represented four percent of the College's total enrollment. As a direct reflection of the recommendations regarding faculty training under State Goal #1, services and training for faculty to enhance the quality and variety of instructional methodologies match not only the ever-increasing demand for distance education, but provide faculty with cutting-edge technology to enhance instruction in all environments.

Since 1977, Montgomery College's Information Technology Strategic Plans have guided the College in achieving a state-of-the-market technology environment that has resulted in many student-learning enhancements. Some of these are: 862 instructional workstations with Internet access of which 131 are Smart Instructor Workstations, 4,617 computers available for student use in labs and classrooms, 200 computers available for student use in libraries, continuous increases in web- and network-training course offerings, and an electronic card catalog system and access to electronic periodical databases in the libraries. Over 280 faculty have participated in "Smart Instructor Workstation" training offered by Media Resources and CTL. The College also has offered more than 73 customized courses in information technology for businesses in the County in the past two years.

Montgomery College continues to work diligently in the area of articulation and cooperation, supporting the state's goal of providing student-centered, preK-16 education to promote student success. A total of 31 exciting initiatives have resulted from an ongoing partnership with the Montgomery County Public Schools and more are likely as this alliance continues to grow and develop. At the same time, the College's unique relationship and partnership with the USM Universities at Shady Grove has grown and prospered. The College has been a partner in the development of and is the primary feeder to this unique program which brings top quality programs from USM institutions to Montgomery County.

The College's academic programs for students intending to transfer include curricula in general education, business, education, science, computer science, and engineering. Through the Homer S. Gudelsky Institute for Technical Education (GU) the College offers instructional programs in four primary areas: automotive, building and construction, manufacturing and fabrication, and printing/electronic imaging technologies. The College provides a wide array of technical and semiprofessional training to students who seek a degree or certificate in specific technical career areas. At the Germantown campus, a strong biotechnology program prepares students to meet the workforce needs of employers in the 270 corridor.

Montgomery College has long provided high quality and extensive medical and health technology programs of study and envisions those programs continuing and expanding in the future. The College's commitment to providing a skilled workforce in the areas of

health care, teacher preparation, and biomedical training will continue to be a priority for the future. The addition of the new Health Sciences Building at the Takoma Park/Silver Spring campus has allowed for an expansion of the highly-regarded nursing program and will allow the development of curricula and programs in other health-related fields.

The statewide need for teacher preparation as articulated in State Goal 4 is one the College has enthusiastically worked to address. Montgomery College has actively participated in the statewide articulation of the AAT (Associate of Arts in Teaching) in disciplines in which teacher shortages exist or are projected to exist. The College's work in expanding the AAT will be ongoing as additional disciplines are added and student enrollment in these programs is growing steadily.

The dream of creating a biotechnology complex to serve the county's substantial biotechnology industry as well as Montgomery College students interested in this field is fast becoming a reality on the Germantown campus. The Life Sciences and Technology Park represents a unique community partnership initiative which will provide office and laboratory space and allow Montgomery College students an opportunity to participate in high quality internships on their own campus. The 127,000 square foot Bioscience Education Center will allow the College to provide a top quality curriculum in a state-of-the-art facility. Articulation agreements with the University of Maryland, Johns Hopkins University, and other schools will offer middle-school through post-doctoral educational opportunities in the sciences. Finally, the Germantown Technology Incubator, a collaborative effort among the State, the County and Montgomery College, will represent a significant research and development resource for our students and our community.

The College recognizes the need and has developed a long-range plan to improve capacity and facilities at Rockville – a campus which was intended to serve a maximum of 8,500 students and now enrolls approximately 15,000. The Rockville Campus is clearly over capacity in terms of classroom, laboratory, office, and student life space. The design and construction of a new science facility in FY 08 will begin to address some of these issues as Rockville, the second most diverse campus in the United States, continues to grow and serve diverse students at all levels. Student services facilities and additional instructional space remain priorities in the Rockville facilities master plan.

The long-awaited expansion of the College's oldest campus is moving forward. This \$120 million multi-year project and expansion into Silver Spring already enhances the College's ability to serve the Takoma Park/Silver Spring communities. In fact, Montgomery College's oldest campus is now officially the Takoma Park/Silver Spring campus. This expansion has contributed in significant ways to the economic revitalization of those communities. This project has enhanced the health sciences and arts programs, provided for enhanced workforce development opportunities, and increased the number of information technology labs. Renovation and expansion of the campus, including the Health Sciences Center, a new student services center opening in FY 06, renovation of a commercial bakery into the King Street Arts Center (funded entirely by the College and its foundation), and construction of a new Cultural Arts

Center will enable the College to establish a presence for the arts at the campus and in the community. The final integration of the programs of the School of Art and Design into the arts curricula at Takoma Park/Silver Spring, located in the King Street Arts Center, further prepares the College to meet the needs of the students and the community in the area of cultural arts programming.

Institutional Capabilities

Montgomery College has developed a variety of programs and services to support the broad range of social, cultural, and academic needs presented by students and community members. Significant emphases are placed on teaching, learning, and active service to the community. The goal of College initiatives is to promote both access to and success within the College and is consistent with the state's goal to promote accessibility and affordability for all Marylanders. While fostering student learning and success within the context of the Learning College - through classroom experience, independent study, community service projects, and extra-curricular activities - is the primary function of Montgomery College, service to the community and scholarly development and research related professional development also play an important role. The College provides virtually hundreds of community-oriented activities through student activities programs, arts and humanities activities and programs, community service programs for young people, speakers and lecture series, and programs on cable television. The incorporation of a service-learning component into the curriculum on all three campuses provides students a meaningful avenue to connect their service experience to their educational pursuits. While research is a function that is not a primary component of the community college mission, faculty are encouraged to pursue professional development opportunities which may include scholarly and research activities if they so choose.

In the area of K-16 partnerships, the College is involved in numerous initiatives with the Montgomery County Public School system. Among them is the College Institute, a program which serves academically able students at an ever-growing number of area high schools by providing on-site instruction in college credit courses. The Gateway to College Program provides a structured transition to college for students who have been deemed at-risk of not obtaining a high school diploma. Now in its second year of existence, this collaborative effort with Montgomery County Public Schools, funded in part by the Gates Foundation, has supported over 100 students in their quest to successfully complete high school and make the transition to college. The Academies programs in MCPS high schools also rely on the resources of Montgomery College. As part of the Academy graduation requirements, students choose a capstone experience, which, in many cases, is a Montgomery College course taken on campus, on-line, or at the local school. Montgomery College also participates in the Maryland Mesa Program to prepare students for careers in mathematics, engineering, science, and technology.

The College has also developed an extremely successful partnership with the University System of Maryland at Shady Grove. This relationship has enabled students to transfer more easily and pursue their baccalaureate degree locally within Montgomery County. The College now offers 16 fully articulated degree opportunities with six institutions at

the Universities at Shady Grove and this number promises to increase. Currently, over 70% of the students enrolled in the Universities at Shady Grove are transfer students from Montgomery College. Additional partnerships with baccalaureate institutions include the degree in Construction Management from the University of Maryland Eastern Shore housed at the Rockville campus and the Life Sciences Degree from the University of Maryland College Park, currently located at the Universities at Shady Grove but eventually to be housed at the Germantown campus.

The College remains committed to playing a central role in the state's goal to develop a highly qualified workforce. Enrollment statistics in Workforce Development and Continuing Education offerings bear this out. In FY 04, Montgomery College served 15,368 students with a total of 25,647 registrations in this area. The Workforce Development and Continuing Education program offers courses in Olde Town Gaithersburg, downtown Wheaton at Westfield South, and in the new Health Sciences Center at Takoma Park making it possible to provide more programs in service to the community. Recently, the College assumed the entire responsibility for adult ESOL as well as GED and adult basic education instruction offered by the county in various community locations. The program has added more classrooms, thereby enabling additional County residents to take advantage of these programs. The Gaithersburg Center offers a new partnership with the Motor Vehicle Administration for motorcycle and driver safety classes. The Health Sciences Institute continues to offer new and expanded programs in the new Health Sciences Center on the Takoma Park/Silver Spring Campus. Technical training programs, contract training for businesses and community organizations, and the Hispanic Business Institute are some other areas that are in high demand and provide an important avenue to support the community.

Montgomery College's credit and non-credit instructional programs, courses, and services actively support the goals articulated in the Maryland State Plan. Excellence and effectiveness in instruction, maintaining equality, accessibility and affordability for a diverse student population, promoting K-16 partnerships and teacher preparation programs to enhance student success, and supporting the economic growth and vitality of the community are all hallmarks of the Montgomery College education.

Institutional Objectives and Outcomes

During the 2004-2005 academic year, the Montgomery College community revisited the College's goals and objectives to assure consistency with the College mission and address issues raised in development of the College's Academic Master Plan. Various constituencies focused on accountability within the context of the Learning College -- "We are accountable for key results centered around learning" -- and the ability to measure outcomes and progress in meeting the goals that support the mission. The goals and objectives statement that resulted from the year-long process of development articulates the major focus areas for the College. Measurable outcomes for each of the goals are in development. The newly developed goals and objectives support the Montgomery College mission within the context of the Learning College. At the same time, the mission and goals are consistent with and directly support the statewide goals as

delineated in the *2004 Maryland State Plan for Postsecondary Education*. The College Goals and Objectives are stated below, with the relationship to the *State Plan* noted in italics.

MONTGOMERY COLLEGE GOALS AND OBJECTIVES

May 2005

The Learning College: Building a Framework for Continuing Excellence and Accountability at Montgomery College

Montgomery College has focused on a mission of fostering and facilitating learning throughout our history. The Montgomery College mission Statement clearly states that "We are accountable for key results centered around learning." Student learning has always been our premier collective goal and provides the framework for the individual mission of every College unit. We are committed to realizing our potential as a Learning College and are dedicated to identifying and assessing learning outcomes. Every aspect of our operations will reflect continuous learning as well as personal and professional development among our students, faculty, staff and community members. (See Appendix for Learning College Vision).

We will continue our quest to develop and improve policies, programs, services and activities to achieve optimal learning outcomes for all students, whatever their ethnicity, learning styles or educational background. While addressing the challenges of access and capacity in an ever-changing society, we strive to contain student costs and seek additional, alternative funding to fulfill the objectives of our institutional vision.

Priorities and Goals

Access and Retention:

1. Maximize access, retention and student success in a learning-centered culture.

Learning Environment:

2. Refine an outcomes-based educational environment that fosters intentional learning in attaining goals.

Achievement:

3. Develop and replicate models that promote achievement for all students and professional growth for faculty and staff.

Quality of Life:

4. Create physical, social, and working environments that facilitate learning.

Capacity:

5. Increase capacity to support growing student enrollment.

Funding:

6. Increase financial efficiencies, reallocate resources and seek additional funding sources to support the Learning College goals.

Goal I: Maximize access, retention, and success in a learning-centered culture

This Montgomery College goal supports key components of the Montgomery College mission ("Students are the center of our universe; "We encourage continuous learning for our students, our faculty, our staff, and our community") and underscores the goals of the State Plan to promote accessibility (Goal 1) and student success (Goal 4).

- A. Offer academic and support programs that empower students to successfully attain their educational goals.
- B. Identify and maintain multiple pathways of access to higher education and to alternate instructional delivery.

Montgomery College Objectives A and B here address State Goal 2 of achieving a system of postsecondary education that promotes accessibility and affordability for all Marylanders. These objectives also support the recommendation that the state ten-year plan be based on "guaranteeing access in the most cost-effective manner (also supported by Montgomery College goal #6) while meeting the educational aspirations of students." (p. 22)

- C. Increase outreach and on-site support to Montgomery County Public Schools.

This objective specifically addresses State Goal 4, which calls for colleges and universities to partner with schools (p. 32).

- D. Provide a comprehensive collegewide student orientation experience to prepare all first-time students to successfully navigate in a postsecondary environment.
- E. Develop and market specific programs for adults to gain new competencies, additional credentials, or engage in intellectual and creative experiences.

This objective responds to the trend noted in the State Plan that students over 25 make up 35% of the undergraduate population and that "Older students often require more flexibility in location, classes, availability of faculty and type of facility." (p. 7) This objective also serves the state recommendation that post-secondary institutions develop "effective, flexible strategies to meet changing workforce needs." (p. 34)

- F. Deliver services and training for local employers to upgrade the competencies of the workforce through professional development and training.

This objective responds both to the Montgomery College mission (“We lead in meeting economic and workforce development needs”) and supports the recommendation in the State Plan that post-secondary institutions develop “effective, flexible strategies to meet changing workforce needs.” (p. 34)

Goal II: Refine an outcomes-based educational environment that fosters intentional learning in attaining goals

This Montgomery College goal supports a key component of the Montgomery College mission (“We are accountable for key results centered around learning”) and supports the state vision of a student-centered learning system as articulated in the State Plan.

- A. Articulate a General Education program that advances critical thinking, effective communication, problem solving, ethical decision making, cross-cultural understanding and fundamental technological expertise.

This objective conforms to the Maryland Higher Education Commission’s incorporation of the Middle States criteria as noted in the 2004 Maryland State Plan for Postsecondary Education: “A major achievement has been aligning the Commission accountability process with that of the Middle States Association.” (p. 56)

- B. Further develop and integrate interrelated content, concepts, and competencies as articulated in the General Education program into courses, disciplines and programs that prepare students for further education or career entry.
- C. Review, revise, create and apply assessment measures that evaluate the contributions of courses, programs and units in fulfilling learning objectives.
- D. Identify and initiate actions to improve course and program articulation and ease student transition to four-year institutions.

Goal 4 of the State Plan calls upon Maryland institutions to “Strengthen and expand teacher preparation programs and support student centered, preK-16 education to promote student success at all levels.” Objective D here specifically addresses the concern articulated in the plan noting that “Steps must be taken to ensure that the maximum amount of credits transfer and that - when appropriate - the transfer credits count toward the academic major. Articulation and transfer issues become even more

critical as students increasingly opt to begin their postsecondary experience at a community college.” (p. 36)

- E. Use Academic Area Review results and related data to guide decision making, strengthen curriculum and make changes in courses, programs and services, including expansion, relocation, and elimination.
- F. Expand the engagement of College and community representatives in addressing issues of public policy and economic/social justice and in promoting scientific, artistic and cultural initiatives.

Goal III: Develop and replicate institutional models that promote achievement for all students and professional growth for faculty and staff

This Montgomery College goal supports a key component of the Montgomery College mission (“We encourage continuous learning for our students, our faculty, our staff, and our community”) and promotes the state initiative to develop quality faculty under State Goal 1 and to promote student success under State Goal 4.

- A. Identify, share, and replicate effective faculty and instructional staff practices.
- B. Apply identified “best practices” to foster the high achievement of students of diverse ethnicities, learning styles and educational backgrounds.

This objective directly supports Goal 3 of the State Plan to ensure equal educational opportunity for Maryland’s diverse citizenry.

- C. Analyze elements of successful academic and student development programs and adapt them for wider use.
- D. Support and enhance the development of learning communities and service learning programs.
- E. Provide a comprehensive approach in implementing faculty and staff professional development and succession planning.

This objective is consistent with the Action Recommendation under State Goal #1 to “Provide funds to support faculty development to make optimal use of advanced technologies in instruction and to develop skills in meeting the increasing needs of a more diverse student population.” (p. 24)

Goal IV: Create physical, social, and working environments that facilitate varied aspects of learning

This Montgomery College goal supports a key component of the Montgomery College mission (“We are accountable for key results centered around learning”) while promoting the state goal of providing a student-centered learning system.

- A. Plan, build, and maintain facilities to accommodate student, faculty, staff, instructional, laboratory, and special event needs.
- B. Develop campus environments that promote intellectual, cultural and social interaction among students, faculty, staff, and community members.

This objective supports a key component of the Montgomery College mission (“We are the community’s college. We are the place for intellectual, cultural, social, and political dialogue”) and promotes the state goal of providing a student-centered learning system.

- C. Provide state-of-the-market information technology resources that facilitate communication and support our learning organization.

Objective C here conforms to the Statewide Plan under Goal 2 as evidence of the fact that “Efforts to increase access and provide services to students have included a commitment to the use of information technology.” (p. 20)

- D. Engage all administrative and support service units in fostering continuous improvement, adaptive and flexible work environments, creative and entrepreneurial approaches to problem solving, and outcomes assessment.

Goal V: Increase capacity to support the growing student enrollment

This Montgomery College goal supports the state goal of promoting accessibility for all Marylanders.

- A. Enlarge instructional delivery through alternate time and methods to ensure use of all available space and time schedules, especially Fridays and weekends.
- B. Explore the feasibility of a three-semester system, expanded distance learning and other options to accommodate student needs.

- C. Expand recruitment and retention of high-quality, diverse faculty and staff.

This objective explicitly supports the recommendation under Goal 3 of the State Plan that calls for a commitment to improving the diversity of faculty/staff and governing/advisory boards. (p. 31)

- D. Investigate options for additional off-campus sites, acquisition of contiguous property or development of a fourth campus.

- E. Increase partnerships with the business, educational, civic, and governmental sectors to support education in Montgomery County.

This objective supports a key component of the Montgomery College mission ("We lead in meeting economic and workforce development needs.") and promotes the state goal of promoting the development of a highly qualified workforce.

Goal VI: Increase financial efficiencies, reallocate resources and seek additional funding sources to support the Learning College

This Montgomery College goal and each of its objectives address the area of Fiscal Responsibility as articulated in the State Plan as it calls for "forcing and improving cost management programs and policies through a continuous process of careful evaluation of critical functions and through developing innovative, increasingly cost-effective ways to streamline operations." (p. 18)

- A. Use planning and budgeting processes to guide decisions that promote student learning and opportunity within a fiscally responsible context.
- B. Ensure that the College's public relations, fund raising and advocacy efforts reflect a consistent theme and message about our goals and objectives to a broad range of decision makers.
- C. Maximize public funding by aggressively pursuing federal appropriations that match College priorities.
- D. Plan and implement a unified, multi-year, one-College private fundraising campaign.
- E. Redirect savings from existing operations toward developing the Learning College.

Conclusion

Montgomery College's priorities, goals, and objectives enable the institution to continue to broadly support the State Plan Goals by constituting an excellent and effective component in the array of postsecondary institutions, by assuring opportunity, access and affordability, by providing transfer related instruction including teacher preparation and programs supporting student success at all levels, and by contributing to the economic growth and vitality of the county and state by developing a highly qualified workforce.

VISION OF A LEARNING COLLEGE

Montgomery College has a mission statement that has been enthusiastically embraced and frequently quoted with passion throughout our institution. A mission statement, according to one scholar, states the basic purpose of an organization, defines its relationship to external and internal constituencies, and proposes general objectives. A vision statement, in contrast, grows out of this mission. A vision statement “describes the future size, shape and texture of the organization (that is, one should be able to get a good feel for the future organization from the vision statement); it sets specific goals, and more important drives and guides action to achieve these goals.” (Wilson, 1996. p.3)^[1]

Terry O’Banion, a leading proponent of the Learning College movement, lists several of its core characteristics: learning is collaborative and offers many options; learners are full partners and assume responsibility for their own choices; and the process focuses on the needs and requirements of the learner. The defining characteristic of the learning college, however, is the central focus on the outcome, not the process. This emphasis on the outcome and the assessment of the outcome is the core of the Learning College model. It is not what we do, but the ability to demonstrate that a change has been effected.

This new vision of the Learning College at Montgomery College is built on our student-centered mission of caring, commitment to quality, and service to community that holds us “accountable for key results centered around learning.” This vision identifies clear priorities for the future: continued access, retention, achievement, and collaborative learning. These priorities need to be achieved within a framework that recognizes the challenges of shrinking capacity and a continuing need to maintain affordability. We can achieve this by keeping learning – continuous, creative and compelling learning – at the center of our collective vision.

We have dedicated our energy and our resources to bringing positive change into the lives of our students, our College community and our larger community. We have heard the message of “Greater Expectations”, and are preparing to engage the intentional learners of the new global environment with rigorous yet relevant educational challenges. We are continuing our tradition of strong commitment to learning, and affirming a new focus on the measurable, tangible and rewarding outcomes of our endeavors. It is our challenge, our pledge to our students and to each other, and to our future.

The Learning College at Montgomery College is comprised of five pillars, represented by teams that were originally formed at an academic planning retreat in September, 2003. At this retreat, the seeds of the formal learning college initiative were planted in discussions of what learning means to our students, faculty and staff.

^[1] Wilson, Ian. “The Practical Power of Vision.” On the Horizon, March/April, 1996.

**Prince George's Community College
Office of Planning and Institutional Research**

**2005 Mission and Goals Statement
Board of Trustees Report BT2006-2**

Summary Mission Statement

Mission

Prince George's Community College offers opportunities for individuals to realize their potential in a challenging, learning-centered environment. The college provides cost effective, high-quality programs and services that respond to student and community needs.

Vision

Prince George's Community College will excel as a national leader, recognized for the quality of its programs and students in an intellectually vibrant, technologically enhanced, learning-centered environment that is responsive to community and workforce needs.

Institutional Identity

Prince George's Community College is an Associates College as identified by the Carnegie Classification of Institutions of Higher Education. With over 50 credit programs leading to 77 associate degrees, 35 certificates and 14 letters of recognition, the college is unique among institutions of higher education in Prince George's County in the diversity of the populations it serves and the range of opportunities it offers. Our student population is highly diverse including 18% international students representing 104 countries. In 2005, the institution completed its self-study review of accreditation by the Middle States Commission on Higher Education and was reaccredited. Outlined below is a sample of the variety of programs and benefits offered to the community that the college serves.

Intellectual challenge

Prince George's Community College provides outstanding opportunities for students pursuing academic excellence and seeking a high level of intellectual challenge. Approximately half of our credit students are enrolled in degree programs leading to transfer to a 4-year institution and the other half are enrolled in career programs leading directly into the workplace. Listed below are the approved program options leading to A.A., A.S., A.A.S., A.A.T., Certificates and Letters of Recognition.

Accounting Program (A.A.S., Cert., LOR)
 Accounting (Cert., LOR)
 Accounting Professional (A.A.S.)
 Accounting & Taxation Option (LOR)
 Accounting Transfer Option (A.S.)
 CPA Preparation (Cert.)*
 Arts and Sciences Program (A.A., Cert.)
 Communication/Speech Option (A.A.)
 English Option (A.A.)
 Theatre Option (A.A.)
 Theatre/Entertainment Technology Option (Cert.)
 Business Administration Program (A.S.)
 Business Management Program (A.A.S.)
 Construction Management Option (LOR)
 Developing a Professional Image Option (LOR)
 General Management Option (Cert.)
 Hospitality Services Management Option
 Food Service Management (LOR)
 Hotel/Motel Management (LOR)
 International Business and Entrepreneurship Option (LOR)
 Purchasing and Contracting (Cert.)
 Real Estate Option (LOR)
 Small Business Management Option (Cert.)
 Computer Engineering Technology Program (A.A.S.)
 A+ Preparation (LOR)
 Computer Service Technology (Cert.)
 Computer Information Systems Program (A.A.S., Cert.)
 Computer Networks Option (A.A.S.)
 Network Administration (Cert.)
 Systems Engineer Option (A.A.S.)
 Systems Administrator (Cert.)
 Web Technology Option (A.A.S., Cert.)
 Computer Programming Option (A.A.S., Cert.)
 Database Systems (Cert.)
 Computer Specialist Option (A.A.S.)
 Computer Graphics (Cert.)
 Microcomputer Systems Option (A.A.S.)
 Microcomputer Applications Specialist (Cert.)
 Technical Support Specialist Option (A.A.S., Cert.)
 Computer Science Program (A.S.)
 Computer Science Option
 Information Science Option
 Criminal Justice Program (A.A.S., Cert.)
 Criminal Justice Transfer Option (A.A.)
 Drafting Technology Program (A.A.S.)
 Architectural Drafting Option (Cert.)
 Computer-Aided Drafting Option (Cert.)
 Engineering Drafting Option (Cert.)
 Electronic Engineering Technology Program (A.A.S.)
 Electronic Service Technology Option (A.A.S.)
 Electronics Communications Option (Cert.)
 Electronics Microprocessors Option (Cert.)
 Engineering Program (A.S.)
 Forensic Science Program (A.A.S., Cert.)
 Forensic Science Technology (A.A.S., Cert.)
 Forensic Studies (A.S.)
 General Studies Program (A.A., Cert.)
 African American Studies Option (A.A.)
 American Studies Option (A.A.)
 Art Option (A.A.)
 Biology Option (A.A.)
 Chemistry Option (A.A.)
 Communication/Writing Option (A.A.)
 Economics Option (A.A.)
 Health Education Option (A.S.)
 Historical Fieldwork & Research Option (A.A.)
 General Education (Cert.)
 International Studies Option (A.A.)
 Mass Communication Option (A.A.)
 Music Option (A.A.)
 Physical Education Option (A.S.)
 Pre-Professional Options (A.A.)
 Pre-Law
 Pre-Medicine
 Pre-Pharmacy
 Pre-Physical Therapy
 Psychology Option (A.A.)
 Sociology Option (A.A.)
 Women's Studies Option (A.A.)
 Health Technology Programs
 Emergency Medical Technician-Paramedic (A.A.S.)
 Emergency Medical Technician-Paramedic (Cert.)
 Health Information Technology Program (A.A.S.)
 Medical Coder/Billing Specialist Option (Cert.)
 Nuclear Medicine Technology Program (A.A.S., Cert.)
 Nuclear Medicine Technology Option (Cert.)
 Nursing (RN) Program (A.S.)
 Nursing (LPN) Program (Cert.)
 Radiography Program (A.A.S.)
 Respiratory Therapy Program (A.A.S.)
 Marketing Management Program (A.A.S., Cert.)
 Ornamental Horticulture Program (LOR)
 Paralegal/Legal Assistant Program (A.A.S., Cert., LOR)
 Space Engineering Technology Program (A.A.S.)
 Space Engineering Technology Option
 Computer Systems Technology Option
 Quality Assurance Technology Option
 Teacher Education and Early Childhood Education
 Programs
 Early Childhood Education Program (A.A.S., Cert.)
 Teacher Education Program (A.A.T.)
 Elementary Education (A.A.T.)
 Secondary Education* (A.A.T.)
 A.A.S.—Career Programs

The Honors Program, open to academically high-achieving students, offers a number of benefits, including admission to special honors courses, internships, scholarship opportunities and faculty mentors. Eligible Honors students may apply for membership in the Honors Academy, which offers students full scholarships to Prince George's Community College and dual enrollment at select four-year institutions, where they also receive substantial financial support. The Honors Academy is a highly selective program designed for a very limited number of exceptional students and provides them with a rigorous program of academic study, intellectual development, leadership and community service.

Honors Academy graduates have excelled at institutions such as Georgetown University, Howard University, George Washington University and the University of Maryland, pursuing degrees in subjects as varied as international affairs, nursing, biochemistry and business. Honors Academy alumni have studied and conducted research abroad in places as diverse as Tunisia and Brazil, held internships in federal and congressional offices and attended conferences nationwide.

Academic excellence extends to the college's many programs and courses. The Association of American Colleges and Universities recognized Prince George's Community College as one of 16 innovative colleges and universities to serve as models of best practice in liberal education. The college was also named a top performer in the 2004 Community College Survey of Student Engagement, a national survey designed to help community colleges assess their educational practices. These distinctions pay tribute to the high quality of the college's programs and the dedication and talent of its students, faculty and staff.

Economic and workforce development

Prince George's County is home to an economically bifurcated community in which access to opportunity varies widely. Through its open admissions policy and relatively low tuition rates, Prince George's Community College provides equal educational opportunities to all county residents, thereby providing them with the skills and knowledge they need to succeed in the workplace and in society. Students are able to choose from more than 100 programs of study at Prince George's Community College and to begin on the path to a career or a baccalaureate degree.

The college functions as a major engine of workforce development for the local economy. More than 80 percent of our students remain in the county after leaving the college, and it is from their ranks that the local workforce is drawn. The college's flexibility and rapid response rate allows us to tailor programs and courses according to the demands of the local marketplace and to maintain curricular relevance. To address a severe shortage of health care workers, Workforce Development and Continuing Education (WDCE) expanded enrollment in CNA and dental assistant courses, doubled phlebotomy technician enrollment and introduced a new chiropractic assistant training program. To meet the needs of the construction industry, the college convened a committee of industry leaders to develop a curriculum for a certificate program in

construction management. Course instructors work in the construction industry. This kind of practical instructional expertise prepares students for direct entry into the workforce in fields for which a demand already exists, thus satisfying the requirements of both employers and employees.

The college also works with local businesses and government agencies to address important issues affecting the local economy. A workforce study prepared by Prince George's Community College found that the county faces a growing shortage of skilled workers, particularly in fields that do not require a college degree, as well as in a number of service sector occupations. To coincide with the report's release, WDCE co-sponsored the 2005 Prince George's County Economic and Workforce Summit to address the county's response to the projected workforce shortages.

Community focus

As a major public institution in a county that is undergoing rapid change, the college is well-placed to address broader community concerns on issues such as education, public safety, healthcare and economic development. Where there is a need, the college has the intellectual resources and capability to respond. In conjunction with the Prince George's County Council, the college has presented the Prince George's County Community Leadership Institute for two successive years. The institute, a series of workshops designed to empower and educate community leaders, has been enthusiastically received and nationally recognized for its innovative approach. The college works closely with the county's public schools to enhance teacher training, promote post-secondary education and to prepare students for entry into college.

Prince George's Community College provides direct services to the community through programs such as Seasoned Adults Growing through Education (SAGE), the state's largest community college program of classes directed toward the older learner, and the Children's Developmental Clinic, which serves children with delays in motor, language and reading skill development. Throughout the year, there are hundreds of public events held on campus, including job fairs, health outreach events and cultural programs. College facilities, including the library, the natatorium, a track and tennis courts, are also available for public use.

As the county tackles the diverse demands of a growing population, the college must be in a position to harness the intellectual capital of its faculty and staff for the benefit of the local citizenry. The college's concerns are inseparable from those of the larger community; we are already at work on many of the issues that are of primary importance to county residents. We will be intensifying our efforts to apply the problem-solving skills of the campus community to the challenges that exist in the county.

Learning-centeredness

Learning and academic excellence are the preeminent goals of Prince George's Community College. The college's Learning-Centered Committee was formed in 2002 to work on issues related to strengthening the college's learning-centered focus. The committee drafted a definition that reads, in part, "A learning-centered college fosters the conscious process of acquiring, integrating, and communicating knowledge, skills, and experiences. It promotes lifelong learning habits in its students and provides adequate support for their different learning styles and goals....It identifies the student as bearing active responsibility for his or her own learning. From bottom to top, a learning-centered college builds and maintains a culture that emphasizes shared responsibility, high standards, assessable outcomes, continuous intellectual challenge, and expressed pride in the accomplishments of its students, faculty, and staff."

Prince George's Community College is realigning its policies and procedures to be consistent with the philosophies and practices of learning-centeredness. We are focusing on creating an environment conducive to learning at every level for all members of the college community—students, faculty, staff and administrators. The actions and choices of each person should facilitate and enable learning. To be learning-centered, all college functions and programs must support learning and be subject to assessment. This will necessitate structural changes in decision-making and will also affect planning, resource allocation, technology, facilities design and curriculum development.

Learning is not limited to the classroom. Creating the optimum conditions for learning requires a comprehensive approach that includes everything from maintaining clean, safe and comfortable facilities to ensuring smooth processes in areas such as registration and financial aid to providing access to current and reliable technology. The transition to learning-centeredness must be a collaborative endeavor in which each person takes responsibility for his or her role in the learning process.

As a learning-centered college, we aim to fully engage with our students to promote student success. Students who emerge from a learning-centered experience are more productive citizens. They possess a well-defined sense of personal responsibility, a greater interest in lifelong learning and a commitment to civic engagement. With a decision-making process that is accountable and participatory, the college will serve the community more efficiently. Implicit in our learning-centered philosophy is the idea that individual and community needs are central to the college's purpose.

Institutional Capabilities

Prince George's Community College maintains a commitment to quality academic programs for all its learning communities. As such, the emphasis on teaching as spelled out in the state plan for higher education is at the forefront of our long-term institutional priorities. The college strives to serve the community through its programs and services and through the activities of its faculty, staff and administrators. Our pursuit of grants is

a means by which we help subsidize our primary emphasis on quality teaching for student success.

Prince George's Community College is committed to contributing substantially to the state goals for higher education as evidenced by our institutional priorities and activities.

Goal #1: Quality and Effectiveness

Prince George's Community College is the largest higher education institution in Prince George's County, serving approximately 40,000 students each fiscal year. We continue to pursue high quality faculty (many are award winning) from a variety of backgrounds to match the diversity within our student population (32 percent of our full-time faculty are minority).

We are committed to faculty development geared towards increasing the technological capabilities of our instructional programs. Our Online Express program is focused on helping faculty become equipped to deliver instruction online (one of our fastest growing instructional delivery methods). Prince George's Community College has led the Quality Matters initiative which is focused on assessing the quality of online instruction across the state. By 2004, there were 46 courses reviewed and 258 reviewers trained, representing 65 institutions.

Goal #2: Access and Affordability

Prince George's Community College is committed to our mission of open access. Over the past five years, we have responded to the needs of our citizens by opening access centers in underserved areas of the county. The University Town Center in Hyattsville has grown since it's opening in fall 2000 with 276 students. By fall 2004, there were 1,331 students taking 7,402 credit hours at UTC. The Laurel College Center provides additional opportunities for students in the northern portion of our county to have access to education that is convenient for them. In partnership with Howard Community College, the Laurel College Center enrolled 355 students from Prince George's County in fall 2004. Alternative delivery options are one of the strengths at our college. A major strategic priority for the college, our distance learning programs have grown by 150% in five years.

Prince George's Community College remains committed to delivering high quality educational programs at an affordable price. In addition to numerous financial aid and scholarship options, the college participates in the FACTS deferred tuition plan. This payment option offers students the flexibility to make installment payments on their tuition at specified dates throughout the semester. The FACTS program has proven successful in helping students who do participate to stay in school.

Goal #3: Diversity

Prince George's Community College is situated in one of the most diverse areas in the state of Maryland. Our student population is continuing to diversify, especially with the growth in international students. The International Student Center is one way that the college is addressing the needs of this growing student population. A major strategic priority over the next five years will be to implement programs that will ensure the success of our minority and international student populations. To this end, there are a number of programs that have been implemented, including mentoring programs for students with developmental needs and support groups for minority men and women through the ALANA program.

Student success is a priority for Prince George's Community College. Among the programs implemented as a part of our strategic plan has been to institute a series of courses (CAP103) designed to help students with math anxiety. In Fall 2003, students were encouraged to take CAP103 as a co-requisite with developmental mathematics (DVM103 AND DVM107). Research done by the Office of Planning and Institutional Research indicated that students who enrolled in CAP103 along with DVM007 or DVM003 in fall 2003 were more likely to receive grades of 'P4' (which is passing to the next level) and less likely to receive grades of 'W' compared to the students who did not take CAP103. Currently, CAP103 is a mandatory co-requisite for students who are required to take DVM103 or DVM107.

Goal #4: A Student-Centered Learning System

One of the objectives that has been a focus and will continue into the next strategic planning cycle is partnership with the public school system. Prince George's Community College has been a partner in providing education for the district's provisional teachers. In fall 2002, the college led the way in establishing an Associate of Arts in Teaching transfer program, whereby students will be able to transfer directly into a four-year institution or they can take their AAT degree and enter the teaching profession. This program continues to grow. During the first year of implementation, there were 147 students in the AAT programs, three years later there were 231 students, a fifty-seven percent increase.

A major strategic priority for the college over the next five years will be to establish an institutional culture that embraces learning-centeredness. As such, we will be working on our quality improvement processes to ensure that we have the proper assessment methods in place to improve the achievement of our students. In line with the state plan, we are determined that our students will achieve their educational goals.

As a result of our concern for student goal attainment, the college has established a series of learning communities called Collegian Centers. Collegian Centers create an

environment conducive to intellectual, academic and scholarly pursuits. The academic centers provide a strong learning community for full-time and part-time students by providing a cohesive, discipline identity among students, intellectually challenging activities and student mentoring. The centers offer a locus for students within the disciplines where they can receive mentoring, advising, discipline-specific activities and opportunities for internships and research. Faculty coordinators of the collegian centers work closely with the College Honors Coordinator and the Service Learning Coordinator to contribute to their activities and involve students and faculty. The centers provide:

- mentoring/advising to students
- internships/research/field experience opportunities
- scholarly lectures/seminars/workshops
- opportunities to understand transfer opportunities and requirements

The five collegian centers are: Administration of Justice; the Bernard Center for Business Management and Accounting; Humanities; Psychology; and Science, Technology, Engineering and Mathematics (STEM). Students who are accepted into the collegian centers must be current students, have completed 12 to 30 college credits, and have a cumulative GPA of 2.5 or higher. In FY05, there were 357 students participating in the collegian centers, which was a 179% increase over the number of students participating in FY04.

Goal #5: Economic Growth and Vitality

At Prince George's Community College, our Workforce Development and Continuing Education programs are top quality. Employers regularly rate their satisfaction with workforce development training programs at one-hundred percent. In an effort to support the county and state to overcome what may be critical shortages in the workforce over the next ten years, we have highlighted workforce development among our major strategic priorities. We will be implementing several workforce development institutes in the areas of Health Care; Public Safety and Security; Development and Building Technology; Hospitality, Retail & Tourism, Education; Training, & Human Resource Development; Business & Government Services; Computers & Information Technology; Transportation & Distribution; Finance, Insurance & Real Estate; and Graphics & Communication Technology. These programs will be able to supply needed training for industries, both scheduled and on-demand, that incorporate courses from both our credit and non-credit instructional areas.

Institutional Goals and Objectives

Prince George's Community College has undertaken an ambitious set of institutional priorities that are intended to help the institution realize its vision of being a national leader while pushing forward mission-critical objectives that are linked to the Maryland State Plan for Higher Education. The following goals and objectives were approved by

the Board of Trustees of the college as the strategic priorities for fiscal years 2006 through 2010.

Goal I. Lifelong Success for All Students

Prince George's Community College will empower students for lifelong success by fostering student engagement in a learning-centered environment that inspires academic excellence, encourages professionalism and leadership development, and prepares students for transition to senior colleges, universities and/or the workplace.

Objective I.a: Increase student educational goal attainment.

Objective I.b: Improve student academic outcomes.

Objective I.c: Improve student utilization and satisfaction with academic support and student services.

Objective I.d: Improve retention of students.

Goal II. Academic and Career Pathways through Collaborations

Prince George's Community College will collaborate with organizations to identify and meet the educational needs of the community and the business world. It will collaborate with the county school system and four-year colleges and universities to build seamless transitions that ensure lifelong student success.

Objective II.a: Increase student transfer to 4-year colleges and universities.

Objective II.b: Expand collaborative efforts with Prince George's County Public Schools to increase college readiness for students.

Objective II.c: Increase enrollments in credit and noncredit programs.

Objective II.d: Develop innovative solutions to respond to business employee recruitment, training, and retention needs.

Objective II.e: Identify career pathways to meet the workforce needs of the community.

Goal III. Technological Investment in People and Solutions

Prince George's Community College will make cost-effective investments in the technological development of its students and employees and will acquire emerging, proven technologies to meet institutional needs and support a learning-centered college.

- Objective III.a: Streamline college-wide business processes.**
- Objective III.b: Improve security of data, systems, and network privacy.**
- Objective III.c: Improve technology systems support structure.**
- Objective III.d: Maintain, upgrade and expand technology resources to support academic and administrative systems.**
- Objective III.e: Upgrade the technology skills of all students and employees of the college.**
- Objective III.f: Develop and expand technology in classrooms, laboratories, and services.**

Goal IV. An Institutional Culture That Embraces Learning-Centeredness

Prince George's Community College will develop an institutional culture that is learning-centered; a system of collegial governance; and data-driven, decision-making systems.

- Objective IV.a: Create an institutional culture that is focused on learning.**
- Objective IV.b: Become a learning-centered institution that is a benchmark or model for other like institutions.**
- Objective IV.c: Enhance the governance system and leadership structure of the college.**

Goal V. An Enhanced Total Work Environment

Prince George's Community College will build the human resources capacity to effectively deliver institutional objectives and create a work environment that is flexible and responsive, and supports employee and organizational growth.

Objective V.a: Increase the diversity of employees.

Objective V.b: Ensure that salaries and benefits are competitive.

Objective V.c: Increase staff utilization of and satisfaction with professional development and training.

Goal VI. An Enhanced Physical Environment

Prince George's Community College will develop and implement capital projects that respond to the learning-centered environment, improve the physical facilities, and increase the physical safety of the college.

Objective VI.a: Complete major renovation projects.

Objective VI.b: Increase the physical safety of the college.

Objective VI.c: Develop new capital improvement projects.

Objective VI.d: Improve physical facilities, furnishings and equipment, and signage.

Goal VII. Increase Sources of Revenue

Prince George's Community College will fund its long-term strategic priorities by increasing revenue from public and private sources.

Objective VII.a: Increase public sources of financial support for the college.

Objective VII.b: Increase private sources of financial support for the college.

Objective VII.c: Expand the number of programs and services offered to businesses for a fee.

Objective VII.d: Increase institutional efficiency.

WOR-WIC COMMUNITY COLLEGE

2005 MISSION STATEMENT

Wor-Wic is a comprehensive community college serving the education and training needs of the residents of Worcester, Wicomico and Somerset counties. Providing affordable, high quality postsecondary credit programs and continuing education courses in a high technology environment, the college serves a diverse student population from current high school students to senior citizens. Its open door admission policy and comprehensive support services enable Wor-Wic to provide educational opportunities for those who have the desire and ability to benefit from its courses and programs.

WOR-WIC COMMUNITY COLLEGE
2005 MISSION AND GOALS STATEMENT

Wor-Wic is a comprehensive community college serving the education and training needs of the residents of Worcester, Wicomico and Somerset counties. Providing affordable, high quality postsecondary credit programs and continuing education courses in a high technology environment, the college serves a diverse student population from current high school students to senior citizens. Its open door admission policy and comprehensive support services enable Wor-Wic to provide educational opportunities for those who have the desire and ability to benefit from its courses and programs regardless of age, gender, race, color, religion, national origin, marital status, sexual orientation or disability.

The college provides its courses and programs at a reasonable cost, with funding from its support counties of Worcester and Wicomico, and the state. Special state legislation permits Somerset County students to attend at the in-county tuition rate. The college's emphasis on student support services and low cost tuition provides students who have academic shortcomings and financial limitations with the opportunity to access higher education.

Classified by the Carnegie Commission as an associate's granting institution, Wor-Wic offers programs that lead to an associate of arts degree, associate of arts in teaching degree, associate of science degree, associate of applied science degree, certificate of proficiency and letter of recognition. The college offers the first two years of a baccalaureate degree with programs such as general studies, business, computer

science, electronics, and elementary and secondary teacher education, for those who want to transfer to a four-year college or university. Credit programs such as accounting, business, criminal justice, hotel-motel-restaurant management, manufacturing, nursing, office technology and radiologic technology are designed for individuals who want to enter the work force immediately after two years of college, or those who are employed and want to upgrade their skills or obtain a promotion. Through its community and continuing education office, Wor-Wic provides documents of completion for students who complete a wide variety of occupationally-oriented courses, as well as extensive customized contract training to meet local needs for a trained work force. As new demands for additional programs and courses are identified, the college responds within its limits of staffing, facilities and funding.

Wor-Wic's Eastern Shore Criminal Justice Academy was the first academy in the state to receive dual certification by the Maryland Police and Correctional Training Commissions. The academy is also one of fewer than 30 academies in the nation certified by the Federal Law Enforcement Training Center as a satellite training site. Initially created to serve the entire Eastern Shore, police and correctional officers come from all over Maryland to participate in entrance-level and in-service training programs offered by the academy.

Another unique strength of the institution is its high technology focus that is exemplified by its fully-electronic library, which supports the academic, professional and institutional information needs of students, faculty and other college employees. Online full-text reference databases, videos, computer simulations, specialized software applications and Web-delivered subscription databases cover a wide variety of academic

disciplines and can be accessed both on and off campus. This method of delivery supports information literacy goals. Students who require traditional library services can take advantage of cooperative agreements that Wor-Wic has with nearby university libraries.

The "2004 Maryland State Plan for Postsecondary Education" goals of quality and effectiveness, access and affordability, diversity, a student-centered learning system and economic growth and vitality are fully integrated into Wor-Wic's programs and services. The college emphasizes the teaching and learning process in all of its courses and programs. Scholarly activities promote practical applications, such as applied instructional research, program evaluation, curriculum development, and student and community needs assessments.

Founded as the postsecondary educational link between individuals with educational needs and the needs of employers in the service area, Wor-Wic maintains formal relationships with business, industry and government, such as the cooperative relationship between Peninsula Regional Medical Center and the college's radiologic technology and nursing programs. The hospital provides staff assistance, financing and clinical support for both programs. The college provides a steady supply of educated technicians and nurses. The Lower Shore Workforce Alliance refers students to the college and provides financial assistance to students who train for jobs needed in the area.

The college also collaborates with area secondary schools by offering articulated credit and dual enrollment for high school students. Cooperative linkages with the boards of education in Worcester, Wicomico and Somerset counties maximize the utilization of

instructional equipment and facilities, and provide seamless transition from secondary to postsecondary studies.

Wor-Wic also partners with its university counterparts at Salisbury University and the University of Maryland Eastern Shore, providing seamless linkages for students who start at the community college and transfer to earn a bachelor's degree.

Long-Range Goals:

1. Promote accessibility and diversity by attracting and retaining a diverse faculty, staff and student body that reflect community demographics.
2. Provide courses and programs to prepare individuals for occupations in the community.
3. Provide courses and programs to prepare individuals for transfer to other postsecondary institutions.
4. Provide community and continuing education courses to prepare individuals for new job opportunities, advancement and personal development.
5. Provide students with support services to meet their intended educational and occupational objectives.
6. Strengthen college resources to enhance student learning and institutional effectiveness.
7. Foster and promote linkages with the community to ensure the continuity and relevance of the college's programs and services.
8. Foster and promote linkages with area K-12 and postsecondary institutions to facilitate seamless transitions through the levels of education.
9. Assist local economic development efforts to recruit new business and

industry and to expand existing companies.

Short-Range Goals:

1. Provide and promote access to high quality programs, courses and services responsive to student and community needs.
2. Provide high quality support services to promote student success.
3. Provide for the efficient allocation of college resources to enhance student learning and promote institutional effectiveness.
4. Promote economic development, workforce preparation and in-service training of the existing local workforce.
5. Ensure the quality of campus facilities.
6. Provide for effective human resources to meet institutional objectives.
7. Revise the assessment process in order to achieve and document institutional effectiveness.

Institutional Objectives:

1. Increase collaborative efforts with local schools and universities.
2. Strive to maintain proportional demographic and geographic segments in the service area and increase male representation.
3. Strive to maintain affordable tuition rates, while meeting the college's needs for quality programs and services.
4. Maximize accessibility by increasing the number and variety of course scheduling and delivery options.
5. Evaluate the timely implementation of an online admissions, registration and

payment system.

6. Enhance career planning and placement services for students and alumni.
7. Increase resource development efforts to provide alternative sources of funding.
8. Encourage employees to pursue grants for expressed institutional needs.
9. Work with the economic development agencies to assist in the recruitment of new businesses and the retention of existing companies.
10. Increase linkages with the community to determine and respond to workforce training needs.
11. Investigate the feasibility of offering additional programs in high demand areas, as indicated by regional labor market surveys.
12. Expand the college's role in continuing professional education.
13. Assess existing college facilities and make appropriate modifications to support student and employee growth.
14. Construct a child care center.
15. Construct the workforce development center, remove the wastewater lagoons and construct a parking lot.
16. Submit educational specifications to obtain state approval for design and construction funds for an allied health building.
17. Seek diversity in all employee groups, especially faculty and administrators.
18. Strengthen and develop assessment processes, with special attention to student learning, program reviews, general education, student services and institutional values.

**REGIONAL HIGHER
EDUCATION CENTERS**

Anne Arundel Community College at Arundel Mills Center Mission Statement

AACC at Arundel Mills Center Draft Mission Statement

The mission of the Center is to provide:

- Access to affordable, high quality associate, baccalaureate and graduate degree programs that meet the needs of learners previously under served.
- The necessary career education and skills to successfully compete in the workplace and global economy, with a focus in the areas of worker shortages.
- Lifelong learning and life skills opportunities.
- A full array of instructional and student support services to ensure learner success.

Summary of Identity and Purpose

Beginning in 1995, AACC conducted three environmental scans and demand analyses to identify both appropriate locations and instructional programs for the Northwestern sector of the county. A site location was selected based on the outcomes of these professionally conducted surveys. Building upon an existing partnership with The Mills Corporation, the college's Foundation committed to providing resources to construct a new 4 story educational center on site at the Arundel Mills Mall in Hanover, Maryland. This center is accessible to not only the surrounding communities but is adjacent to four neighboring counties and area industries including Fort George G. Meade, the National Security Agency (NSA) and the BWI corridor. Public transportation is readily available and the center is conveniently located near three major highways – Maryland Route 295, I-97, and Maryland Route 100.

The BWI corridor, with its numerous major employers, including NSA, Northrop Grumman, Computer Sciences Corporation, and others, continues to more and more highly trained new employees as well as ongoing training for incumbent employees.

Upon identification of the new center location, the college began developing an instructional plan based on information received from the previously conducted surveys. A project team was formed and co-chaired by the Dean for Community Education and the Executive Director of Facilities and Capital Development. The team was composed of a wide cross section of the college's constituencies including facilities, student services, instruction, marketing, institutional research, information technologies, human resources and general administrative services.

The new center would allow the college and its higher education affiliates the opportunity to provide daytime and weekend instructional programming previously unavailable in the Northwestern sector of Anne Arundel County. Also new to this region would be access to creative community outreach initiatives such as free consumer workshops.

The analyses indicated a clear need for this new center to include access to business management, information technology, teacher education and a myriad of workforce development training including: general and developmental education, discipline specific courses, workforce development, life skills and noncredit programming and perhaps most importantly, access to upper division baccalaureate, and graduate degrees and certifications. The County Executive, Janet S. Owens, and the President of the Economic Development Corporation, William A. Badger strongly endorsed the inclusion of the four-year college and university partners to better meet the higher education and training needs of county residents. The college worked closely with businesses and government agencies in the area to assess training and business service needs, especially in areas with worker shortages. Through these collaborative relationships, accessible and affordable training programs were designed.

AACC selected 14 associate degrees and nearly 20 certificate programs to be offered at the new center. This program information was forwarded to selected university and 4-year colleges to ascertain their level of interest in providing joint programming on site at the center. These institutions were selected in part based upon previous partnership experience and AACC student transfer information. To replicate nationally recognized best practices in university partnerships, AACC reviewed and visited several model higher education centers. The framework for the new AACC University Consortium was established in 2002, a year before the new center opened. A formal consortium agreement including assessment of reasonable and appropriate fees was developed incorporating lessons learned from other centers. It is important to note that the AACC leadership made a commitment from the very beginning to the Anne Arundel Community College University Consortium concept by including allocations of classroom and office space at the center as well as funding for marketing and outreach efforts for the four-year partners.

The center opened with the higher education institution affiliates in August of 2003 offering a wide array of credit and continuing education programs using a variety of instructional formats. Appropriate support services augment the instructional program and are available for all including the consortium affiliate students.

Performance and Outcomes

At this center, teaching and learning are the essential functions. AACC took an entrepreneurial approach to the center's design when it made the decision to house the college's TEACH Institute (Teacher Education and Childcare Training) at this location. TEACH is a comprehensive instructional delivery initiative meeting the state's critical shortage needs in teacher education. All components related to teacher education, whether credit or noncredit, open enrollment or contract, are managed under one administrative director. At the center, the TEACH Institute can now provide access to programming for everyone from early deciders working on their AAT degree leading to their baccalaureate degree in education. Professional development needs for the incumbent teacher including those on provisional contracts or career changers can also be met. Strategically, AACC partnered with the College of Notre Dame and McDaniel College to create a hub for teacher education at all levels (see p. 10).

With an increased focus on Homeland security issues, the college's CyberCrime Institute and workforce development contracts with NSA were also placed at this facility.

To support successful student transition, strong K – 16 partnerships with Anne Arundel County Public Schools, the college's secondary local education agency and our university consortium partners were established to clearly define expectations and outcomes at every level throughout the learning continuum. The establishment of articulated program pathways further facilitates successful transition from one learning level to the next and reduces duplication. This results in lower costs for both the institution and students and contributes to retention and successful program completion.

Goals and Priorities

Short-term Goals

- Providing access to baccalaureate and graduate education in unserved and underserved areas
- Meeting the training needs of regional employers, especially in areas of critical worker shortages
- Developing a full array of credit and noncredit course offerings
- Creating a state-of-the-art environment for learning
- Providing students with a full range of support services to achieve academic success

Long-term Goals

- Establishing a variety of articulated agreements with consortium partners to ensure that students have clear pathways to higher education opportunities
- Serving as a major force in regional economic development by responding rapidly to corporate and small business training needs
- Developing and maintaining long-term relationships with partner institutions through the University Consortium
- Establishing a regional presence and identity

University Consortium

Primary Purpose

The consortium's primary purpose is to provide access to baccalaureate degrees in specific programs provided through cooperative arrangements with accredited senior colleges and universities and to a range of graduate and professional development programs through articulated programs.

Consortium Partner Selection Criteria

Quality of University Program

- Accreditation
- Faculty credentials
- Graduate placement rates

Cost/Tuition Rates

- Flexible payment/fee structure
- Access to scholarships, financial aid and services

Success in Cooperative Agreements

- Collaborative arrangements with other schools
- Success rate of AACC transfer students

Program Requirements

- Acceptance/ease of transfer for AACC degree holders
- Degree/graduation requirements
- Guaranteed admission for qualified AACC students transferring into partnership programs
- Program specific requirements

Institutional Requirements

- Facilities (space/technology equipment)
- Program implementation timeframe

Degree of Commitment

- Commitment to students in process and length of contract
- Commitment to articulation agreements
- Distance learning capacity
- Entrepreneurial spirit
- Flexibility in access to student services
- Joint appointment for faculty
- Proven success with minority and non traditional students

Consortium Partners

The college's introduction of the University Consortium of Anne Arundel Community College at Arundel Mills has attracted three upper division institutions to enter into educational partnerships at the center. They are the University of Maryland University College, McDaniel College and the College of Notre Dame of Maryland. (The consortium actually includes a fourth four-year partner, Villa Julie College, which articulates with AACC in the nursing program at our Arnold campus.) Each institution has worked closely with members of the college's

administrative staff to determine the programs best suited to create a continuum of learning options for Anne Arundel Community College students who desire to pursue education beyond the associate degree. Of course, the presence of baccalaureate and graduate programs at the Arundel Mills site is an attraction for the general Anne Arundel County population as well.

All university partners offer a full range of advising, admission and registration services at the center. Office space is provided for consortium faculty to work and meet with students.

Eastern Shore Higher Education Center Mission Statement

September 1, 2001

I. Mission

The Eastern Shore Higher Education Center is a partnership of Chesapeake College, Salisbury University, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College the member institutions of the Eastern Shore Association of Colleges. It will provide a wide range of baccalaureate, graduate and postgraduate programs and services, comparable in quality to those available anywhere in the state of Maryland, in support of the *Maryland State Plan for Postsecondary Education*. The Eastern Shore Higher Education Center will address objective "to improve access to higher education in underserved areas of the state". Maryland's Upper Shore was identified in the 1998 Plan as an underserved area. Areas of focus will include education, health care, business and computer science, among others, where there is both regional and state unmet workforce demand.

In partnership with educational institutions on the Eastern Shore, local and state government, business and non-profit organizations, the Center will play a key role in the economic development of the region. By supporting and providing on-going, high-quality opportunities for learning, the Eastern Shore Higher Education Center will enhance both the employment opportunities and overall quality of life for every citizen on Maryland's Eastern Shore.

Goals and Priorities:

Access

The Eastern Shore Higher Education Center will

- provide access to a wide range of postsecondary programs and services comparable to those available anywhere in the state of Maryland;
- create opportunities for students, citizens and businesses to access courses and programs to meet local demand for baccalaureate and graduate graduates as well as demand for workers with special credentialing or certifications; and
- use technology effectively to broaden access and meet the needs of potential students.

Economic Development

The Eastern Shore Higher Education Center will

- ensure availability of credit and non-credit programs that support the economic development and expansion on the Upper Shore; and

- concentrate efforts on providing programs where there is a recognized statewide shortage of prepared workers especially in the fields of teaching, business, computer science, and nursing.

Quality

The Eastern Shore Higher Education Center will

- maximize the strengths of each college and university participating at the Center;
- offer the highest quality programming, instruction, and student support services; and
- make available to students those resources that they would find on any other college campus including such things as admissions, advising, financial aid, library, bookstore, and food service.

Accountability

The Eastern Shore Higher Education Center will

- work cooperatively to minimize the on-going operational costs of the Center by minimizing duplication of services, employing existing resources, and sharing human resources; and
- engage in entrepreneurial revenue producing activities as appropriate to the Centers approved mission.

Diversity

The Eastern Shore Higher Education Center will

- be sensitive to affordability issues of all students;
- respond to the needs of both traditional and non-traditional students; and
- aggressively recruit and support all students from the Upper Shore that have traditionally been under-represented in higher education.

II. Program Offerings

As appropriate to the mission of the Center, the initial program offerings are concentrated in areas where there is unmet workforce demand within the region and the state. These programs were also identified in the Needs and Economic Analysis Study that was completed by the Center partners as of particular interest to potential students of the Center.

Current plans are to offer a wide variety of programs at the baccalaureate and master levels with at least one doctoral level program in subsequent years. An updated Needs Survey will support future program offerings. The Center expects to continually update its offerings to ensure that it is meeting the most critical needs of the region.

| | Bachelors | Masters | Doctoral |
|-------------------------------|-----------|---------|----------|
| Year One | | | |
| Business Administration | X | X | |
| Nursing | X | | |
| Psychology | | X | |
| Teacher Education | | | |
| Elementary | X | | |
| Secondary | X | | |
| Special Education | X | | |
| Masters Of Arts in Teaching | | X | |
| Masters In Education | | X | |
| Years Two through Five | | | |
| Agriculture/Business | X | | |
| Computer Science | X | | |
| Criminal Justice | X | | |
| Early Childhood | X | | |
| Engineering Technology | X | | |
| Health Services | X | | |
| English | X | X | |
| History | X | X | |
| Social Work | X | X | |
| Organizational Leadership | | | X |

**HEAT – Education and Conference Center
Mission Statement**

November 7, 2005

I. Mission and Vision

Vision: To establish the Higher Education and Applied Technology (HEAT) Center as a center of excellence for technology – a Center that brings together in partnership federal, state and local government, industry and higher education to promote the highest levels of research, technology and advanced education fostering regional prosperity and improved quality of life for all residents in a multicultural community.

Mission: To provide high quality, accessible educational opportunities and services in support of upper- level undergraduate and graduate programs and courses that promotes individual, community and economic development for the population of Northeastern Maryland.

Objectives:

- The HEAT Center will be perceived in the business, academic and government communities as a higher education/economic development partnership prototype
- The HEAT Center will provide selected Associate, Bachelor and Graduate education through the doctoral level in math, applied science and engineering- partnering with government laboratory agencies to supply teaching staff and facility use for research programs
- The HEAT Center will provide business and government with on-site programs to meet special management and technological needs.
- The HEAT Center will continue to encourage student plans to combine two years at a community college with two years upper division baccalaureate and continuing with graduate studies at the Center.
- The HEAT Center will develop an outreach program to enhance regional elementary and secondary (K-12) science & technology education programs and promote continuing education in science and technology for teachers in support of life-long learning.
- The HEAT Center will provide State-of-the-art technology and distance learning capabilities in an attractive, well-equipped facility.

II. Current Programs:

A. College of Notre Dame of Maryland

Bachelor of Arts in Business
Bachelor of Science in Nursing
Bachelor of Arts in Elementary Education
Master of Arts in Leadership in Teaching

B. Johns Hopkins University

Z. Kreiger School of Arts and Sciences
Master of Arts in Biotechnology

C. Johns Hopkins University

Whiting School of Engineering
Master of Science–Engineering and Applied Science for Professionals

D. Towson University

Master in Education in Early Childhood, Elementary, Secondary
Master of Science in Instructional Technology

E. University of Maryland College Park

Master of Engineering–Environmental, Electrical, Mechanical, Reliability
Graduate Certificate in Engineering

F. University of Phoenix

Bachelor of Science in Information Technology
Master in Business Administration–Technology Management

Programs Under Discussion for Development

- Master of Science in Computer Science
- Master of Science Engineering, Bioinformatics
- Master of Arts in Contemporary Communication
- Master of Arts in Management
- Bachelor of Science in Engineering
- Bachelor of Arts in Teaching
- Bachelor of Science in Computer Science
- Bachelor of Arts in Industrial Engineering Technology

Projected Programs

Continued focus to recruit programs in the math, science, computing field as determined through survey and discussion with those involved in workforce development within government, industry and higher education.



Laurel College Center Mission Statement

Overview

Establishing a college site in Laurel is in keeping with the missions of Prince George's Community College (PGCC) and Howard Community College (HCC): to serve the educational needs of students in both counties. In an effort to increase access to academic, continuing education and workforce development programs and initiatives, the two colleges formed a partnership, the result of which was the establishment of the Laurel College Center in June 2001. The center is in a facility that formerly housed the Computer Learning Center, a for-profit organization that had closed its doors to the public.

Mission Statement

A Center's mission statement should be written in clear and concise language, specifically demonstrating consistency of the mission with the State Plan for Higher Education, and incorporating the applicable mandates and priorities established by the legislature.

The colleges crafted a mission statement of the nature and purpose of the site:

The Laurel College Center provides the region with credit and non-credit courses that advance workforce development, provide for personal enrichment, and support the attainment of lower and upper division college degrees.

In this shared mission statement, the Laurel College Center is more than the traditional regional higher education centers, because the partners are not only sharing space, they are sharing integrated and articulated programs.

Summary of Identity and Purpose

Provide a brief description of the Center, including the names of the higher education institution affiliates and the various levels of degree programs offered at the Center. Identify the unique assets the center contributes to the State's diversity of programs, including bringing higher education to underserved regions of the State. Center priorities for instructional program emphasis and aspirational degree levels should also be included.

The Laurel College Center significantly expands educational opportunity for the Laurel region. As the northernmost area of Prince George's County and the southernmost area of Howard County, the residents of Laurel are significantly removed from the main campuses of both institutions and have been one of the least well-served populations. This partnership provides pathways for citizens with a variety of different needs – from workforce training, allied health certifications or coursework through the associate degrees to bachelor degrees as well as master degrees. The center provides an important option for the citizens of the region at a time when the nearest transfer institutions, University of Maryland College Park and University of Maryland Baltimore County, are becoming increasingly more selective and restrictive in their admissions.

The two community colleges invited a two-year senior institution, the University of Baltimore (UB), to partner with them at the Laurel site to offer upper division degrees. After reviewing PGCC's research, the history of the Computer Learning Center, the location of the site, and the results of the marketing test, UB concluded that the Laurel College Center merited its involvement. UB recognized the growth opportunity, business potential of the region and the popularity of programs in computer and information technology. UB chose to offer the bachelor of science in business administration and the bachelor of applied information technology.

Subsequently, UB added the master degree in public administration to its Laurel offerings. Due to the university's financial constraints, UB needed to withdraw at the end of the spring semester of 2003 from the Laurel College Center. The University also underwent a change in the senior management team during the inception of the project from the original founding group, which resulted in a change in priorities. However, several other higher education institutions expressed an interest in coming to Laurel. Since the fall of 2004, Towson University has offered its bachelor degree in elementary and special education at Laurel. Towson began offering a masters degree in mathematics education in the spring of 2005. The College of Notre Dame will begin its accelerated bachelor of business administration degree program in the spring of 2006. PGCC and HCC are currently in discussion with Bowie State University about bringing its bachelor of science in technical studies and with UMUC about bringing its bachelor degree in information systems management to Laurel. These upper level degrees would complement the current certifications and associate degrees being offered at Laurel: Microsoft certification, Cisco certification, general studies, information technology, business administration, and criminal justice. Plans for the future include the addition of allied health programs.

Noncredit courses at Laurel College Center respond to the professional and personal interests of the surrounding community. There is a strong emphasis on classes in business skills ranging from starting your own business to techniques for success in current endeavors. A variety of computer courses in different applications and for different skills levels assist in providing updates that can be used on the job or at home. The courses for personal enrichment include selections in arts and crafts, finance and investment, home and garden, cooking, history and culture, languages,

and for writers and readers. In response to employment opportunities in health care, there are courses for entry-level jobs in allied health.

The Laurel College Center recently received federal funding to build a lab for microbiology and anatomy and physiology courses, primarily geared to students majoring in allied health programs, such as nursing. The lab opened the fall, 2005 semester.

Performance and Outcomes

Describe the RHEC's essential functions (teaching, research, and/or public service) as they relate to regional needs. Describe how the RHEC will reach its full potential as a resource to the community. Describe how the unique strengths of RHEC, as outlined above (Summary of Identity and Purpose), apply and contribute to the RHEC's goals and objectives, e.g., workforce training, economic development, K-16 partnership, and collaborative efforts with government, business and industry.

Teaching is the essential function of the Laurel College Center. Credit enrollment for the fall, 2005 semester was 39% higher when compared for the same time last year. For the fall, 2004, semester, there were 1,989 enrollments in credit and non-credit classes at the Laurel College Center. The center has enrolled thousands of students since its inception, representing 5,964 enrollments in credit courses and 11,304 enrollments in continuing education courses. The facilities at the Laurel College Center include twenty-seven (27) classrooms and fourteen (14) administrative offices of four floors of a modern ten-story professional building. Nine of those classrooms are computer labs. A student open lab, a student lounge and two multiple-faculty workrooms complete the configuration of the facility. Ample free parking is available on the center's parking lot and the adjacent Laurel College Center. The center has the benefit of online library services from both colleges, which students can access round-the-clock.

Prince George's and Howard Community Colleges have established a memorandum of understanding for the center, which outlines the responsibilities for both institutions, including the fiscal operation of the center.

The Maryland Higher Education Commission has approved both PGCC and HCC to offer the associate degrees and/or certifications in business, general studies and information technology. An amendment to state law allows Laurel College Center students from either county to pay in-county tuition regardless of which college offered or taught the course. At its 2002 Regular Session, the Senate of the State of Maryland approved Senate Bill 272: Howard County and Prince George's County – Laurel College Center – Tuition granting in-county tuition to both Prince George's and Howard County residents who enroll at the Laurel College Center.

As noted in the Identity and Purpose section above, the Laurel College Center has unique strengths that contribute to the Regional Higher Education Centers's goals and

objectives, i.e., workforce training, economic development, K-16 partnership, and collaborative efforts with government, business and industry. For example, the center currently offers certified nursing assistant training for entry-level health care providers. With the addition of the lab this fall, the center will expand its efforts to address the statewide manpower shortage for nurses by offering science classes that students need to meet the requirements for the nursing program. In addition, the Laurel College Center is providing educational opportunities for populations that were previously underserved by both Howard Community College and Prince George's Community College. By having four-year institutions offering bachelors and masters degrees, more citizens of Maryland are being prepared to meet the workforce and economic development needs of the state, particularly for elementary and special education teachers. The new masters degree program offered by Towson University at the center will provide more teachers with masters degrees in mathematics education for both Howard County and Prince George's county. This program was done in collaboration with the school districts from both counties. In summary, the Laurel College Center has demonstrated that it is an agile educational organization prepared to meet the needs of the community, government, business and industry.

Goals and Priorities

List short-range and long-range goals and objectives that warrant the investment of state resources in the RHEC and address to what extent these objectives will meet the State's present and future needs as outlined in the State Plan for Higher Education.

The Laurel College Center partnership benefits the Laurel region by the following short-term and long-term goals and resultant outcomes:

Short-term Goals

- Replace the information technology certification programs that were terminated when Computer Learning Center went out of business – at a reduced rate. (Note: this was an initial short-term goal that was modified based on the changes in the information technology market)
- Complete negotiations with current prospective four-year partners to bring their programs to Laurel
- Offer credit courses required for associate degrees offered at the RHEC
- Respond to the workforce training needs of the region
- Provide a host of noncredit personal enrichment offerings
- Add a lab to expand science courses
- Market the center both internally at each college and externally to the community to expand enrollments
- Seek additional funding through grants to support the educational offerings at the RHEC
- Promote an equitable MHEC funding formula for 2+2 RHEC's
- Seek additional space at the center to accommodate growing enrollment

Long-term Goals

- Anticipate the postsecondary learning needs of the Laurel region as they evolve over time, and develop new credit and noncredit programs to meet those needs
- Bring additional four-year partner institutions and upper division programs to the Laurel College Center
- Create a 2+2 path, and where possible, a 2+2+2 path for current and future associate degree programs

SOUTHERN MARYLAND HIGHER EDUCATION CENTER MISSION STATEMENT

Summary of Identity and Purpose

The Southern Maryland Higher Education Center (SMHEC) was established by State legislation in 1994 in response to the expanded role of Naval Air Systems Command at Patuxent River (NAVAIR Patuxent River) to provide on-site and complete access to quality graduate education degree programs in a Region historically underserved by higher education institutions; and to support the economic development of the Southern Maryland Region with academic programs that provide professional development opportunities for the workforce of the Region.

SMHEC presents graduate degree programs in their entirety at its 24-acre campus facility in California, Maryland for the Tri-County Region. Working with the leadership at the Region's Military Bases, public school administrators, economic development agencies, and the technology and defense support community, the SMHEC selects and recruits academic programs and universities that meet the professional development needs of the Tri-County Region. The Maryland Higher Education Commission (MHEC) approves all degree programs for presentation at SMHEC.

Under the guidance of a Board of Governors appointed by the Governor of Maryland, the Center provides the Region's citizens with unprecedented higher education opportunities. Included in SMHEC's academic programs are doctorates, master's degrees, bachelor's degree completions, graduate certificates, and graduate education certifications programs in the fields of engineering, management, business, education, social services, nursing, counseling, and information technology.

The role and mission of the SMHEC has required continuing expansion in response to the advancement of the Tri-County Region as a high-technology area, the continued growth of the technology workforce in the Region, expansion of the Military Bases and related defense activities, growth in degree program offerings and class enrollments, and the need for improving the skills of teachers and the need for new qualified teachers in the three Southern Maryland county public school systems.

The economic and social environment of Southern Maryland creates specific and unique constituencies served by SMHEC. These include NAVAIR Patuxent River, and the Sea Systems Command at Indian Head (NAVSEA Indian Head), and their personnel and dependents; the three county governments; area offices of the State of Maryland; expanding area businesses and industry; Southern Maryland residents earning degrees for professional development; community college students completing bachelor's degrees in preparation for career; and teachers and administrators seeking additional skills, credentials and certifications.

SMHEC graduate degree programs meet the continuing education requirements of existing and new employees in the technology fields supporting the Military Bases. Employment in the Bases' testing and evaluation, and research and development enterprises includes some

24,000 individuals working on the Bases, and an additional 10,000 technology professionals employed by 250 defense contractor firms supporting the mission of the Base. The availability of some 30 academic degree and graduate certificate engineering programs offered by quality academic institutions at SMHEC has permitted the continuing expansion of employment in the Region, and the continued expansion of the number of firms locating in the region and taking advantage of the availability of a talented and educated workforce.

Several of the academic programs at SMHEC respond to specific needs identified by the Region's employment centers. By example, a specific need exists for a graduate program that concentrates on modeling and simulation, important in the testing and an evaluation of naval aircraft during their development, a task that is essential in the work of NAVAIR Patuxent River. With only four nationally accredited master's programs offering such a degree, SMHEC was successful in recruiting a master's degree in modeling and simulation from Old Dominion University, one of the four accredited programs. Similarly, SMHEC is the process of recruiting an accredited master's degree in industrial engineering from North Carolina State University, again responding to the Base's need to have qualified individuals who are responsible for monitoring national programs of naval systems manufacturing and production.

Historically, the region has been underserved by higher education institutions. This reality is reflected in the realization that only 22 percent of the Region's population over 25 years of age has a bachelor's or higher degree, compared with 33 percent for the entire State of Maryland, and 57 percent for Montgomery County which has the highest percentage in the Nation. The availability of 16 bachelor completion programs at SMHEC will be influential in raising the percentage of bachelor's degree holders in the Region.

Academic programs recruited for presentation at SMHEC respond to workforce needs of organizations in the Region, and accordingly are focused on specific professional fields. All academic programs at SMHEC are presented in their entirety at the SMHEC site, including class presentations, admissions, counseling and additional requirements of specific programs.

The following universities and colleges are currently SMHEC's academic partners.

- The Catholic University
- Capital College
- The College of Notre Dame of Maryland
- George Mason University
- George Washington University
- Gratz College
- Johns Hopkins University
- Old Dominion University
- Towson University
- University of Maryland College Park
- University of Maryland University College

A major distinguishing feature of SMHEC is its high-tech facilities and accessible campus location, making state-of-the art graduate level learning conveniently available to a

professional workforce distanced from the major university centers in the State and the Washington-Baltimore Region and from specialty degrees such as the modeling and simulation master's degree from Old Dominion University.

SMHEC recognizes that the technology demands of the current and future job markets dictate that instructors and students alike integrate technology into the higher education experience. Accordingly, technology is an integral component of the spectrum of graduate degrees presented at SMHEC.

SMHEC is located on its own 24-acre campus within the Wildewood Professional and Technology Park in California, St. Mary's County, and Maryland. The site is six miles north of NAVAIR Patuxent River, and even closer to the 250 technology oriented defense contractor organizations located in California and nearby Lexington Park. Prince Frederick, the county seat and urban center of Calvert County is about 20 miles away, and Waldorf, the business center of Charles County, is about 35 miles away. The Indian Head Naval Base is about 40 miles away.

SMHEC's Classroom Building I, with 15 classrooms and two multi-purpose rooms, opened in 1995. Classroom Building II, with 21 classrooms and two multipurpose rooms, opened in 2003. A Third Classroom Building and Conference Center is in its planning phase and is expected to open in 2010.

Each SMHEC campus building has its own unique features, designed to offer the highest quality, technologically sophisticated, student service-focused graduate learning and professional training available in Southern Maryland. Ongoing campus expansion is in response to the growing and urgent need for suitable space to meet the high-level academic program requirements and special access conference and meeting needs of the high-tech economy in Southern Maryland.

SMHEC provides a full spectrum of facilities and services to support these programs, including classrooms, computer laboratories, instructional equipment, administrative service, and offices for university coordinator presence onsite to assure optimum student services.

Performance and Outcomes

SMHEC currently hosts the presentation of over 80 academic programs, including 45 master's degree programs, three doctorates, 16 bachelor's degree programs, additional graduate certificates and graduate education certification programs. Growth in the number of academic programs is an annual event, with SMHEC responding to new and evolving needs developed by organizations in the Region. By example, during FY 2005, the fiscal year preceding the preparation of this Mission Statement, SMHEC recruited 20 new academic programs. Programs were successfully recruited at every level of academic performance, including two engineering doctorates, five master's degrees, four graduate certificates, and 11 bachelor completion degree programs. (It must be noted that SMHEC is precluded by its enabling legislation from offering programs at the Associate Degree level.)

Following is a listing of academic programs recruited during FY 2005:

- Doctorate of Science in Systems Engineering, by George Washington University
- Doctorate of Science in Engineering Management, by George Washington University
- Master of Business Administration, by Capitol College
- Graduate Certificate in Information Technology, by Capitol College
- Graduate Certificate in Global Communications, by Capitol College
- Bachelor of Science in Electrical Engineering, by Capitol College
- Bachelor of Science in Computer Engineering, by Capitol College
- Bachelor of Science in Network Security, by Capitol College
- Bachelor of Science in Computer Science, by Capitol College
- Bachelor of Science Business Administration, by Capitol College
- Bachelor of Science in Management Information Systems, by Capitol college
- Bachelor of Science in Management of Information Technology, by Capitol College*
- Bachelor of Science in Information Technology, by George Mason University*
- Master of Science in School Counseling, by Johns Hopkins University
- Master of Science in Clinical Community Counseling, by Johns Hopkins University*
- Bachelor of Science in Interdisciplinary Studies, by John Hopkins University*
- Bachelor of Science in Information Systems, by Johns Hopkins University*
- Post-Master's Certificate in Clinical Community Counseling, by Johns Hopkins University
- Master of Business Administration, by Johns Hopkins University*
- Bachelor of Science in Business and Management, by Johns Hopkins University*
- Graduate Certificate in the Education of Children with Autism and Other Pervasive disorders, by Johns Hopkins University
- Master of Education with a Concentration in Instruction, by Gratz College

*Pending approval by the Maryland Higher Education Commission

The unique strength of SMHEC has been its ability to affirmatively reach out to employers in the Region to determine their needs for an educated professional workforce and to successfully recruit the most distinguished programs from top-ranked universities for presentation at SMHEC.

SMHEC also works collaboratively with the major employers and employment sectors in the Region, including the technical and management leadership of NAVAIR Patuxent River, NAVSEA Indian Head, support associations for government and industry such as the Patuxent Partnership composed of industry and government leaders; the Southern Maryland Naval Alliance composed of chief executive officers of leading defense contractors, the offices of the superintendents of schools for the three county-wide school districts in the Region, with the boards of county commissioners of the three counties in the Region, with the chambers of commerce for the three counties in the Region, with the economic development departments of the three counties in the Region, and with the Workforce Infrastructure organization that serves the Region.

SMHEC's academic programs are viewed by governmental and industry leaders in the Region as essential to the continued economic development of the Region. They view a well educated workforce as the principal catalyst for successful continued economic and social growth of the Region.

In addition to the presentation of academic programs, SMHEC also hosts a broad range of training and professional development programs, conferences, luncheons, banquets, and special events. In FY 2005, 364 programs were conducted at SMHEC, over a period of 1,413 days. Training and conference programs may take place in single rooms, or utilize meeting rooms for plenary sessions and several classrooms for required break-out meetings.

During FY 2005, 12,338 individuals participated in training and conference programs at SMHEC. Including multi-date programs a total of 43,310 person days of training and conference activity was conducted at SMHEC during FY 2005.

Significantly, 151 of the 364 training and conference programs in FY 2005 were held in classrooms, and 145 were held in multi-purpose meeting rooms. All of the 364 programs provided rental income that helped to support the operation of the Center in FY 2005.

The majority of training conducted at the Center is for military and civilian personnel stationed at NAVAIR Patuxent River engaged in high technology testing and research activities and acquisitions for all of the Navy's air weapon systems. Defense Department personnel from Naval Air Facilities throughout the Nation participate in many of the conferences held by NAVAIR Patuxent River. By example, at a Naval Enterprise Institute held in March 2005, 340 principals from defense companies throughout the Nation attended (over a two day period) to hear the Chief of Naval Operations and 14 other admirals discuss the Navy's plans for future contracting with the private sector. Each year the Navy undertakes an extended series of management training programs for personnel at the Base conducted at SMHEC.

In addition to NAVAIR Patuxent River, other organizations are also utilizing the Center for training and meetings, including defense related technology companies conducting training and non-profit organizations conducting annual meetings and conferences. The St. Mary's Chamber of Commerce conducts its annual showcase and awards programs for member businesses in the County, at SMHEC. Annual Career Fairs directed to professional level employment are also held at SMHEC, as well as conferences for professional societies serving the professional development needs of members.

Additional utilization of the Center is demonstrated with the attendance of government, school systems and non-profit organizations conducting training, retreats, luncheons and other activities, conducted on a non-rental fee basis. Included are programs conducted by The Office on Aging for senior citizens for classes on utilization of the Internet for shopping and messaging, luncheon programs of service organizations, recruitment and interviewing meetings for public school system teacher candidates, high school equivalent diploma testing, board meetings of nonprofit organizations, county planning and zoning meetings, county government management retreats, and a variety of other public service related meetings. In FY 2005, 4,355 citizens attended 221 public meetings held at the Center.

Goals and Priorities

SMHEC's program goals and priorities emphasize cost-effective and efficient delivery of quality graduate and upper-level undergraduate programs for the workforce of the Southern Maryland Region. The actions undertaken to meet these goals and priorities focus on providing specific education programs that meet the identified workforce development needs of the Region, with particular emphasis on technology (information technology, applied sciences and engineering) and the preparation and ongoing professional development of public school teachers and administrators. The recruitment and selection by SMHEC of specific universities and the partnership agreements established between these select universities and the Center guarantee that the highest quality academic programs and unprecedented higher education opportunities are made available to citizens of the Southern Maryland Region.

These goals and priorities also provide an accessible campus, flexible class schedules to accommodate working professional students, and a learning and teaching environment that fully utilizes technology. Achieving these goals assures that SMHEC will continue to provide Southern Maryland residents convenient and affordable access to graduate education opportunities by university and college partners widely recognized as preeminent institutions.

The financial goals will guide the Center in its efforts to expand adequately to keep pace with the education and professional development needs of the Region and its many and diverse constituencies. Campus expansion will lead to providing suitable, high-tech facilities for the teaching, learning and training demanded in job markets of today and in the future.

- **Long-Range Goal:** Fully utilize the Center's facilities for the delivery of the highest quality graduate and upper division academic programs by distinctive and nationally recognized universities and colleges.
- **Long-Range Goal.** Build, equip and maintain Center classroom buildings for the creation and maintenance of an educational campus environment with an academic standard of excellence viewed Regionally, Statewide and nationally as a premier campus for graduate education and professional development opportunities.
- **Long-Range Goal.** Deliver graduate and upper division academic programs to the citizens and professional workforce of Southern Maryland, a Region that has historically been underserved by four-year and graduate universities and colleges, and accordingly provide affordable and equitable access to graduate and upper division education for every qualified citizen of Southern Maryland.
- **Long-Range Goal.** Expand the professional workforce in Southern Maryland through the presentation of high quality higher education degree programs that address the current and future work demands of the Region's employers, that contribute to the continued development and expansion of the Region's economy, that identify and engage

opportunities to stimulate the growth of the State's economy, and that promote entrepreneurial activity in the Region.

- **Long-Range Goal.** Assure that appropriate academic programs are presented to meet the professional development needs of an increasingly diverse citizen population, and through teacher education programs, increase the effectiveness of the Region's teaching workforce and teaching institutions impacting on a future workforce reflecting the racial, ethnic and gender population of the Region.
- **Long Range Goal.** Assure that the development of human capital is at the very center of the Region's economic development activities.
- **Long Range Goal.** Assure that education at all levels is the most critical and important social and political issue in Southern Maryland.
- **Long-Range Goal.** Utilize the Center's current available daytime training spaces to provide to organizations and corporations a high-technology venue for the training and development of their professional personnel.
- **Long Range Goal.** Assure that educational programs selected for recruitment and presentation at SMHEC are of the highest quality.
- **Long Range Goal.** Ensure that university partners make the same effort to accommodate minorities and women in SMHEC based educational programs as they are required to make for on-campus programs.
- **Long Range Goal.** Assure that a comprehensive diversity of academic disciplines is provided to the workforce of the Region.
- **Long Range Goal.** Increase State funding for operations adequate for the effective operation of SMHEC.
- **Long Range Goal.** Assure student intellectual exploration and academic research in SMHEC based programs.
- **Long Range Goal.** Assure that each citizen in the Region has the opportunity to learn of and benefit from the professional development opportunities available at SMHEC.
- **Long Range Goal.** Assure that SMHEC's university partners maintain a high level of academic performance by faculty and students in academic programs and classes offered at SMHEC.
- **Short Range Goal.** Assure that SMHEC's analysis and research activities effectively assess higher education needs of the region's workforce.
- **Short Range Goal.** Work with individuals in leadership positions at NAVAIR Patuxent

River, at public schools in the Region, at economic development agencies and at the technology and defense support community to identify and select quality academic programs and universities that meet the economic development needs of Southern Maryland

- **Short Range Goal.** Assure that information about educational opportunities at SMHEC reaches every social and economic level of the Region's population.
- **Short Range Goal.** Strengthen existing university partnerships and establish partnerships with new universities to continue to deliver distinctive graduate degree programs that meet the professional workforce development needs of Southern Maryland.
- **Short Range Goal.** Increase SMHEC's public relations efforts to distribute pertinent university information about SMHEC based degree programs, class schedules, and links to university websites.
- **Short Range Goal.** Assure that student services offered by university partners are comparable to services available on the university partner's campus.
- **Short Range Goal.** Support technology workforce development that is required to achieve the testing and evaluation, research and development, and acquisitions missions of NAVAIR Patuxent River.
- **Short Range Goal.** Provide technology-based conference and meeting space for business and industry; state, county and local government entities; and not-for profit organizations.
- **Short Range Goal.** Assure continued State approval of SMHEC's Capital Investment Program for the funding of architectural and engineering work and the contraction and equipping of a Special Access Conference Center in a Third Classroom Building.
- **Short Range Goal.** Expand graduate teacher education and certification programs offered at SMHEC and provide support to the Region's school systems to the end of improving the quality of instruction in the classroom, the capabilities of pupils in schools in the Region, and the opportunities for meaningful careers of high school graduates in the Region.
- **Short Range-Goal.** Improve information technology and on-line resources to SMHEC academic programs that will help to prepare the Region's workforce for the dynamic technology employment environment.
- **Short Range Goal.** Provide adequate funding and staff to support SMHEC's facilities and its services to its university partners, to the citizens and professional workforce of the Region attending academic programs in the Center, and to the economic development goals of the Region.

- **Short Range Goal.** Secure adequate State funding to equip, maintain and continually upgrade computer software and hardware and other technology equipment necessary for SMHEC's academic programs.

The above listing of long and short range goals respond to the goals for postsecondary education outlined in the 2004 Maryland State Plan for Postsecondary Education. As stated earlier, the creation of SMHEC and its opening in 1995 was in response to the State's realization that there was a lack of access by the citizens of Southern Maryland to quality upper division and graduate education opportunities, in concert with the expansion of the work force at NAVAIR Patuxent River.

The model selected for SMHEC was a comprehensive array of university partners presenting programs of excellence in a wide range of professional fields, with specific needs for graduate programs in the following areas:

- Science and engineering in response to the continuing testing, evaluation, research, and development mission of NAVAIR Patuxent River;
- Graduate management education in response to NAVAIR moving its Command Headquarters and Program Offices to the Naval Air Systems Command at Patuxent River;
- Graduate studies to meet the continuing education of teachers in regional school systems;
- Courses to prepare qualified individuals for careers as teachers in the region.

SMHEC serves as an alternative approach to the delivery of higher education, providing accessibility to a population that been denied accessible higher education prior to the creation of the Center. Tuition and other costs for academic programs offered at SMHEC are the same as for on-campus programs, and several State Universities offer degree programs and courses at SMHEC that provide relatively affordable higher education opportunities. Most students enrolled in SMHEC are engaged in professional fields and are able to have their tuition costs reimbursed by their employers.

University and college programs at SMHEC are urged to ensure equal access to their high quality academic programs. To this end, SMHEC sponsors open houses for the three academic sessions, advertises the open houses in all six regional newspapers in full-page and legal size ads, host information sessions that are widely advertised, sends out flyers to all public and social institutions and organizations, private sector organizations, and thousands of individuals. Schedules of classes for all three academic sessions are distributed to over 15,000 addresses. Presentations about the academic programs and opportunities for career advancement at SMHEC are made on a continuing basis, at meetings of new teaching faculty for the three local school systems and at service and professional society meetings. Information sessions are organized for presentation on a bi-annual basis at NAVAIR Patuxent River in cooperation with the Base's Career Development Office.

Some 20 graduate education academic programs have been recruited and are offered at SMHEC. Programs include a doctorate in education; master's degrees in reading, special education, school counseling, clinical and community counseling, instruction, leadership in

teaching, technology, instructional technology, human resources development; a post-master's certification in administration and supervision; a post-master's certificate of advanced study in education, a graduate certificate in the teaching of children with autism and other pervasive disorders; and graduate certification programs in special education, TESOL, administration and supervision, reading library media, and accelerated certification for teachers. In addition, SMHEC hosts two master's of arts in teaching programs designed specifically to prepare individuals for careers as teachers.

A principle objective of SMHEC is the contribution its academic programs are making to the continuing development of the economy of Southern Maryland through the continuing development of the Region's workforce. In its 10 years of service over 12,000 class enrollments have occurred, with over 10,000 individuals engaged in career advancement and the accumulation of new knowledge and skills for the new knowledge economy. With an expanding knowledge based workforce, new employers are attracted to the Region, further expanding the economic development, and social development, of the Region.

SMHEC has actively participated in the enhancement of the Region's technological capabilities through the process of technology incubation as the recipient of a State grant to conduct a feasibility study to determine the level of interest and capabilities currently available in the region for the further development of a technology business incubator. SMHEC continues to support the expansion of new technology business activity in the Region.

The achievement and maintenance of a comprehensive array of quality graduate and upper level bachelor programs offered by a diversity of higher education institutions has been a continuous and preeminent priority of SMHEC. The process of academic program selection and recruitment has been a continuing one, demonstrating the interest of the community's economy engines for continuing education in professional fields of study. Each institution partnering with SMHEC is a preeminent institution of higher education. Many of the academic programs offered at SMHEC are nationally ranked academic programs. The achievement of excellence for SMHEC's academic programs is a primary goal of SMHEC.

Approved by the Board of Governors of the Southern Maryland Higher Education Center on
September 22, 2005



USM Universities at Shady Grove
Mission Statement and Priorities, 2005 Update

Prepared by: Stewart Edelstein

Summary of Identity and Purpose

The Universities at Shady Grove (USG) is a regional higher education center located in the heart of Montgomery County. USG is a unique collaborative partnership of seven public universities with business, government, and educational institutions in the region. The Universities at Shady Grove operates under the auspices of the University System of Maryland and is administered by the University of Maryland, College Park. At USG, USM institutions offer upper-division undergraduate and graduate programs, chosen to meet the workforce and advanced education needs of the region and expand access to higher education services to students from area community colleges. More than 90% of the students graduating from USM programs stay in the region; they are prepared with the knowledge and skills necessary to make substantive contributions to the well-being of the community and the growing economy in the region.

Since its establishment in 2000, the Universities at Shady Grove has focused on the following priorities:

- ◆ To grow the day-time full-time undergraduate programs offered on site and strengthen the evening and weekend programs offered by participating USM institutions;
- ◆ To ensure that students receive the same high quality of education at USG as they would when attending one of the USM home campuses;
- ◆ To provide a range of student services and student life activities comparable to those on the home campuses;
- ◆ To ensure that all aspects of higher education services are supported by networked information-technology linkages that bring the educational resources of the University System and its institutions to the regional center; and
- ◆ To promote and develop strong partnerships with regional education, business and community groups that address access to higher education and economic development and community needs.

Performance and Outcomes

Participating Institutions: The following USM institutions offer degrees through the Universities at Shady Grove: Bowie State University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore and the University of Maryland University College.

Programs Offered: USM institutions currently offer more than 30 undergraduate and graduate degrees onsite. Baccalaureate programs include: biological sciences, business, construction management technology, communication, computer science, criminal justice and criminology, education, hotel and restaurant management, information systems, nursing, psychology, and social work. The largest student enrollments are in business and information technology-related curricula. The nursing program at USG is the largest off-site nursing program in Maryland.

Students Profile: USG currently serves over 2100 students enrolled in day and evening degree programs and is the largest regional higher education center in Maryland. Since the establishment of the day-time undergraduate program in 2000, more than 1000 baccalaureate degrees have been awarded by the participating USM institutions to students who were enrolled in courses and programs offered through USG.

Day-time undergraduate program enrollments at USG have more than tripled since the first entering class in 2000, from 223 to 679 students in Fall 2004. More than three-quarters of these students have received their associate degrees from Montgomery College. The student body is diverse, reflecting the demographic diversity of Montgomery County; no ethnic group is in the majority (White 42%; Asian 19%, African American 17%; Hispanic 14%; Other 8%). The average student age is 27; the median age is 23. Ninety-one percent of the juniors attending daytime curricula return in their senior year. The average credit hour load is 13.6/semester; 76% are enrolled full-time.

There are over 900 students enrolled in part-time evening undergraduate programs offered onsite. Many of these students enroll concurrently in web-based on-line and onsite courses. While the average age is somewhat older, the demographic characteristics of evening students are similar to day-time students.

It is important to note that USG is serving large numbers of first generation students who enter higher education through the community colleges and/or are currently employed in the local workforce. For many of these students, access to advanced higher education would be difficult or impossible were it not for the regional higher education center and its array of programs and support services. As stated earlier, students at USG remain and are employed in the region. About one-third of the graduates enroll in post-baccalaureate programs offered through USG.

Graduate degree programs offered at the Universities at Shady Grove have also grown over the past five-year period. Currently, 600 students are enrolled in 14 masters and doctoral degree programs offered by USM institutions. Of special note are new program offerings, including: a masters program in health care management; a masters certificate program with a specialization in bio-molecular engineering, and the expansion of doctoral and masters programs in education and nursing. We are particularly pleased with the growth in onsite graduate education programs especially designed to meet regional needs for highly qualified teachers in the following areas: teaching English to speakers of other languages, middle school mathematics, and special education and teacher certification programs at the elementary and secondary school levels.

Short and Long-term Goals and Priorities

Facilities Development. The Universities at Shady Grove currently occupies two buildings that support onsite and distance education instruction, student services and learning support activities. There is no capacity to support additional program and enrollment growth in the current facilities.

Construction of Shady Grove Education Building III is scheduled to begin Fall, 2005. This 190,000 GSF facility will more than double existing physical capacity on the campus. With this new facility the Universities at Shady Grove will be able to serve 6000 students, tripling the number of students currently enrolled in programs on site. Equally important, the new facility is especially designed to support full-time undergraduate program expansion, as well as evening and weekend part-time student growth. The new facility is scheduled for completion in Fall 2007.

Program Planning and Enrollment Growth. The Universities at Shady Grove is currently engaged in a planning process to identify and determine program offerings and enrollment goals over the next five-year period. The planning process for the development of the Universities at Shady Grove is being conducted under the auspices of the University System and includes the following activities:

1. A USG Planning Workgroup, composed of academic officers from participating institutions and representatives from the regional education, community and industry groups, has been assembled to prepare a strategic plan for the Universities at Shady Grove.
2. A USG Data Workgroup has been assembled to prepare regional workforce and education demographic analyses to be used in the ongoing planning process for USG development. The data workgroup is composed of representatives from USG, county education and workforce agencies, UMCP Office of Institutional Research and Planning, Montgomery College, the Jacob Franz Institute of the University of Baltimore and state workforce and labor analysts.

It is expected that a strategic plan for the Universities at Shady Grove will be completed by January 2006. An explicit program mix and enrollment plan will be developed following the plan, working closely with each of the participating USM institutions and the University System Office. Program expansion will be guided by the regional economic development and assessments of advanced education and training needs. Curricular areas of special interest at the baccalaureate and post-baccalaureate levels include: life sciences and health, business and related fields, education, information technology and other applied science and technology fields, applied social sciences fields and professional programs, and selected core liberal arts areas that support these curricula.

Insuring successful enrollment growth of the Universities at Shady Grove as a regional higher education center will also require that the following items be adequately addressed during the planning process: 1) the development of a financial model that funds services and enrollment growth at the regional center and adequately supports the participating campuses in their delivery of quality higher education programs onsite; 2) the provision of increased needs-based scholarship support for students who transfer from the community colleges; and 3) a solution to inadequate onsite parking and public transportation access to the regional center to accommodate program and enrollment expansion.

Mission and Core Values. The Universities at Shady Grove is an innovative and unique model for delivering quality higher education to an increasingly diverse and growing community and expanding marketplace. USG will expand the delivery of upper level baccalaureate and post-baccalaureate programs that meet regional needs through productive partnerships with USM institutions and regional education institutions and the business sector. The high concentration of scientific, technology-driven and research organizations in the region provides special opportunities to sustain and promote distinctive programs and collaborations. The Universities at Shady Grove is positioned to make an important contribution to expanding access to advanced study and to bringing the educational resources of the University System of Maryland into the region.

USG's future development as a regional higher education center will be guided by the following core values that have been articulated through the planning process outlined above. These are:

1. **ACCESS AND AFFORDABILITY** – USG places the highest value on expanding access to higher education services and resources within its service region. We provide affordable high quality educational degree programs at the baccalaureate and post baccalaureate levels and professional development educational activities using the academic resources of the University System of Maryland and its campuses.

2. DISTINCTIVE AND EFFECTIVE PARTNERSHIPS – USG is an integral and progressive member of the region. Regional partnerships are a fundamental value and important component of USG's growth strategy. We work closely with our participating universities and community leaders to support our educational mission and to bring well-supported, creative and imaginative curricula that are built and developed through strong and sustained partnerships.

3. HIGH QUALITY PROGRAMMING AND SERVICES – USG provides a quality educational experience (instruction and student services) to students in the region. We value and deliver curricula that provide a well-rounded selection of basic and advanced studies in both general education and in specific areas related to employment opportunities in the region. In addition, we support a wide range of academic and educational activities that enhance the experiences for all students enrolled in programs offered through the USG.

4. REGIONAL/STATE CAPACITY-BUILDING FOCUS – USG is devoted to the complementary goals of serving a well-educated population and preparing a well-trained work force in the region. USG's growth and development are integrally linked to the higher education needs of the region, with particular emphasis on workforce and advanced study, economic development and expanding educational access to diverse populations. We expand our offerings and services as we identify these needs to best serve the interests of potential students and regional partners.

5. RESULTS ORIENTED – USG achieves superior performance in access, affordability, instruction, and student services. Programs address regional needs. We evaluate input on our performance as a regional higher education center and always search for ways to make improvements on what matters most to our students, faculty and stakeholders.

6. A CENTRAL FOCUS ON STUDENT SUCCESS – Insuring student academic success is the primary goal and priority of USG. Of special importance are the needs and interests of students who transfer to USG from area community colleges. Our central purpose is to meet and exceed student expectations for a high quality higher education experience.

University System of Maryland at Hagerstown

Mission Statement and Priorities



September 20, 2005

Summary of Identity and Purpose:

Vision Statement

The University System of Maryland at Hagerstown (USMH) will create and maintain a responsive, externally focused, technologically sophisticated, service oriented education center that prides itself on offering high-quality upper division undergraduate and graduate programs. These programs will be integrally linked to the economic development needs of the region with easy access to qualified students. The USMH will be known by the following characteristics:

- Innovative programs and student services.
- Responding quickly to changing community needs.
- Offering a range of University System of Maryland (USM) programs that accommodate full-time, part-time, day, and evening students.

Mission Statement

The University System of Maryland at Hagerstown is a regional higher education center that offers upper division and graduate academic programs, training programs, and other related activities of the institutions in the University System of Maryland at its facilities in Washington County, Maryland. The USMH works collaboratively to develop innovative partnerships with local community colleges, business, and civic leaders of the community to ensure a seamless and quality learning experience for students.

USMH undergraduate and graduate programs are premier offerings of the USM educational institutions, chosen because they meet the needs of the Washington County business community and of prospective students from Hagerstown and Frederick Community Colleges. Students graduating from USMH programs will be prepared with the knowledge and skills necessary to make positive contributions to society and to thrive in the economy.

Performance and Outcomes:

The essential functions of the USMH include education, training, and public service. Three USM institutions currently offer seven undergraduate degree programs and five graduate degree programs. The current program array includes sociology, business administration, criminal justice, education, nursing, accounting, and information systems management.

The USMH Board of Advisors consists of twenty one individuals with extensive backgrounds in business, politics, and education. Members of the board advise USMH staff on requesting academic programs and workforce training that meets regional needs. Collaborative efforts and partnerships are being forged with business, industry, government and educational institutions. Scholarship funds are being raised that will be matched by the local Community Foundation. A college access network is being formed by a partnership between Washington County Public Schools, Hagerstown Community College, and USMH.

The USMH is uniquely positioned and prepared to meet the education, training and public service needs of the residents of Washington County. Building on the overwhelming support of the business and political community for the creation of USMH in Washington County, and by relying on the strong partnerships already established with Washington County Public Schools and Hagerstown Community College, and by taking full advantage of the support it receives from the USM and partnering institutions, the USMH has become the champion of access and opportunity to higher education for the residents of Washington County, many of whom come from first generation college families or other underserved populations.

Many community leaders and representatives of key organizations have been active in the USMH initiative from its inception. Many of those early leaders remain active in roles with the advisory board, steering committees, standing sub-committees, and as volunteers when ever a need arises. The Greater Hagerstown Committee, Chamber of Commerce, County Commissioners, and state legislative officials have all provided support for USMH. Many are working countless hours to raise scholarship foundation funds to provide financial assistance to those students who want to go to college but cannot afford it.

Goals and Priorities:

Long Term Strategic Goals

1. *Establish and maintain a unique and fluid partnership of local high schools, regional community colleges, selected USM institutions, as well as the business and civic community in Washington County.*

The USMH will take the lead in creating partnerships between Washington County Public Schools, Hagerstown and Frederick Community Colleges, and participating USM institutions. Articulation agreements will be developed which clearly demonstrate educational pathways and seamless transfer for students. Programs will be offered that address community needs. College access programs will be presented to middle school children.

2. *Provide programs that are flexible and responsive to the needs of the citizens from the region. The USMH will provide education and training opportunities to a wide variety of students who are attempting to achieve a wide variety of goals.*

The USMH will offer classes at times that are convenient to the busy schedules of students juggling work, family and education. Distance education formats will be expanded to include more classes over the Interactive Video Network and asynchronous learning modalities. The USMH will put emphasis on establishing daytime classes for those students graduating from HCC and FCC daytime programs and we will continue to support the many evening programs we currently offer.

3. *Become the education clearing house providing answers and opportunity to the citizens of western Maryland.*

The USMH will strive to become a one-stop shop for information concerning higher education access and opportunity in Washington County. By maintaining strong relationships with Washington County Public Schools, Hagerstown and Frederick Community Colleges, and the participating USM institutions we will provide answers and information to a wide range of questions concerning academic programs and how to go to college.

4. *Increase the percentage of Washington County residents who have earned post secondary and advanced degrees.*

The USMH will play a lead role in increasing the number of Washington County residents who go to college. The USMH will establish and maintain a local college access network aimed at first generation college going eighth graders. The USMH will raise scholarship money and present financial aid information to students.

5. *Create and maintain the operational philosophy of "students first."*

The USMH will operate in such a manner that student issues and concerns will always be of the most importance. We will work to ensure that student satisfaction with all services at the USMH is very high.

6. *Continuously assess programs and services in an effort to improve quality, ensure success, and reach our desired future.*

The USMH will continuously assess programs and services to be sure we are operating at the highest levels of efficiency and quality. The USMH will gather outcomes data for all operational departments and make quality decisions in a timely manner based on this data. Institutional priorities will be tied to budget resources through the annual planning process.

Short-Term Priorities

1. *Attract and sustain new academic programs from new USM institution partners that respond to the economic needs of the region and enrollment trends experienced at feeder institutions, such as Hagerstown Community College and Frederick Community College. Initiatives to accomplish this priority include:*

- Working with USM academic affairs staff to encourage USM institutions to offer programs in keeping with the USM Strategic Plan, the Maryland Postsecondary Education Plan, and the needs of the region and state.

- Developing in conjunction with HCC, FCC, and the USM institutions a three year academic development plan based on regional economic development needs and educational trends.

Outcome assessment will be measured by tracking and analysis of enrollment and economic development trends in concert with USMH program development and enrollment.

2. *Building partnerships with support from businesses in Washington County to create community immersion of USMH. Initiatives to accomplish this goal include:*
 - Maintaining membership and active involvement in the Greater Hagerstown Committee and the Chamber of Commerce.
 - Presenting USMH initiatives to businesses community groups.
 - Renting/providing space and resources to community groups.
 - Offering employee training programs.

Outcome assessment will be measured by tracking the quantity of community outreach initiatives and a documented increase in the use of USMH by community and educational vendors.

3. *Expanding student service offerings to meet and exceed MOU specifications. Initiatives to accomplish this goal include:*
 - Expanding library services
 - Developing the ability to serve a diverse student population including day, evening, full-time, and part-time students
 - Updating and maintaining USMH website
 - Continuing to provide direction and training on how to use on-line registration procedures for all participating institutions.
 - Establishing a "Learner Support Team" for individual students
 - Creating a Writing Center
 - Involving the community via a volunteer program called the Ambassador Program
 - Developing a wellness program for students, faculty, and staff
 - Identifying childcare resources in the community
 - Offering on-site work-study opportunities for learners
 - Developing a student speaker series
 - Planning for a regional, central financial aid resource center
 - Honoring student achievement with a graduation celebration

Outcome assessment will be measured by improved student retention, higher graduation rates, increased student satisfaction, and increased enrollment.

4. *Implement and maintain proactive enrollment management and marketing strategies. Initiatives to accomplish this goal include:*
 - Offering programs that logically follow growth patterns at HCC and FCC
 - Developing articulation plans which show students program pathways and compliment seamless transfer

- Partnering with participating institutions to offer classes at flexible, market-driven times and to offer a variety of instructional delivery methods
- Support all participating universities by launching a unified thematic media campaign that contains a high quality look and feel reflective of USM branding.

Outcome assessment will be conducted via increased inquiry via increased usage of website, walk-in, and phone contact, as well as increased student enrollment.

5. *Increase financial aid opportunities and the scholarship endowment fund for students attending USMH programs. Initiatives to accomplish this goal include:*
- Continuing to raise money for the Magnolia Foundation Scholarship Fund with a goal of \$50,000.00 per year for five years for a total of \$250,000.00 to be matched 100% by the Waltersdorf/Henson Community Fund.
 - Obtaining the Jack Kent Cooke Foundation College Access network grant to create a clearing house for potential students.
 - Establishing scholarship and financial aide procedures.
 - Seeking additional funding in state appropriations and local scholarships.

Outcome assessment will be conducted tracking and expanding the number of scholarships awarded.

6. *Supporting current information technologies while seeking to enhance and develop technology for students, faculty, and staff. Initiatives to accomplish this goal include:*
- Monitoring and responding to student, faculty and staff IT needs.
 - Integrating technology in a manner that enhances student learning and reduces faculty/staff workload.
 - Supporting a variety of instructional delivery methods.
 - Improving building maintenance, safety, and security issues.

Outcome assessment will be conducted by compiling data bases around technology need and technology staff response.

7. *Maintaining and enhancing the USMH facility to retain a fresh aesthetic, state-of-the art appeal and inherited historic ambiance. Initiatives to accomplish this goal include:*
- Continuing to order furniture and equipment in order to support departmental needs.
 - Managing the housekeeping contract and purchase all necessary parts, tools, and equipment for building maintenance.
 - Establishing a preventive maintenance program.
 - Maintaining classroom readiness at the start of each semester.
 - Maintaining the exterior grounds in accordance to the established partnership with the City of Hagerstown.

Outcome assessment will be conducted by visual inspections and preventative maintenance data.

8. *Implement continuous improvement and quality assessment systems. Initiatives to accomplish this goal include:*

- Establishing an effective administrative staff
- Creating and structure administrative and student services to support students and reduce costs
- Reporting to the community and constituencies on the impact, effectiveness, and viability of USMH since it's opening in January 2005.

Outcome assessment will be conducted employee goal setting, performance evaluations, student and staff satisfaction surveys and annual reports.

Waldorf Center for Higher Education

Mission Statement

I. Summary of Identity and Purpose

The Waldorf Center for Higher Education (Waldorf Center) combines the educational talents and resources of the College of Southern Maryland (CSM), University of Maryland University College (UMUC), and other higher education partners to provide comprehensive, high-quality associate, bachelor, graduate and professional programs and specialized workforce training to the residents of Southern Maryland. The Waldorf Center actively seeks to attract new students and assist them in developing and achieving individual and educational goals, expand local bachelor's and graduate degree options, and promote transfer education and workforce development opportunities.

In a region not home to any comprehensive bachelor degree granting institutions, the center serves as a vital link between the associate degree courses and programs offered by CSM and the bachelor and graduate degree programs offered by UMUC and other higher education partners. Through collaborative 2+2 and 2+2+2 programs, and other cooperative approaches to educational program delivery, the center contributes to the expansion of the region's bachelor degree attainment in a cost-effective, efficient manner.

The Waldorf Center also supports economic and community development in the tri-county region. The educational partners at the center provide business development and training services to companies and organizations to help them grow, compete and succeed. The center serves the community by hosting meetings, forums, and a variety of activities and events.

The center recognizes the challenges inherent in serving a population whose commuting and work schedules have grown increasingly complex. Working with partner institutions, the center continues to explore, design, and deliver instruction and services that address the lifelong learning needs of the central Southern Maryland population.

II. Performance and Outcomes

In response to the region's needs, the center's instructional programs focus on:

Technology – The two local military installations generate much of the need for technicians in the information technology area. CSM has formed an alliance with UMUC to ensure those programs leading to technology degrees are aligned. The upper division programs available at the center include Information Systems Management and Computer Studies (*responds to Goal 5 of the State Plan for Higher Education*).

Business and Management – For the most part, retail and service industries comprise the business context of the region served by the center. These businesses tend to be small. The local, state, and federal governments also employ large numbers of local residents. Programs that meet the needs of business and government include Accounting, Business Administration, Management Development, and Management Studies (*responds to Goal 5 of the State Plan for Higher Education*).

Teacher Education – In an effort to address the continuing need for teachers in this rapidly growing region, CSM has partnered with Towson University to offer a 2+2 program in elementary education. CSM's A.A.T. degree in elementary education has been paired with Towson's bachelor's degree in Elementary Education. Students can enroll in the majority of the courses needed for these programs at the Waldorf Center (*responds to Goal 4 of the State Plan for Higher Education*).

Transfer Programs – In an area where residents have limited access to four-year institutions; the Waldorf Center provides a home for institutions providing 2+2 transfer programs in the tri-county region. In addition to the programs listed above, the center offers courses needed to earn an associate degree in Criminal Justice and General Studies. In all, five associate degree programs and six bachelor's degree programs are available through the center. Increasing the availability of transfer programs offered in the region furthers the state's dual goals of achieving a statewide array of postsecondary educational institutions while providing affordable and equitable access for all Maryland citizens (*responds to Goals 1, 2 and 3 of the State Plan for Higher Education*).

The center not only offers these programs at a convenient location, but utilizes a variety of alternative instructional delivery methods and compressed and accelerated course options to meet the needs of the working adult student. The center is working with partners to expand its alternative delivery options. The center is well equipped and well positioned to pilot new teaching and learning formats that combine distance learning with classroom learning.

CSM and UMUC utilize a variety of environmental scanning and feedback mechanisms to continuously monitor regional education needs and determine the degree to which the center's programs and services are meeting those needs. The center works with its higher education partners to consider offering new courses, programs and degrees to respond to unmet needs.

By offering continuing education courses and credit courses and programs that respond to the needs of the region, the center not only contributes to achieving the goals of the State Plan for Higher Education, but fulfills its mandate to:

- 1) provide access to affordable higher education programs to citizens in unserved or underserved areas of the State;
- 2) respond to the needs of businesses and industries in the areas in which they serve; and
- 3) encourage participation by institutions of higher education for the benefit of students and serve the workforce development needs of elementary and secondary schools, business and industry, and government agencies.

III. Goals and Priorities

The State of Maryland has outlined the following goals in the State Plan for Higher Education:

Goal 1: Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.

Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

Goal 4: Strengthen and expand teacher preparation programs and support student centered, preK-16 education to promote student success at all levels.

Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

The Waldorf Center for Higher Education contributes to the accomplishment of these goals by extending the existing resources of higher education in the State to the Southern Maryland region and ensuring that the region is provided with a well-educated workforce critical to the economic development of the area and the

State as a whole. The Waldorf Center contributes to meeting the State's present and future needs through the following goals.

The Waldorf Center will:

- 1) enable students to complete their bachelor and graduate degrees without leaving the Southern Maryland region by developing programs that respond to the area's needs (*responds to Goals 1, 2 and 3 of the State Plan for Higher Education*);
- 2) respond to the needs of working adults by providing convenient, flexible learning options and innovative instructional delivery methods (*responds to Goals 2 and 3 of the State Plan for Higher Education*);
- 3) provide instructional programs that will be fully articulated from CSM's associate degrees to UMUC's and Towson's bachelor's curricula, and to UMUC's master's programs (*responds to Goals 1, 2 and 3 of the State Plan for Higher Education*);
- 4) encourage other institutions and organizations to offer articulated degree programs that meet the needs of the region but are not provided by CSM or UMUC (*responds to Goals 1, 2 and 3 of the State Plan for Higher Education*);
- 5) provide proactive, highly responsive outreach-oriented student support services that not only meet the convenience needs of the commuting adult student but contribute to student success and goal achievement (*responds to Goals 1, 2 and 3 of the State Plan for Higher Education*); and
- 6) increase the baccalaureate-prepared workforce needed by employers in the Southern Maryland region (*responds to Goals 5 of the State Plan for Higher Education*).

(Approved 11/17/05)