



Mission Statement Review

January 2012

Maryland Higher Education Commission

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January 2012
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University System of Maryland

Bowie State University

Coppin State University

Frostburg State University

Salisbury University

Towson University

University of Baltimore

University of Maryland, Baltimore

University of Maryland, Baltimore County

University of Maryland, College Park

University of Maryland Eastern Shore

University of Maryland University College

University of Maryland Center for Environmental Science

BOWIE STATE UNIVERSITY
MISSION AND GOALS STATEMENT

SUMMARY MISSION STATEMENT

Bowie State University provides high-quality and affordable educational opportunities at the bachelor's, master's and doctoral levels for a diverse student population of Marylanders and the global community. Building on its legacy as the state's oldest historically black institution, Bowie State is a regional comprehensive university with liberal arts educational programs designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective, socially responsible leaders, function competently in a highly technical world, and pursue graduate and professional study.

The University is committed to increasing the number of students who earn advanced degrees in all disciplines, with special focus on computer science, business, the health sciences, information technology, the natural sciences, education, and related interdisciplines. Academic integrity, the common good, constituent needs, market demands, and emerging challenges serve as important bases in the University's efforts to develop educational programs and improve student access to learning opportunities.

INSTITUTIONAL IDENTITY

Bowie State University (BSU), with a history that spans over 145 years, is the oldest of four Historically Black Colleges and Universities (HBCUs) in the State of Maryland, and one of the oldest in the nation. The institution is an outgrowth of the first school opened in Baltimore in 1865 by the Baltimore Association for the Moral and Educational Improvement of Colored People. Several years later the state legislature authorized its Board of Education to assume control of the school, eventually converting it into the Maryland Normal and Industrial School at Bowie.

The institution's origin is rooted in teacher education. Its initial two-year professional education curriculum in teacher education was expanded to a three-year program, and later into a four-year program for training elementary school teachers. It was renamed Maryland State Teachers

College at Bowie in 1951. Its role was further expanded to include teacher-training for secondary education, and with the addition of a liberal arts curriculum, it was renamed Bowie State College (BSC) in 1963. BSC offered its first graduate degree, the Master of Education, in 1970.

Bowie State College became Bowie State University in 1988. Bowie State is committed to making quality education accessible and affordable to the community, especially ethnic minorities. It delivers its academic programs in a stimulating, challenging, and student-centered academic environment that foster life-long learning, leadership, responsible citizenship, and continuing intellectual development. BSU aligns its practices and resources in support of its five core values: *excellence, civility, integrity, diversity, and accountability*. Its goal is to provide a holistic education that prepares students for success in an ever-changing world, hence the institution's slogan, "*Prepare for Life.*" BSU subscribes to the basic tenets of higher education - discovery, application, and dissemination of knowledge for the betterment of society – which are in consonance with the *Maryland State Plan for Postsecondary Education*.

In keeping with its founding role of providing high quality teacher education, BSU continues to diversify and advance its academic programs. It currently offers several master's degrees and was authorized to offer its first doctoral degree in education in 2000. As a testament to its devotion to excellence in education, the BSU teacher education program has received over 50 years of successive accreditation by the National Council for Accreditation of Teacher Education (NCATE).

Bowie State University continues to grow and develop in response to state, national, and global workforce needs. It is classified by the Carnegie Foundation as an MA I institution (regional comprehensive, Master's level). Currently, the University has 22 master's, 2 doctoral, and 12 graduate level certificate programs

In spring 1994, the Maryland Higher Education Commission approved a new mission statement for BSU, identifying a special focus on computer and technology applications. This special focus prompted growth in the Science, Technology, Engineering, and Mathematics (STEM) disciplines at both the undergraduate and graduate levels. To support its expanding STEM disciplines, BSU is steadily building its research infrastructure to augment faculty capacity to instruct students. An outgrowth of the University's efforts was the approval of its second doctoral program in Computer Science in 2007.

In response to the Governor's priorities and the *Maryland State Plan for Postsecondary Education*, Bowie State University is steadily building its infrastructure to become more competitive in the State and the nation in STEM education and research. In 1995, BSU was one of only six institutions in the nation to be selected as a Model Institution for Excellence (MIE) 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 as one of the top 10 institutions in the nation in graduating African American students with master's degrees. The College of Arts and Sciences has implemented the STEMing the TIDE (Science, Technology, Engineering, and Mathematics Through Integrated and Diversified Experiences), as a comprehensive strategy for advancing STEM education and research, with special emphasis on increasing minority engagement in these fields.

In anticipation of the workforce needs of the Base Realignment and Closure process, Bowie State University has established new programs and revised existing programs in the College of Arts and Sciences and the College of Business in information security issues.

In response to the State priority to close the achievement gap, BSU has committed to improving both the 4- and 6-year graduation rates. Gatekeeper courses are being restructured or redesigned to facilitate student learning. To expand access to education, BSU is increasing the number of evening and night classes to accommodate more working adults. Its on-line class inventory is steadily growing and the university is enhancing its continuing education offerings to provide the community with greater learning opportunities.

BSU is committed to fulfilling the State mandate for institutions to conduct their operations in a sustainable manner. The work of the Institution's Climate Commitment Coordinating Committee has positioned BSU as a national leader in higher education for reducing carbon footprints. Consequently, Toyota Corporation of America selected BSU to launch its national Green Initiative targeting HBCUs. As part of this partnership, the institution is working to implement a 'green curriculum.'

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

The University collaborates with its sister institutions and other agencies to address student retention issues (e.g., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland, College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through Professional Development Schools, induction programs,

and critical issues workshops (i.e., Prince George's County Schools; University of Maryland, College Park, Towson University; and Prince George's Community College).

INSTITUTIONAL CAPABILITIES

Bowie State University, building on its legacy as a significant producer of high-quality teachers who have helped to shape public education in the State of Maryland and beyond, and capitalizing on its designation as a high-tech institution by its former Board of Trustees, continues to provide opportunities for a high-quality education for the citizens of Maryland and the nation. In 2000, the University began its doctoral program in educational leadership and its graduates influence public schools in Prince George's County as counselors, principals, and superintendents. Moreover, the University is a leader in higher education in graduating African Americans and Asian Americans with master's degrees in computer and information sciences.

Bowie State University, a Carnegie Foundation MA I institution, is well-positioned academically and geographically to provide high-quality educational services to a diverse student population (African Americans, Caucasians, Africans, Asians, and Hispanics) in the State of Maryland, nationally, and internationally. Bowie State's comprehensive academic programs, undergirded by a strong liberal arts foundation, are designed to prepare students for immediate employment or graduate and professional study in fields such as pharmacology, computer and information sciences, nursing, law, business, psychology, bioinformatics, and education. The University's research laboratories and technology-enabled interactive classrooms provide businesses and government with excellent opportunities for new partnerships and collaborative projects. Bowie State students complement their academics by engaging in cooperative and internship experiences in industry and government.

The University is positioning itself to increase its enrollment significantly over the next five to seven years by mobilizing its fiscal, physical, and human resources and providing students a greater array of high-quality academic programs and support services.

Professional expertise in teaching, research, and service at BSU is concentrated in the College of Arts and Sciences, College of Business, College of Education, and College of Professional Studies. While maintaining and advancing its role as a national leader in teacher education, BSU is systematically building its capacity for research, especially in the STEM fields, to support its growing graduate programs. STEM researchers are funded by government agencies, including the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF), Department of Defense (DoD), and National Security Agency (NSA). The major research areas in the STEM disciplines include biomedical sciences, network security, computational mathematics, and theoretical physics. These efforts support quality student teaching and the workforce development goals of the State of Maryland.

Key Strengths

The Protein Crystallography Research (PCR) faculty members have received several patents for their innovations, some of which have been successfully commercialized. PCR researchers collaborate with experts in industry and academe as well as with international partners to provide laboratory practical experience and internship opportunities to enhance the training of students. The PCR laboratory supports the newly implemented Bioinformatics bachelor's degree program. The PCR lab is a precursor to the "BSU Center for Undergraduate Studies and Research in Structural Biology and Bioinformatics," which is expected to be implemented in fall 2012.

The **Plant Genomics Research Program (PGRP)** was established with initial funding from the National Science Foundation (NSF) in the Department of Natural Sciences. PGRP administers a grant designed to equip participants with molecular biotech skills for entry level positions in industry as lab technicians or prepare them for graduate school. PGRP faculty members collaborate with colleagues in the US Department of Agriculture (USDA)-Agricultural Research Service (ARS), and the Mayaguez Institute in Puerto Rico.

Medicinal Chemistry Research Program (MCRP) faculty members are skilled in drug discovery techniques, nanotechnology, and the design of bioactive molecules. Through a grant from NSF, the faculty members have enhanced the undergraduate chemistry curriculum with a focus on preparing students to conduct research in chemistry and bio-chemistry.

The recently established **Center for Global Engagement (CGE)** builds on Bowie State University's commitment to "preparing students for life." The CGE will be at the forefront of a rapidly changing landscape and help the University develop an international presence. Through the CGE, the University has centralized its global activities (e.g., redesigning the International Studies curriculum, study abroad, and the Ambassador's Forum) as a part of its efforts to promote the active participation of faculty and students in international education, research, and service in Africa, South America, the Caribbean, and Europe. MOUs have been initiated with universities in Africa, South America and Europe. The future plans for enhancing the international program include establishing an active Visiting Scholars/Researchers Program and a vibrant Faculty/Student Exchange program.

BSU-TV, staffed with a cadre of outstanding academicians and field practitioners, trains students to serve the greater Bowie State University community. Among its faculty members are Del Walters, an Emmy award winning investigative reporter, documentary film producer, political columnist, and broadcaster as well as Marie Brown, an Emmy award winning Television Director/Producer. Its professional quality daily broadcasts to the community include the *SAS Connection* (Science, Arts, and Society Connection), which features interviews, discussions, and presentations by noted professionals; *Bottom Line*, devoted to informing the community about current issues in the business world; and *The President's Update* which informs the general public about the educational efforts at BSU and higher education in general.

The **Computer Network Security Research (CNSR)** initiatives focus on 1) building and continuously supporting a national community of faculty members to integrate usability and accessibility into information assurance (IA) education, and 2) developing, testing, deploying, and disseminating security injections in pursuit of an eventual goal of implementing security across the curriculum. Working collaboratively with faculty at Towson University, the researchers have secured NSF funding which allows them to focus on wireless sensor networks (WSNs) and virtual reality. Additionally, faculty members in the College of Arts and Sciences and the College of Business are collaborating to establish a National Security Agency (NSA) Center of Excellence in Information Assurance. Graduate students in the master's and doctoral degree programs engage in collaborative research with the faculty.

Bowie State University hosts several **STEM Partnerships** with higher education institutions, industry, the state government, and the federal government. The Computer Science Department is a member of the Chesapeake Information Based Aeronautics Consortium (CIBAC) which performs aviation research; a collaborator with the National Institute of Science and Technology (NIST) for research in parallel algorithms and real-time systems; a founding member of the Maryland Alliance for Information Security Assurance (MAISA) to support Maryland's efforts to develop homeland security initiatives through links between member institutions, federal, state, and local governments; and a member of CyberWatch, an advanced technological education center through which BSU helps to increase the quantity and quality of the information assurance (cyber security) workforce.

In addition to these research partnerships, BSU is the lead institution in a 12.4 million dollar endeavor funded by NSF: The Math and Science Partnership Minority Students Pipeline

(MSP²). This collaborative effort consists of four University System of Maryland (USM) institutions devoted to training STEM teachers for the workforce and increasing minority student engagement in STEM disciplines. BSU is also a partner in the Mid-Atlantic Alliance for Professional Science Master's program that was designed to develop partnerships with industry to train graduate students for the workforce.

The **Department of Fine and Performing Arts** produces quality artists through a focus on individual creativity and experimentation in interdisciplinary activities, arts as a business, and overall aesthetics. Its graduates have starred in major films and Broadway productions and faculty members are invited to perform at such venues as the Kennedy Center and Carnegie Hall. The new, \$79 million dollar Fine and Performing Arts Center will bring the much needed infrastructural modernization to support its teaching and outreach programs.

The **Bowie Satellite Operations and Control Center (BSOCC)** is operated entirely by undergraduate students. A joint venture between BSU, NASA's Goddard Space Flight Center, and Honeywell Technology Solutions, Inc., the center's operations are supervised by NASA Goddard and Honeywell Technology Solutions scientists and operations professionals. Bowie State students may earn up to four certifications – Command Controller, Mission Planner, Spacecraft Analyst, and Ground System Analyst. Graduates of this program are typically employed by space-related government agencies and industrial organizations engaged in the satellite industry including NASA, the National Oceanic and Atmospheric Administration (NOAA), Lockheed Martin, and Science Applications International Corporation (SAIC). The Department of **Management Information Systems (MIS)** within the College of Business offers an MS degree, Management Information Systems, with a concentration in Information Assurance. With funding from the Maryland Higher Education Commission (MHEC), this program enhances the skills of employees at Base Realignment and Closure installations who are handle information security issues. The program allows Department of Defense employees and contractors to acquire critical knowledge and skills in internal and external threat management. The curriculum, designed primarily for online delivery, attracts employed adult learners.

The **Department of Teaching, Learning, and Professional Development** partners with nine Professional Development Schools, most of which are in Prince George's County. These serve as the primary vehicles for pre-service experiences for teacher candidates as well as in-service and professional development for teachers and other professionals. These experiences positively impact student achievement. Its graduates serve as teachers and principals in the State of Maryland and throughout the United States.

The **Department of Counseling** in the College of Education offers master's level programs and consistently graduates approximately 25% of the master's degrees awarded annually by the institution. These programs meet a critical State need by providing skilled employees.

The **Department of Educational Leadership** develops educational leaders who become change agents in the cultural, economic, social, and educational development of the global educational arena. The program has three areas of concentration: certification, school administration, and district administration which prepare candidates for educational leadership roles and responsibilities from pre-K to 12th grade settings to the superintendency

The **Criminal Justice Program**, a newly approved major, offers a distinctive opportunity for students to pursue an interdisciplinary study of criminal justice and law with concentrations in forensic science, community-based corrections, and social justice. The program offers hybrid, online, and traditional face-to-face instruction.

The Social Work Spanish Option Curriculum is the first of its kind in the country. The Department of Social Work and the Department of English and Modern Languages at BSU have partnered to build the bilingual capability of social work undergraduate students. Students take three semesters of Spanish language courses to build competence in responding to the needs of Latino populations. The Spanish language program supports economic growth and vitality through advancing a high quality workforce to address the needs of Maryland's diverse citizenry.

The Department of Nursing offers two graduate nursing programs. **The Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP)** program provides opportunities for professional nurses to obtain a master's degree through non-traditional and traditional academic experiences. This program, which provides both two-year full-time and three-year part-time plans of study, includes hybrid course options. The program maintains principles of best practices, health promotion, disease prevention (in accordance with the Healthy People 2020 initiative), and health management through its partnerships that include the Veterans Administration Medical Center of Washington, D.C., Walter Reed Army Medical Center, and Bethesda Naval Medical Center. To further support the 2009 Maryland State Plan goal of increasing access and affordability to citizens of the State of Maryland, the program is approved to be offered in 2011 at the Southern Maryland Higher Education Center.

The **Master of Science in Nursing, Nursing Educator** program provides students with the knowledge, skills, and practicum experience to teach nursing at the four-year college or university level or at clinical facilities. With the goal of strengthening economic growth and vitality in Maryland's healthcare systems, the Nursing Educator program contributes significantly to reducing the nursing faculty shortage currently challenging the State of Maryland, the nation, and the world. Strong affiliations and partnerships with University System of Maryland institutions as well as community colleges and other universities help BSU expand

opportunities for students to gain valuable experience with nursing leaders in academia. The program includes both hybrid and online courses.

The undergraduate **Accelerated BSN with Success and Retention Initiatives Program** at BSU, an intensive 18-month experience for 2nd degree and transfer students, shortens the time to obtain the Bachelor of Science in Nursing. Through this 18-month program, students are afforded hybrid and traditional face-to-face instruction. This program, with its focus on retention, offers an integrated curriculum that advances and evaluates nursing students' learning outcomes; provides student learning tools; and promotes student success on departmental comprehensive exit exams and the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program advances the economic growth and vitality of Maryland by producing highly qualified professional nurses to meet the healthcare workforce shortage.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Bowie State University is committed to strategic planning and institutional assessment. The 2007 – 2012 Strategic Plan sets forth six overarching goals, as well as subgoals and objectives which are aligned with the University System of Maryland Strategic Plan and the Maryland Higher Education Commission's *2009 State Plan for Postsecondary Education*. Bowie State University's Strategic Plan goals and sub-goals are as follows:

Goal 1. Provide high-quality and affordable academic programs and support services for all students

- Subgoal A. Improve academic programs
- Subgoal B. Enhance Teacher Education Programs
- Subgoal C. Develop and implement a specific plan and timeline for faculty and staff growth that aligns Bowie State with its peers and with the requirements of external accrediting bodies
- Subgoal D. Enhance support services throughout the University
- Subgoal E. Maintain a robust, state-of-the art, highly available and secure information technology infrastructure to support mission-critical operations
- Subgoal F. Provide students, faculty, and staff with convenient access to information and online library resources at any time and from anywhere

Goal 2. Support growth by enhancing recruitment, access, and retention efforts University-wide

- Subgoal A. Develop, implement, and fully fund a new marketing and recruitment plan
- Subgoal B. Improve access to funding sources for students
- Subgoal C. Improve access for prospective students to academic programs
- Subgoal D. Enhance University-wide retention efforts
- Subgoal E. Enhance technology to maximize enrollment/retention services
- Subgoal F. Improve University graduation rates

Goal 3. Promote regional economic and workforce development

- Subgoal A. Increase University initiatives and expand the role of the Schools of Business, Graduate Studies, and Continuing Education
- Subgoal B. Increase the numbers of new professional and master's prepared nurses, including advanced practice nurses, to support local, national, and global healthcare markets
- Subgoal C. Revitalize the graduate school to champion advanced manpower development and research for local, state, national, and international markets
- Subgoal D. Increase the role of the Office of University Relations and Marketing in proactively positioning the University

Goal 4. Increase the University's external funding

- Subgoal A. Educate the public about the mission of Bowie State University and the resources required to fulfill this mission
- Subgoal B. Increase contributions from individuals, corporations, foundations, and community-based organizations

Goal 5. Promote effective and efficient use of institutional resources

- Subgoal A. Implement a process to reengineer University business systems to ensure efficiency and effectiveness in order to support strategic decision-making
- Subgoal B. Foster an environment that will encourage BSU employees to maximize their potential to enhance their performance
- Subgoal C. Maximize the opportunity for potential growth in revenues through community awareness via BSU programs

Goal 6. Enhance the University's image

- Subgoal A. Identify and articulate the core values and ensure that they serve as the foundation for fostering a collegiate community spirit, ethical behavior, strong standards, and academic excellence
- Subgoal B. Improve the image of the University through a comprehensive marketing plan that highlights its strengths and capabilities

COPPIN STATE UNIVERSITY MISSION AND GOALS STATEMENT

SUMMARY MISSION STATEMENT

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners.

MISSION STATEMENT EXCERPT

Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

INSTITUTIONAL IDENTITY

Coppin State University (CSU) is a Historically Black Institution (HBI) within the University System of Maryland that prepares students with the mission of meeting the challenges associated with urban communities. Its primary target population includes graduates of Baltimore City and Baltimore County Public School Systems. The University seeks to transform the lives of its students who return to their communities as change agents.

The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the State, region, nation, and world markets. As a Carnegie master's comprehensive (MA I) institution, we provide graduate level programs and anticipate a change in the Carnegie classification to a Comprehensive Doctoral Institution pending approval. The first doctorate program to be offered will be the Doctor of Nurse Practice (DNP).

Addressing the State of Maryland's need to increase the workforce to produce more nurses and teachers, CSU has increased and retained a number of nursing students matriculating through the university while looking for new partnerships in teacher education. The University is engaged in discussions to identify ways to increase the number of teachers in the STEM areas and in teacher education overall. Building on our current Carnegie classification of a master's comprehensive institution and looking towards the future, the university has obtained preliminary approval to offer our first Doctor of Nurse Practice (DNP) which will address the shortage of doctoral trained nursing professionals to fill university teaching and clinical positions.

Additional priorities include a greater emphasis on community engagement and sustainability. Presently, the university, through its strategic plan, is building a culture of community engagement through every aspect of the university as well as by developing strategic

partnerships with the local community. The campus sustainability efforts align with the Systems State Plan and the Federal Government's efforts to reduce our carbon footprint and enhance campus stewardship on environmental issues.

Academic Programs Aligned to the USM's 2020 Strategic Plan

Coppin State's academic programs are aligned with *Theme 2 of the USM's Strategic Plan for 2020: Maryland's Economic Development and the Health and Quality of Life of Its Citizens – Ensuring Maryland's Competitiveness in the New Economy*. Coppin State University offers 27 undergraduate degrees, 11 graduate degrees and 4 certificates in a variety of academic disciplines, many of which have received national and regional recognition for being among the best in their disciplines. The University is committed to affording students access to high-quality academic programs as evidenced by accreditation reaffirmations: 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. The University also has partnerships with community colleges and public agencies that provide access to full-time, first-time college attendees. In addition to campus courses, access is also provided by online courses, and off-site course offerings for the public workforce.

Several new academic programs have been proposed. These programs address the needs of the millennial student as well as critical workforce demands. The programs are the Doctorate of Nurse Practice (DNP), B.S. in Dance, and four certificates in the School of Professional Studies: Post Master's in Counseling Licensure, Vocational Evaluation and Work Adjustments, Assistive Technology, and Job Development and Job Placement Services. All of these programs are and future programs will be in response to the State's workforce training and job development needs; thus playing a major role in the promotion of high-quality of life for Maryland citizens.

Additional priorities include emphasis on community engagement and sustainability. Some of these initiatives in brief include:

- BTOP – Broadband Technology Opportunities Program provides the opportunity for the citizens of West Baltimore to improve their computer skill sets and access to educational opportunities.
- Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC – a revitalization effort to improve facility infrastructure which in turn, improves their communities.
- Center for Community Health (SON) - School of Nursing operates a community clinic to citizens who cannot afford the high costs of health care.

These efforts comport with the USM's Strategic Plan 2020, *Theme 1.a.2: Access, Affordability, and Attainment – Helping the State of Maryland Achieve Its Goal of 55% College Completion Goal While Maintaining Quality – by Expanding Outreach to New or Underserved areas/populations of Maryland through USM traditional campuses, regional centers, and other outreach programs or activities*.

INSTITUTIONAL CAPABILITIES

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations.

- Teaching and Learning. The institution has two charter schools that draw from the K-12 population of students who reside in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. The Coppin Academy, the secondary high school ranks 2nd within the State on end of grade assessments at every content level.
- School of Management Science and Economics – Provides financial literacy workshops, tax preparation, and course offerings to increase college access to public agencies. These three activities have been continuous and service large constituencies of West Baltimore.
- School of Arts & Sciences – Through its affiliation with the National Institutes of Health (NIH), provides laboratory internships experience for students majoring in the Natural Sciences.
- The School of Nursing operates the Community Health Center which is a nurse-managed clinic. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to changing trends and needs of inner city clients. In keeping with the mission of the University, the Center seeks to improve the health and quality of life of persons residing in the Coppin Heights Community, the University campus community and the surrounding area. The Center provides comprehensive, holistic, and family health care services. Services are available on a walk-in basis as well as by appointment. A number of insurance plans are accepted and self-payment plans are based on income.
- Broadband Technology Opportunities Program (BTOP). Coppin State University received federal stimulus funding to establish the Coppin Heights-Rosemont Family Computer Center, which provides broadband computer access, job training, and various educational and mentorship programs to 35,000 residents of the neighboring Coppin Heights-Rosemont community, an area where it is estimated that less than five percent of families subscribe to broadband service. Coppin State was the only institution in the state of Maryland to receive the highly competitive \$932,116 grant awarded by the U.S. Department of Commerce under the Broadband Technology Opportunities Program (BTOP).

The program facilitates the University's efforts to revitalize West Baltimore by creating jobs and improving education and health by offering 15 continuous training and educational courses that taught by faculty, students, and partners. The Center houses 60

new computer workstations and is directed by Coppin's new Institute for Local to Global Community.

- Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC – a revitalization effort to improve facility infrastructure which in turn, improves their communities. This effort includes coordinating partnerships between Coppin Heights Community Development Corporation, Coppin State University, Baltimore's government agencies, elected officials, public schools, social and community service organizations, businesses, and residents to ensure a community collaborative approach to meeting the needs of residents in the Greater Coppin Heights/Rosemont community. Also, emphasis is placed on developing and improving affordable housing in the Greater Coppin Heights/Rosemont community and fostering economic and business development initiatives serving the needs of low to moderate income and otherwise disadvantaged Greater Coppin Heights/Rosemont residents.
- Center for Sustainability and Environmental Justice (CSEJ). Coppin State University continues to make a concerted effort to advance sustainable academic policies and practices as a means of educating all of our graduates so that they are able to contribute to a sustainable society. These practices include not only working to advance sustainability through our academic curriculum but also promoting environmental education and research and working collaboratively with the community to address issues of environmental justice. As a result, a planning committee has been established to create a Center for Sustainability and Environmental Justice. The mission of the CSEJ is to promote environmental education and research and to work collaboratively with the community to address issues of environmental justice. The University believes that this center will become a catalyst to promote greater knowledge and understanding about climate change and to address environmental justice disparities that impact the community, the city of Baltimore, the State of Maryland and beyond. CSEJ aims to enhance CSU students' educational experience by becoming a key part of the University's overall education, research and community outreach programs. The CSEJ Planning Committee has begun to conceptualize, design, and build the University's organizational capacity for the development and implementation of CSEJ as a major institutional resource for sustainability and environmental justice.
- Research – The institution is developing a Center for Undergraduate Research (CUR) that will allow students to work directly with faculty on first level research activities. The CUR oversight is provided by institutional faculty, members of the science communities, and alumni. Although the CUR has an overall emphasis on undergraduate research, special emphasis will be in support of the STEM disciplines.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. 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-20 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. Building on a strong partnership with the Baltimore City Public School System and CSU, the Urban Education Corridor has become 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 School of Management Science and Economics has a program to support small business owners, a project to assist individuals with credit/debt related problems, and a tax preparation program for those in the community that cannot afford to pay for the services.

Through advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies 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 that has the latest technology will provide a better infrastructure to foster excellence in teaching, research, scholarship, and service.

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.

Closing the Achievement Gap

Closing the Achievement Gap is a national concern for all institutions of higher education. The University System of Maryland (USM) requires annual reports for all of its institutions. In an effort for Coppin to contribute to narrowing and eventually closing the gap, the institution will continue to conduct research and study the needs of its student population by examining its first-time, degree-seeking traditional students, adult learners, transfer students, and freshmen males and females. The study includes goals established to close the achievement gap by half in 2015 and by 2020 to totally eliminate that gap while increasing retention and graduation rates. The study will inform which best practices are appropriate to close the achievement gap, the levels of funding needed to implement each initiative and ultimately ending in the development of a comprehensive first-year student experience.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

To address the goals in the University System of Maryland's (USM) Strategic Plan, USM in 2020: A Call to Action, the university has begun the process of aligning its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2011 to 2016. Only a few objectives and priorities will be highlighted for this document.

Goal 1: Enhance Student success through Graduation

To ensure the persistence of students through graduation CSU will focus attention on the first year of college – a critical time for retention, learning, and skill development.

Goal 2: Enhance the Academic Core of the University

Building on our Self-Study accreditation processes along with other key documents will enhance the academic core.

Goal 3: Strengthen Institutional Infrastructures.

To increase effectiveness, efficiency and accountability of operations and outcomes, believe the objectives above will help us facilitate strengthen our infrastructure.

Goal 4: Enhance the Urban Mission of the University.

Based on the university's mission, the university will enhance teaching and learning, increase service learning and advance community engagement opportunities for students, faculty, and staff.

Goal 5: Increase fundraising Initiatives.

To develop and implement a realistic Capital Campaign Project consistent with the mission, goals and objectives of the University.

The chart that follows identifies CSU's priority goals, objectives, and alignment to the USM's 2020 Strategic Plan themes, priority initiatives to address the goals, and a timeline for implementation, and evaluation.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

*Coppin State University has identified short and long range goals and objectives that speak to the institution's unique focus as described in its Mission.

CSU'S GOALS	OBJECTIVE(S)	USM 2020 STRATEGIC PLAN THEME	PROPOSED INITIATIVE(S)	TIMELINE	EVALUATION PERIOD
Goal 1: Enhance Student Success through Graduation	Improve system monitoring of students' academic matriculation from 1 st year to program completion.	<p><i>Theme 1: Access, Affordability, and Attainment – Helping Maryland Achieve Its Goal of 55% College Completion Goal While Maintaining Quality</i></p> <p><i>Theme 2: Maryland's Economic Development & Health and Quality of Life of Its Citizens</i></p>	a) Development of University College model that serves as the academic home for freshmen and sophomores; providing strategic monitoring, support guidance, supplementary instruction and intrusive advisement through the completion of the first 30 credits of General Education.	2011-2014	Annually
			b) Re-design of program courses to meet a higher quality of content preparation by integrating technology and experiential learning that are relevant to job market expectations.	2011-2014	Bi-annually
			c) Conduct two academic audits for every student who has completed 60 credits and 90 credits.	2011 and continuous	Bi-annually
			d) Develop an Undergraduate Center for Research (CUR) with primary focus on STEM disciplines.	2011-2014	According to stages of development
			e) Develop a Center of International Programs which integrates globalization into the curricula and provides for international student and faculty exchanges.	2011-2014	Annually

Goal 2: Enhance the Academic Core of the University	To improve General Education Core offerings to be in compliance with Middle States regulations and COMAR.	<i>Theme 1 & Theme 3: Transforming the Academic Model to Meet Higher Education and Leadership Needs of Maryland's 21st Century Students, Citizens, and Businesses.</i>	a) Re-design General Education courses to better reflect 21 st century knowledge, and skills competencies.	2011-2013	Every 4 years
			b) Reform General Education Core curricula to better assess student learning outcomes/ sequence core courses by academic program needs and requirements.	2011-2013	Bi-annually & as needed
			c) Re-vision of program course offerings to reflect accreditation standards, and the expectations of professional organizations, as well as the economic needs of the state and region.	Continuous	According to accreditation review timetable.
Goal 3: Strengthen Institutional Infrastructures (to improve effectiveness, efficiency and accountability of operations and outcomes)	Provide annual assessment of support units that provide integral services to students (i.e. financial aid, registrar's office, admissions, residential facilities, etc.).	<i>Theme 1 & Theme 4: Identifying New and More Effective Ways to Build and Leverage the Resources Available to the USM for the Benefit of Maryland and Its Citizens.</i>	a) Creation of a <i>one-stop</i> office that will provide immediate and centralized services to students.	2011-2014	Annually
			b) Collect survey data on unit performance that will be analyzed and used for developing improvement measures.	2011-2014	Bi-annually
Goal 4: Enhance the Urban Mission of the University	Actualize the identification of an urban institution by engaging with West Baltimore communities.	<i>Theme 4</i>	a) Expand BTOP initiative to the broader community so as to reach larger numbers of West Baltimore residents.	2011-2014	Annually
			b) Work collaboratively with the Center for Development of Coppin Heights and the City of Baltimore to engage students in action research activities that directly impact the West Baltimore urban communities.	2011-2014	Bi-annually

			<p>c) Increase the outreach efforts of the Helen Fuld School of Nursing in providing first line health care to underserved populations in Baltimore. The outreach services will be conducted in the clinical experience courses of the Nursing Program.</p> <p>d) Conduct Health and Wellness seminars and workshops for community and students via CSU's Health Education program and the Wellness Center.</p>	<p>2011-2014</p> <p>2011-2014</p>	<p>Annually</p> <p>Annually</p>
Goal 5: Leverage opportunities for University Advancement, Financial Support and Institutional Recognition	Increase visibility of the University to improve advancement contributions and nurturing of potential donors.	<i>Theme 4 and Theme 5: Achieving and Sustaining National Eminence Through the Quality of our People, Our Programs, and Our Facilities.</i>	<p>a) Specifically design the charges associated with Advisory Boards, specifically with their responsibility toward increasing the Institution's visibility, and advancement initiatives.</p> <p>b) Increase scholarship giving by a minimum of 10% from previous academic year, and each subsequent year for the next five years.</p> <p>c) Increase on campus giving by 10% of each previous year beginning with 2010.</p>	<p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>

FROSTBURG STATE UNIVERSITY

Mission Statement

Summary Mission Statement

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

Frostburg State University Institutional Identity

Frostburg State University (FSU) has provided paths to success for students for well over a century. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential university offering a wide array of distinctive programs at the undergraduate level and select applied graduate programs. FSU's Carnegie classification is Master's L.

The only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington corridor, Frostburg serves as the premier educational and cultural center for Western Maryland. The University draws its students 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 academic experience of undergraduate students includes a rigorous and interdisciplinary general education program in the liberal arts and sciences, including the development of core skills. Major areas of undergraduate specialization are offered in education, business, science and technology (STEM) disciplines, the creative and performing arts, and selected programs in the humanities and social sciences. The University provides online instruction at the undergraduate and graduate levels. Frostburg also offers extensive programs at the University System of Maryland at Hagerstown.

Graduate programs provide specialized instruction for students involved in or preparing for professional careers. Previously, graduate-level programs have been limited to the Master's level. Frostburg is currently developing plans to offer an Ed. D., which will support the State's workforce development needs in teacher preparation.

The University is a student-centered teaching and learning institution that emphasizes experiential education. Students are encouraged to apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism and leadership development activities, undergraduate research, and study abroad.

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The University greatly values diversity among its students, faculty, and staff. Nearly a quarter of FSU's undergraduate students are minorities drawn from throughout the State of Maryland. Frostburg is committed to internationalizing the campus through University programs that provide global experiences for FSU students and faculty and that bring international students and faculty to the University.

The University is also strongly committed to preserving the environment through sustainability. The campus's new Climate Action Plan provides a detailed blueprint of specific and tangible methods by which FSU can achieve carbon neutrality by the year 2030. The University's commitment to sustainability also extends to the health and wellness of its students, faculty, and staff. Through its programs and policies, the University promotes overall good health through the prevention of disease and disability by promoting nutrition, exercise, and active lifestyles.

The role Frostburg State University plays in Western Maryland has never been more significant, and the future economic prosperity of the region depends on the University's growth and vitality. The University is closely connected to the community through its regional economic and workforce development efforts, including the recent development of the Allegany Business Center (ABC@FSU), its on-campus business incubator, and its presence on Frostburg's Main Street in the newly renovated Lyric Building. Frostburg's numerous and nationally recognized community-based programs and activities promote the civic engagement of its students, faculty, and staff as well as strengthen the institution's bonds with the Western Maryland region.

Frostburg State University Institutional Capabilities

Frostburg State University places primary emphasis on its role as a distinctive teaching and learning institution offering experiential opportunities for its students. Faculty and professional staff engage in wide-ranging scholarly activity with the ultimate goal of enhancing student learning. The University's planned Center for Communications and Information Technology (CCIT), the current renovation and expansion of the Lane University Center, and the proposed Education and Health Sciences Building are important and required facilities that will enhance the campus and support quality teaching, learning, scholarship and co-curricular programming at the University.

Frostburg State University is committed to its unique public service role as the only four-year public institution in Western Maryland. FSU is keenly aware of the importance of developing the highly educated and technologically competent workforce needed to meet the needs of today's knowledge economy. The University continues to develop and strengthen academic programs in response to the needs of businesses and industries in the region and the State.

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The University will continue to expand offerings in STEM-related fields through its partnerships and collaborations with community colleges, on-campus residential living programs, and new academic programming. Frostburg's membership in the Western Maryland Education Consortium (WestMEC), a network of universities, community colleges, county public school systems (Allegany, Garrett, and Washington), and economic development agencies, will help increase career readiness and workforce development in the region by promoting STEM education.

Frostburg embraces its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and preK-16 partnerships. Increased opportunities for the continuing education of teachers will be accomplished through the expansion of outreach and clinical partnerships with the Professional Development Schools in collaboration with the Maryland State Department of Education and the Maryland Higher Education Commission.

Frostburg is committed to the continued development of health science and allied health programs. Its new RN-BSN program has received strong statewide support. The program has applied for accreditation through the Commission on Collegiate Nursing Education (CCNE). Frostburg plans to expand its nursing program to a Master of Science in Nursing, with a particular emphasis on preparing nursing faculty.

Frostburg State University plays an active and important role in the economic development of Western Maryland. Recent University-wide projects include the continued operation of FSU's on-campus Technology Incubator, expansion of the Allegany Business Center at Frostburg State University (ABC@FSU), and the University supported renovation of the Lyric Building in downtown Frostburg. Over the years, the Technology Incubator has successfully served as an on-campus facility for small, innovative businesses. With Tawes Hall scheduled to be demolished to make room for the University's new Center for Communication and Information Technology, it is expected that the current tenants will relocate to the Allegany Business Center. The center has grown to include information and technology firms, environmental agencies, and two of the University's economic development partners—the Maryland Small Business Development Center, Western Region and the Tri-County Council for Western Maryland.

One of the most important new occupants of the Allegany Business Center will be the University's Sustainable Energy Research Facility (SERF), which will serve as an academic center for residential-quality sustainable energy technologies and research. This new facility, scheduled to begin construction in 2010, will join the University's ongoing exploration of

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alternative forms of energy production, including the Wind-Solar Energy Program (WISE), to establish the University as an important regional center for energy issues and policy.

The relocation of several University offices from campus to the historic Lyric Building on Main Street in Frostburg has provided additional support for economic growth in the region. In November 2008, the FSU Foundation, the Office of Alumni Programs, and a branch of the University bookstore moved into the newly renovated building.

The University's College of Business plays an important role in promoting economic development in the region. Through its Center for Leadership Development and the Trident Initiative, the College has developed an active network of regional business leaders and is actively engaged in promoting small business development and entrepreneurship in the region. The University serves as a regional cultural center in Western Maryland. Frostburg's diverse performing and visual arts programs feature both student and faculty artists as well as professional artists from across the nation and the globe. The University's arts program attracts community members to the campus to attend performances in theatre, music, dance, international film, poetry and literary readings, and the visual arts. The University relocated its Center for Creative Writing to the Lyric Building in August 2009. The Center provides space for students and Frostburg residents to pursue creative endeavors and augment the University's visibility in the community. Located across the street from the Lyric Building, the Mountain Maryland Arts Cooperative is staffed by FSU students and a University professor/folklorist. The Cooperative works closely with the Allegany Arts Council to provide retail opportunities for local artists. Each year the University attracts thousands of visitors to the region through special events such as Homecoming, Family Weekend, the Cultural Events Series, and through its vigorous summer programming, all of which bring additional resources to the institution and to the region.

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Frostburg State University Institutional Objectives and Outcomes

In fulfillment of its mission and in keeping with the goals of the Maryland Higher Education Commission's 2009 State Plan for Postsecondary Education and the University System of Maryland's Strategic Plan, Frostburg State University will address the following short- and long-range goals and objectives over the next several years:

LONG-RANGE:

- 1. Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.***

SHORT-RANGE:

- Increase the number of experiential and applied learning opportunities for students both inside and outside the classroom.
- Support and develop academic programs that address statewide and regional economic and workforce development needs.
 - Increase the number of STEM program graduates.
 - Increase the number of teacher education graduates, including development of the Ed.D. program.
 - Increase the number of baccalaureate-level nursing graduates.
- Develop and support curricula that encourage students to integrate and apply knowledge across disciplinary lines.
- Increase efforts to encourage globalization of the campus by expanding the number of international students on campus and the number of study abroad opportunities for native students.
- Sustain graduates' satisfaction rate with education received for work and for graduate and professional schools at 85% or higher.
- Increase the percentage of graduates employed one year after graduation.

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LONG-RANGE:

2. Enhance facilities and the campus environment in order to support and reinforce student learning.

SHORT-RANGE:

- Build, renovate, or improve major academic, student life, and housing facilities consistent with 21st century technology and environmental standards and technology.
- Increase and support programs, extracurricular activities, and student residential opportunities that reinforce University core values and classroom learning.
- Work to implement the University's Climate Action Plan.
- Incorporate and promote sustainability and wellness in all aspects of the institutional culture.

LONG-RANGE:

3. Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

SHORT-RANGE:

- Revise current admissions standards in order to better ensure admission of students prepared to succeed in college.
- Increase the retention and graduation rates for all students.
- Continue to implement the Achievement Gap initiatives.
- Maintain a diverse student population by continuing to improve retention and graduation rates for minority students.
- Improve time to degree to below the national average.
- Upgrade academic advising and student support services designed to increase student retention and facilitate persistence to graduation.

FROSTBURG STATE UNIVERSITY**Mission Statement**LONG-RANGE:**4. *Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.***SHORT-RANGE:

- Continue efforts to recruit and maintain a diverse faculty and staff.
- Continue to implement the goals and objectives of the Cultural Diversity Program.
- Emphasize the need for diversity in all searches, emphasizing the recruitment of women, black, and Latino faculty and staff.
- Ensure an environment in which faculty and staff feel valued and appreciated (e.g., through celebration of excellence and achievement).

LONG-RANGE:**5. *Promote activities that demonstrate the University's educational distinction.***SHORT-RANGE:

- Encourage fundraising efforts through the FSU Foundation, grants, and contracts that support University priorities.
- Encourage and reward faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, and artistic performances and creative activities that reflect positively on the University.
- Provide increased opportunities for students to engage in service learning, volunteerism, and community service.

LONG-RANGE:**6. *Serve as a catalyst for economic development in Western Maryland and the region.***SHORT-RANGE:

- Work with state and local government agencies and private corporations to attract new tenants to the ABC@FSU.
- Establish the planned Sustainable Energy Research Facility at the ABC@FSU.
- Encourage ABC@FSU partners to employ student interns and develop collaborative research with faculty.

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 applied master's and doctoral 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 learners, teachers/scholars, and facilitators, 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 or experiential learning 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.

Vision

Salisbury University, *A Maryland 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 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 educational and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master's 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. An English Language Institute provides a pathway for increased numbers of international students to enter academic programs at SU. Additionally, the ability to support J-1 visas for visiting international scholars creates new opportunities for Maryland students to learn from a more diverse faculty. 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, applied biology, geographic information science, conflict resolution, 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 master's and doctoral programs in such areas as nursing, K-12

curriculum design, and conflict resolution. Academic programs are offered primarily on our 157-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated arboretum for the scientific study and public display of various species of woody and herbaceous plants. Programs such as social work, elementary education, and respiratory therapy are offered through a variety of media at satellite campuses throughout Maryland.

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 and Culture dedicated to collecting, preserving, and providing access both to the oldest, continuous written records in British speaking America and to the documents and artifacts illustrating the greater Delmarva region's rich historical and cultural heritage. The University'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 venue, Salisbury University partners with Chesapeake College, Cecil College and the University of Maryland Eastern Shore. 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. The University is also a partner institution at the Universities at Shady Grove (USG) in Rockville, MD, where it delivers a B.S. in respiratory therapy. Students in the program pursue didactic courses at USG via two-way video and complete their clinical courses at Shady Grove Adventist and other hospitals. Additionally, SU offers its social work program at the University System of Maryland's Hagerstown site and at Cecil College.

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 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 Multicultural 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, Inc. 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 Perdue School of Business building.

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 more than half a century ago, the students, the administration, and faculty have strongly endorsed the construction of a new library befitting 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 the hub of an Academic Commons building designed to promote academic discussion and discovery and to blend space for public events, community outreach, quiet study, collaborative team work, research assistance, scholarly resources, 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 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 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. Some present at professional meetings within their discipline and at the National Conference on Undergraduate Research (NCUR). The University was honored to be selected for a second time by NCUR to host its 2008 national student convention, where over 5,000 students from across the country joined 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 sciences and biology are particularly meaningful. In 2010, two undergraduates were selected for the prestigious Environmental Protection Agency (EPA) Fellowship to conduct research in environmental science. 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 home to professional programs in education, social work, and health and sport sciences. All programs in Seidel departments are nationally accredited and individual teacher preparation programs are also nationally recognized by their Specialized Professional Associations. Both the bachelor's and master's degree programs in social work are offered on campus and by distance at three other Maryland satellite locations. The elementary education and the school leadership programs are offered at the Eastern

Shore Higher Education Center. Clinical preparation is a trademark for all Seidel School majors. The Seidel School partners with seven regional school districts to create 35 Professional Development Schools. These partnerships provide the foundation for collaborative work between experienced teachers and school leaders with Salisbury students and faculty in education, school leadership, and reading to improve PK-12 student achievement. Students in social work, community health, exercise science, and athletic training gain real-world experience with partners in multiple settings that include social work agencies, sports medicine clinics, hospitals, fitness clubs, and universities. All Seidel students complete internships with trained professionals. The Seidel School sponsors the nationally distinguished Pauline Riall Lecture Series where recognized leaders in the field of education address Salisbury University students, faculty, public school colleagues, and community members. Now in its new home in the 165,000 square foot Teacher Education and Technology Center, the Seidel School is poised to provide state-of-the-art instruction in all its disciplines. In addition, the Seidel School partners with all of the other Salisbury University academic schools to enhance opportunities for students in the liberal arts and in the critically important Science, Technology, Engineering, and Mathematics (STEM) areas of science and mathematics teaching.

The **Fulton School of Liberal Arts**, with 12 academic departments encompassing the visual and performing arts, humanities, and social sciences, supports a broad range of academic programs aimed at developing knowledge and skills essential to professional success in a globalized and knowledge-based economy, including information literacy, critical thinking, and oral and written communications. The School implemented a full reform of its curriculum in 2008, revising or restructuring each of its majors and minors and deepening the learning experience by expanding most courses from three to four credit hours. By expanding opportunities for undergraduate research, service learning, civic engagement, and study abroad, the reform has enabled faculty and students alike to fulfill the University's mission in ways that increasingly distinguish the Salisbury University experience both nationally and internationally. While teaching excellence remains the prime factor governing decisions on tenure and promotion, impressive annual lists of faculty publications, presentations, performances, and exhibits demonstrate the vital role that scholarly and creative activity plays in fostering that excellence. Through the University's General Education program, in which the Fulton School plays a significant role, all SU students gain an overview and understanding of the history and diversity of the world's cultures, including the political, social, economic, and cultural contours of the contemporary world. Students deepen this knowledge through completion of majors and minors in the traditional disciplines in the arts, humanities, and social sciences, but also in interdisciplinary and applied areas such as environmental studies, conflict resolution or media production. All recognize the importance of identifying professional goals, but all equally recognize the importance of educating the whole person for life in a complex and changing world. Its academic emphases place the Fulton School in a unique position to support programs and activities that enhance the cultural life of the University and broader community, that promote active and engaged citizenship in a

democratic society, and that celebrate the diversity of cultures both globally and locally.

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 grant funding has allowed the Henson School to expand clinical education and simulation resources 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 as well as degree delivery at the Universities at Shady Grove in Rockville, MD. The University recently was approved to offer a Doctorate of Nursing Practice, which will be the first doctoral degree offered at Salisbury University. Additionally, the School is a leader in advancing the science and mathematics readiness of Lower Eastern Shore middle and high school students for college and STEM education and workforce development.

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 the Delmarva Peninsula. The School is accredited by AACSB International, the world's premier business education accreditation organization. In addition, the Perdue School was the first U.S. institution to earn the Network of International Business Schools (NIBS) international accreditation. The School provides undergraduate and graduate 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 develop and use critical thinking skills, demonstrate sound judgment, communicate verbally and in writing, hone 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 supported by a faculty balancing excellence in teaching, an outstanding record of scholarship, and service to the University and the community.

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, the State, and other entities seeking geospatial support. 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 and Habitat for Humanity. The Volunteer Center connects students to volunteer opportunities on the Eastern Shore. 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, an area math competition for high school students, and will host the Eastern Shore regional Science Olympiad. A recent monetary impact study indicates that Salisbury University generates over \$350 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, master's, and doctoral level as demand requires and resources allow. The Institution has grown in enrollment by 20 percent over the past five years and is prepared to grow more provided there is sufficient funding. 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 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 outcomes-oriented and reports results 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 2009 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the University System of Maryland (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 2009 and reflects the spirit and emphasis of the State Plan. Salisbury University’s current strategic goals and objectives are:

Goal I: Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.

Focus Area 1: Academic Programming

- 1.1 Elevate and modify as necessary our current General Education and majors’ curricula to ensure the variety of academic programs that best prepares an increasingly diverse student body for 21st century employment.
- 1.2 Maximize students’ competency in an information-based economy, ensuring their understanding and use of information resources and information technologies.
- 1.3 Strengthen and expand graduate program offerings in response to student, State, and regional needs.
- 1.4 Recruit, develop, and retain a faculty of teacher-scholar-citizens who provide a personal and integrated educational experience in the best liberal arts tradition while preparing students for work in an increasingly knowledge-based economy.
- 1.5 In recognition of the increasing growth of science and technology employment in our State and region, as well as the expressed priorities of the University System of Maryland, build science and related STEM programming to increase the number of students that graduate in these areas.
- 1.6 Provide the charge and leadership to the Academic Long-Range Planning Committee to develop a system for analyzing existing academic programs and planning for new programs that will achieve the recommendations above.

1.7 Increase support to professional programs to enable those to continually meet accreditation requirements while developing the resources, partnerships, and professional program relationships that are required to build the relevance and excellence of these programs.

1.8 Create additional distance learning programs in appropriate areas of study that will serve a new market of students as well as address sustainability goals and facility limitations on campus.

1.9 Continue to build upon the strengths of the Bellavance Honors Program to attract and retain well-qualified students.

Focus Area 2: General Education and Program Assessment

1.10 Under the direction of the Provost, University Analysis, Reporting, and Assessment (UARA) should work with appropriate governance bodies and committees to implement the goals of the UARA five-year plan and improve assessment efforts of General Education and academic majors programs across campus.

Focus Area 3: International Students and Study Abroad

1.11 Increase international students and faculty on the SU campus and study abroad opportunities abroad.

Goal II: Continue to attract and retain quality students.

Focus Area 1: Future Enrollment

2.1 Implement the Strategic Enrollment Plan to ensure that SU retains and increases its market share of undergraduate students and graduate students.

Focus Area 2: Closing the Achievement Gap

2.2 Continue to retain and address the needs of students by creating systems that will close the achievement gap and build engagement of students in their field of learning and in the campus community.

Goal III: Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU “small school feel” and strong student/faculty/staff interactions.

Focus Area 1: Engagement/“Small School Feel”

3.1 Build stronger first-year engagement, beginning with students prior to their entering the University.

- 3.2 Continue to build opportunities that encourage positive peer and social engagement among students.
- 3.3 Build living-learning environments within on-campus housing.
- 3.4 Improve the physical environment and operations to support student engagement.
- 3.5 Continue to build an inclusive campus environment.
- 3.6 Increase classroom engagement.
- 3.7 Build external support for student engagement.

Focus Area 2: Diversity

- 3.8 Continue to promote diversity on our campus in order to strengthen our appeal, relevance, and support among the next generation of high school graduates and to better prepare SU students for their future in a diverse society.

Goal IV: Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

Focus Area 1: Financial Resources

- 4.1 Seek increases in State appropriations and tuition revenue to provide more adequate support to meet the needs of SU's student body, academic programs, and overall operations.

Focus Area 2: Facilities

- 4.2 Continue to build and renew facilities to provide a physical environment that meets the academic, recreational, and residence needs of the University's student body.

Focus Area 3: Sustainability

- 4.3 Implement the sustainability goals of the Facilities Master Plan and the President's Climate Commitment and continue to give major focus to identifying and implementing sustainability initiatives over the coming years.

Focus Area 4: Human Resources

- 4.4 Develop a five-year HR plan which addresses the need to continue working toward raising faculty salaries, completing an exempt staff salary study, and identifying goals and a timetable for taking systematic steps to improve salaries of exempt staff, while addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff.

Focus Area 5: Community Outreach and Partnership

4.5 Continue to build community relations and relationships with neighbors and businesses that are mutually beneficial.



Towson University Mission Statement

I. Summary Mission Statement

Towson University, as the state's comprehensive Metropolitan University, offers a broad range of undergraduate and graduate programs in the liberal arts, sciences, arts and applied professional fields that are nationally recognized for quality and value. Towson emphasizes excellence in teaching, scholarship, research and community engagement responsive to the needs of the region and the state. In addition to educating students in the specialized knowledge of defined fields, Towson's academic programs develop students' capacities for effective communication, critical analysis, and flexible thought, and they cultivate an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership. Towson's core values reflect high standards of integrity, collaboration, and service, contributing to the sustainability and enrichment of the culture, society, economy, and environment of the State of Maryland and beyond.

II. Institutional Identity

Towson University began as The Maryland State Normal School and was founded in Baltimore City in 1866, moved to its current Towson location in 1915, 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. This programmatic development led to its becoming Towson State College in 1963. The move to a more diverse academic portfolio including health professions, business, and technology were interwoven into the transition to Towson State University in 1976 and Towson University in 1997. As Maryland's largest comprehensive university, the quality of its programs, its educational value, and its focus on student achievement and civic engagement have brought it national recognition as a premier metropolitan institution. With strong baccalaureate programs in the arts and sciences, the fine arts and communication, 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. Towson University responds to the needs of the region and greater metropolitan area by serving as an engine of change in Maryland's academic and socioeconomic environments. Towson strives to create a productive future for our students and its region by enriching 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 reflect local, regional, national, and global diversity. This commitment is sustained through a focus on community service, democratic principles, and global engagement as it relates to the curriculum, services, activities, and partnerships on and off the campus. Through its international education program, Towson 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 by fostering a model of a respectful and inclusive environment that serves to prepare all members of the institution to appreciate differences, including ideological differences, and to live comfortably within an increasingly multicultural society.

The undergraduate curriculum promotes the intellectual skills essential for effectively communicating, gathering and evaluating information, thinking critically, using technology effectively, appreciating diversity and commonalities, and making informed choices. These skills are grounded in the University's long-standing commitment to a strong liberal arts core that emphasizes an understanding of how the arts and sciences gather, evaluate, and apply information to reach valid conclusions. The liberal arts core, combined with a commitment to students' co-curricular experiences, also serves to develop intellectual and social skills that will guide students as contributing members of the workforce and participants in 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. Master's degree programs in the health professions, applied information technology, education, homeland security, business, and a variety of interdisciplinary and applied fields have been developed in response to pressing regional needs and student demands. The applied and unique doctoral programs build on the foundation and strengths of the University in areas that are fundamental to the development and vigor of the institution.

The certification and professional development of educators has been and will remain central to Towson University's future. As the largest single provider of certified teachers in Maryland, Towson 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 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. Towson University's faculty and staff work actively to enable students to develop as citizens and leaders of the community by combining classroom learning with out-of-class experiences (internships, practica, service-learning, and related experiential opportunities). 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. The largest off-campus site in Harford County is offering upper division academic programs. 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 number 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 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 research and consulting centers, such as the Regional Economic Studies Institute, the Center for Geographic Information Sciences, the Center for Applied Information Technology, and the Center for Leadership in Education continue to link faculty expertise with community needs and interests. Partnerships with corporations engage the University both as learners and as teachers. WTMD Radio Station, The Baltimore Hebrew Institute, The Asian Cultural Arts Center, and numerous faculty and student performances and exhibits throughout the year contribute to the cultural life of the community. Multiple clinical sites and centers provide clinical opportunities for faculty members and students and serve the well being of members of the community. The Institute for Teaching and Research On Women provides international as well as national services for a full variety of disciplines and agencies. Towson University is designated by the Carnegie Foundation as a recognized university for curricular engagement, outreach and partnership.

Towson University's role of addressing Maryland's workforce needs depends on 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 can be readily targeted to support economic and social development as identified by national, state, and regional governmental 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 provide 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. Towson University plays a major role in efforts to sustain Maryland's social, cultural and economic fabric as well as its natural environment.

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, non-profit and health care organizations.

The University has a strong commitment to a liberal arts education that serves as a general intellectual resource for more specialized disciplinary work and as it enriches students' cultural and social awareness. A highly regarded core curriculum 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-Americans, other American minorities, first-generation/low-income individuals, women, and a range of international faculty, staff, and students advance Towson's commitment to diversity. Support for strong multicultural and international studies programming along with robust study abroad programs enhance global understanding . 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. As part of its pursuit to meet societal needs in a more comprehensive manner, Towson University will move eventually to the Carnegie Classification of Doctoral/Research Universities – Intensive level. This means the University will maintain a wide range of baccalaureate programs along with further development of graduate education through the doctorate, and it will focus more on applied research.

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 support spaces that emphasize the values of interactive learning, informal teaching and learning communication, and individual student attention. Other areas of growth that will enhance the student experience at Towson include art facilities, athletic facilities, housing, and student gathering spaces.

IV. Institutional Objectives and Outcomes

In keeping with the Towson University 2016 Strategic Plan, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the University will pursue the following directions:

Academic Achievement

Building on our past success, we continue to emphasize excellence in teaching, scholarship, research and community engagement responsive to the needs of the region and the state.

Assess and strengthen academic programs to ensure students develop Towson’s Learning Outcomes.

- Review and evaluate curriculum to ensure challenging content that addresses workforce and geographic demands.
- Employ faculty development programs; enhance learning assessments, use of online delivery and new technology to support faculty and students.

Enhance and expand academic endeavors to improve the well-being of the Baltimore Metropolitan Region and the State of Maryland.

- Embrace the metropolitan mission by taking a leadership role in addressing urban problems, developing creative partnerships, and adapting to the needs of urban/suburban students and school systems.
- Right-size enrollment, faculty and staff to build capacity in high demand fields such as STEM, health professions and education.

Challenge, inspire, and support students and faculty to perform at the highest level.

- Inspire students to become educated, engaged, informed citizens with leadership skills and a passion for intellectual challenge.
- Empower faculty with innovative pedagogical methodologies and establish best practices within each discipline.

Optimize retention and time to graduation for all students.

- Strengthen student advising.
- Implement an early warning system to assist students throughout their academic career.
- Take the trimester from pilot to program.
- Develop The Towson Promise of degree attainment in 4 years.

Student Experience, Engagement and Success

The Towson University experience expects students to be academically, civically and socially engaged through exciting and challenging endeavors.

Enhance and celebrate a diverse and complex university.

- Broaden perspectives for all members of the university community
- Continue to cultivate a welcoming and diverse campus community.
- Include diverse perspectives across the curriculum.

Provide support programs for student populations with non-traditional needs.

- Identify and address needs of non-traditional students.
- Support transfer student transition through model programs focusing on orientation and advising.

Involve students in co-curricular educational experiences on- and off-campus that build civic engagement and global literacy, and promote the Towson University experience.

- Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the metropolitan region.
- Support students and faculty in their quest for focused international experiences and through the inclusion of global awareness in the curriculum.

Respond to student needs to strengthen student satisfaction and success.

- Identify and respond to students' needs and promote access and availability of services, resources, and technology.
- Develop innovative approaches to provide student support.

- Support the Library's role in academic support, student development and campus life.

Partnerships Philosophy

Collaboration within our University and with our partners facilitates our path to success.

Continue to be a leader in workforce development in Maryland.

- Identify workforce trends and adapt programs, certificate, and non-credit offerings to meet demands.
- Enhance existing partnerships and develop strategic partnerships as they relate to workforce.

Emphasize the shared governance structure throughout the university to ensure responsive organizational leadership.

- Encourage and support the university community to engage in effective shared governance.
- Improve communication in the development of priorities and policies.

Maximize resources and success through stronger internal partnerships and collaborations.

- Increase collaborations across the university.
- Create strong linkages as we grow our reputation and strengthen our Towson pride.

Enhance and support partnerships and collaborations with government, business and educational sectors throughout the region to promote economic development and address social issues.

- Strengthen social partnerships and stewardship throughout the region.
- Build upon the successful community outreach efforts and continue to enhance collaboration with our neighbors.

Resources for Success

Targeted resources are crucial to achieving the universities priorities and laying the groundwork for the next 150 years.

Increase philanthropic support to achieve the university's goals.

- Maximize fundraising opportunities and collaboration throughout the university.
- Aggressively identify and cultivate friends and extramural funds for academic, arts, athletics, and community and student development endeavors.

Enhance recruitment, retention and development opportunities for faculty and staff.

- Improve succession planning and leadership development.
- Define faculty work and implement a more effective peer review process.

Cultivate a campus-wide culture of excellent customer service and encourage innovation and continual improvement in the delivery of services for both internal and external constituencies.

- Clarify expectations and provide motivation, training, and the tools necessary to implement best practices for excellent customer service across the university.

Emphasize campus-wide applied research and scholarship efforts.

- Support faculty efforts in grants and contract initiatives.
- Promote projects to support applied research and engaged scholarship.

Continue to execute the Master Plan to address the educational, research, environmental, housing, recreation, and co-curricular space needs to support the Towson University experience.

- Ensure commitment to the Campus Master Plan through continued construction and renovation.

Maintain a healthy, safe and environmentally sustainable campus.

- Engage a campus-wide culture of energy conservation and sustainability.
- Address the health and wellness of the university community.
- Ensure the safety of all throughout the campus.

Telling and Selling *Our Story*

Sharing the Towson University experience allows us to convey the impact of the work of faculty, students, staff and alumni in the region and beyond.

Continue to improve internal and external communications.

- Seek innovative ways to promote the accolades of the university and alumni.
- Improve access to information for alumni, supporters, and friends.
- Enhance and adopt technology that allows us to effectively reach more people.
- Improve recruitment, marketing, and outreach to make Towson a first choice institution for an increasing percentage of students.

Feature the arts, athletics, academics, and community outreach as key components of the Towson University experience.

- Celebrate the accomplishments of the university community and alumni within the university and beyond.
- Encourage broader participation in activities by all members of the university and greater community.

Communicate the significance of applied research and community engagement initiatives.

- Find additional creative methods to emphasize faculty, staff and student initiatives.
- Highlight the scope and impact of faculty, staff and student research.

Continually assess our success in meeting marketplace demands and continuing education needs through feedback from alumni, donors, employers and business and government leaders.

- Continue to develop and implement regular market research from opinion leaders, alumni and employers.

Submitted November 11, 2010



2010 MISSION STATEMENT

November 12, 2010

Summary Mission Statement

The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. 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 anchor institution, regional steward and integral partner in the culture, commerce, and future development 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 business, public affairs, applied liberal arts and sciences, and law. 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, all under the a shared understanding of "Knowledge That Works."

Throughout its history, the University of Baltimore has been committed to providing outstanding educational opportunities. Located in midtown Baltimore, in the heart of the cultural district, 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 connection to Baltimore as well as to continuing development of its core campus. The University works diligently to invite capable students, diverse in identities and experiences, to pursue their education in a culturally-rich 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 four schools of business, public affairs, arts and sciences, and law. UB is also committed to developing and sustaining cooperative programs with other USM institutions and other public and private institutions in areas of complementary strength, and to building upon UB's rich history of Maryland community college relations.

The AACSB-International accredited Merrick School of Business is student-focused, regionally committed, and globally oriented. Its undergraduate and graduate programs offer a wide array of specializations including accounting, entrepreneurship, finance, marketing, management, human resource management, information systems, international business, and operations management. Its centers of excellence – the Jacob France Institute and the Entrepreneurship Opportunity Center – provide significant programs and research to and for the business community.

The College of Public Affairs emphasizes applied and professional programs including public administration, criminal justice, negotiations and conflict management, human services administration, health systems management, and international studies. Its graduates possess the theoretical knowledge and substantive skills necessary to enhance the organizations in which they work and practice. The MPA, criminal justice, and health systems management programs are accredited or certified, and the College is also home to the Schaefer Center for Public Policy, a pre-eminent public policy research center in Maryland.

The Yale Gordon College of Arts and Sciences is comprised of the following schools and divisions: Applied Behavioral Sciences; Communications Design; Legal, Ethical and Historical Studies; Information Arts and Technologies; and Liberal Studies. Undergraduate and graduate program offerings include English, digital communication, integrated arts, history, jurisprudence, psychology, applied information technology, simulation and digital entertainment, environmental sustainability and human ecology, creative writing and publication design, and communication design. The College has primary responsibility for providing a liberal education base for all UB students, which includes advanced baccalaureate work in writing and ethics. Its faculty are leading educators and practitioners; for example creative writing faculty have won numerous national awards in non-fiction, short stories, and poetry.

The School of Law is the sixth largest public law school in the country, and its graduates are leaders in Maryland government and public and private firms across the state. Its areas of strength include clinical legal education, family law, intellectual property law, international law, litigation skills, criminal practice, and taxation law. Among its centers, the Center for Family, Children and the Courts is a national and international leader in family court reform and program development.

Building on the strengths of its core campus programs, UB offers an expanding number and variety of online programs and continues to be a leader in implementation of e-learning across the curriculum, development of online programs, and enhanced online pedagogy.

UB takes pride in its diversity, which reflects that of the greater Baltimore region and enhances the educational experiences of UB students, preparing them better for service to their communities and for success in the increasingly diverse workplace. The student body is 38% U.S. minority, mostly African-American. Women make up 58% of the student body. UB works to be especially responsive to the needs of students with disabilities. The average age of UB students is 29.6 years, with undergraduate students averaging 28.7 years, graduate students averaging 32 years, and law students averaging 27.6 years. Graduate and law students make up one-half of all UB students.

UB's plans for future academic programs include:

- expansion of baccalaureate and master's programs in technology and applied fields, such as:
 - cyber security and information assurance
 - economic crime and organizational security
 - enterprise risk management
 - environmental science
 - forensic accounting
 - global leadership
 - global organization and human security
 - real estate and economic development
 - technology transfer and commercialization

- development of advanced certificate programs in such areas as:
 - digital media
 - knowledge discovery and predictive analysis
 - library information technologies
 - non-profit management
 - risk management
 - technology commercialization

- 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 continuing education and executive training programs; and
- growth in online, hybrid and distance learning curriculum and the use of supporting technology (e.g. social networking, mobile communication, collaboration tools, and webcasting) in both credit and non-credit programs, including e-learning instructional design and measurement

Carnegie Classification: Master's Colleges and Universities (larger program). UB is also a Carnegie "community-engaged" institution.

II. Institutional Capabilities

At its midtown urban 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 members educate students through a focus on learning and the individual attention students receive. UB provides students with progressive skills and techniques for productive careers in the public and private sector, as well as with a broad foundation of competencies and 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 and knowledge economy.

UB is committed to enhancing student access, including access for students of underrepresented racial/ethnic groups, older students, and returning students, ensuring them opportunities for academic success. Strategies to accomplish such access 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 college readiness, tutoring, and academic support services;
- implementing initiatives to enhance retention and close the achievement gap;
- enhancing career services;
- expanding flexible scheduling, permitting day, evening, weekend, and online access to programs;
- adding complementary specialized academic opportunities that not only enhance the educational experience of UB's students, but that also "raise the sights" and academic ambitions of those who participate; and
- increasing collaboration with other educational institutions.

A major institutional goal is to ensure the success of UB's graduates in an information and media-oriented society. In addition to developing information technology-focused and digitally based academic programs, UB places a high priority on the integration of technology enhancements 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 online courses, 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 expansion of all these efforts.

Through its Office of Technology Services and its two libraries, the Langsdale Library and the Law Library, UB is committed to:

- providing students, faculty, and staff a networked information technology (IT) environment appropriate for learning, teaching, and administration;
- supporting access to the Internet via pervasive wireless technology;
- offering hard-copy and electronic books and journals, available on-site and remotely 24-hours a day; and
- training in research, the Internet, and the use of electronic classrooms; class-specific research sessions; and electronic reserves.

UB is committed to further investments necessary to keep IT resources current and adequate to meet the increasing and changing needs of the campus community. Transformation of the traditional library to a forward-thinking learning commons with renovation and expansion of library functions and collaborative learning spaces is critical to success in this area.

More than 90 percent of UB's core, tenure and tenure-track faculty members hold the terminal degree in their respective fields. Work-life and workload policies and reward-structures are designed to promote a balance among instruction, scholarly productivity, and service. Excellence in teaching is of primary importance to the University, enhanced by faculty members actively engaged in basic and applied scholarly and creative activities.

UB emphasizes quality over quantity in 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 faculty research focuses on real world problems and produces results that have an immediate and local or regional impact. Many faculty members combine research and service by analyzing important public policy issues. Faculty research from AY 2004-2005 to AY 2009-2010 produced 137 books, 872 refereed articles, and approximately \$4.6 million in sponsored research.

Much of UB's applied research and creative activity is conducted through a number of centers:

- Jacob France Institute
- 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 Families, Children and the Courts
- Stephen L. Snyder Center for Litigation Skills
- Center on Applied Feminism
- Center for Sport and the Law
- Center on Medicine and Law
- Center for Excellence in Learning and Teaching

UB's presence in midtown Baltimore is critical to the stability and future growth of the cultural center of the city. UB is developing 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 non-profit groups. For example, UB's Law Clinics, recently ranked among the top 24 in the nation, assist battered women, the elderly, immigrants, and others.

Among UB's many contributions to economic development in the State are the Maryland Business Research Partnership, the Regional Employment Dynamics Program, the Jacob France Institute, and the Entrepreneurial Opportunity Center; and UB is home to the Small Business Development Center-Central Region. 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.

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:

- support the creation, development and implementation of transformative, 21st century academic models, programs and pedagogies;
- build the full baccalaureate with distinctive general education that accommodates both first-time, full-time (FTFT) and transfer students;
- develop curricula in science, technology, engineering, and mathematics (STEM); information technology (IT); integrated arts; digital learning, communication and culture; global awareness and citizenship; and education-support fields;
- expand experiential learning through clinics, outreach, internships, etc.;
- grow programmatic offerings at Shady Grove and elsewhere;
- enhance the institutional focus on multiple and alternative modes of delivery to meet the needs of new generations of learners;
- integrate and enhance the use of technology in all delivery modes;
- implement a distinctive program of Continuing Education to enable true life-long learning;
- maintain a welcoming and vibrant campus for a balance of commuter and residential students, especially at the proposed Midtown Learning Center;
- remain an active, engaged and contributing partner to the health and prosperity of the city of Baltimore, the state of Maryland, and the region.

MISSION AND GOALS STATEMENT

UNIVERSITY OF MARYLAND, BALTIMORE

SUMMARY MISSION STATEMENT

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

INSTITUTIONAL IDENTITY

Essential Attributes

As the State of Maryland's academic health, law and social work institution, the Baltimore City campus of the University of Maryland (UMB) includes a unique configuration of schools and educational programs with extensive responsibilities for patient care and legal and social services. Our student mix differs markedly from other University System of Maryland institutions. Only 17% of our students are enrolled in our three baccalaureate degree programs; namely, nursing, dental hygiene, and biomedical research and technology. The remaining 83% of students are in post-baccalaureate programs.

The campus is unique in the number of students enrolled in professional programs leading to licensure including: medicine (MD), law (JD), dentistry (DDS), nursing (BSN, clinical masters, DNP), pharmacy (PharmD), social work (MSW), public health (MPH), physical therapy (DPT), dental hygiene, genetic counseling and biomedical research and technology, preventive medicine, and pathology.

The campus also offers the traditional research-based doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, gerontology, epidemiology, biostatistics and

various biomedical science disciplines and interdisciplinary programs such as neuroscience.

Because of its health schools' clinical departments and programs and its affiliated practice plans and hospitals, UMB is uniquely qualified within the public higher education sector in Maryland to transfer results from basic laboratory research to the patient's arena by developing new treatments for disease, and establishing best practices for clinical care. Moreover, the presence and active involvement of the Schools of Law and Social Work enable UMB faculty and students to investigate the interaction of health sciences with the law and human services thereby advancing public policy and improving the health and welfare of the citizenry.

UMB builds upon its excellence in basic science and biomedical/biohealth research to develop large, interdisciplinary and interprofessional projects of national and global stature. An illustrative, but not exhaustive list includes neuroscience, psychiatric disease, obesity, diabetes, family welfare, stem cell and regenerative medicine, HIV-AIDS, celiac and other autoimmune and inflammatory diseases, global health, cardiology and cardiovascular disease, nanomedicine and cellular delivery, infectious diseases, cancer, vaccinology, genomics, proteomics and personalized medicine.

Carnegie Classification

UMB is one of approximately 30 public institutions in the United States whose official Carnegie Classification is "Special Focus Institution -- Medical Schools and Medical Centers." This classification is used for institutions that include a medical school and other health related professional schools, and do not have large comprehensive undergraduate programs. Other examples include the University of California San Francisco, Oregon Health Sciences University, U Mass Worcester and University of Texas Health Sciences Center -- San Antonio.

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 better to serve the State's workforce and public service needs and to sustain its leadership in the national and international arenas in biomedical sciences, professional education and global health.

UMB will continue to adapt its graduate training and research to correspond to national trends in scientific research including the National Institutes of Health and its various programs, the Centers for Disease Control, especially for global programs, and the pharmaceutical industry and other major funders for health research, treatment and clinical care.

Interdisciplinary and Interprofessional Emphasis

Begun several years ago, the reorganization of the School of Medicine's existing departmentally-based graduate programs into a unified Graduate Program in Life Sciences (GPILS) that houses a smaller number of multi-disciplinary, inter-departmental programs has now gained national recognition for excellence. Building on that interdisciplinary basic sciences model, and reflecting the realities of the new health market place which emphasizes collaboration between and among its various health care practitioners, the campus has begun developing and integrating interprofessional activities into our various educational and clinical programs. For example, in Fall 2010 under the leadership of the president and in partnership with the University of Maryland Medical Center, the campus has implemented an interprofessional teaching clinic in pediatric gastroenterology. This clinic, which is co-taught by the president, himself a pediatrician, and a nurse practitioner, provides clinical side-by-side experiences for medical, nursing, pharmacy, dentistry, social work and law students. This approach is intended to continue to shrink disciplinary silos, foster the collaborative training of students, encourage interdisciplinary work among the faculty, and support the development of new organizational models for health care delivery. The campus anticipates other modifications in graduate and professional education as the national landscape of biomedical science and health care continues to evolve.

Selected Programs of International Importance

UMB has a number of programs which have gained international recognition for excellence. Included among these are the following:

- Personalized Medicine

Defined as the use of genetic information to customize diagnosis, treatment and/or prevention of disease to each individual, personalized medicine works to maximize positive outcomes for patients and is expected to become the hallmark of excellence in health care.

For example, Drs. Alan Shuldiner and his colleagues in the National Obesity Research Center and Joslin Center use personalized medicine techniques in their ground-breaking work in obesity and diabetes. Dr. Steven Liggett and Dr. Steven Davis are also using these techniques extensively in cardiology and cardiovascular disease.

With major philanthropic support and under the direction of Dr. Alessio Fasano, the newly created Institute for Autoimmune and Inflammatory Diseases will be a full-fledged multi-disciplinary center that will study celiac disease and mucosal biology and will focus on the intersection of the human body with the microbes that inhabit it.

Under the direction of Dr. Claire Fraser-Liggett, the Institute for Genome Sciences (IGS) studies the Human Microbiome, an area cited for further

development in the *USM Presidential Task Force on Research and Economic Competiveness (Mote Report)*. She and her colleagues in the IGS develop and use cross-cutting basic science as the unifying thread that enables other programs to reach excellence in personalizing medical care.

- Stem Cell and Regenerative Medicine

Dr. Curt Civin and his colleagues in the Center for Stem Cell and Regenerative Medicine are also developing cross cutting technologies that, like the work being done in the Institute of Genome Sciences, will drive fundamental research in disease treatment and prevention. The center explores the use of stem cell technology in transplantation and transformation, and will work closely with scientists in our NCI-designated Greenebaum Cancer Center, one of only 56 centers to win that coveted designation.

- Center for Vaccine Development (CVD)

Vaccines collectively constitute the single most cost-effective specific preventive measures in the history of medicine and public health. Under the leadership of Dr. Myron C. (Mike) Levine, the Center for Vaccine Development (CVD) has achieved international renown as one of the largest academic, multi-disciplinary, multi-faceted centers of vaccine research in the world. Over the next several years the CVD plans to continue to expand its education, research and treatment portfolio, and anticipates establishing an auxiliary facility at Shady Grove (see below) to continue to support the State of Maryland's economic competitiveness and to improve global public health. The CVD was specifically recommended in the Mote Report as one of five niche areas for further investment.

- Global Health

UMB provides public health training and expertise and legal and social work services in some 40 countries in every continent (except Antarctica) across the globe. In its emphasis on global health, the university continues its leadership role in disaster relief and rebuilding in areas like Haiti that have been devastated by hurricanes, earthquakes and tsunamis. For example, under the direction of Dr. Robert Gallo, the Institute for Human Virology has emerged as a world class leader in global health in fighting the AIDS epidemic. The Center for Vaccine Development under the direction of Dr. Michael Levine has been working for over 30 years to bring treatment and develop vaccines for diseases like cholera, measles, malaria and shigella that decimate the Third World.

As Dr. Alan Faden, the director of the Center for Shock Trauma and Anesthesiology Research notes, techniques learned in the field have influenced basic science development in the treatment of head and spinal cord injuries in the United States.

UMB intends to continue to develop its programs in global health and to extend its reach even further into the developed and developing world. It is poised to build on already successful programs to improve health worldwide and to provide continuing education to health care workers especially in developing countries in modern medical techniques.

Our global health initiatives will continue to be supported primarily via contracts from federal and philanthropic sources, and are expected to involve research, delivery of public health services and development of health care resources via continuing education especially to address infectious disease.

- Center for Nanomedicine and Cellular Delivery

Administratively housed in the School of Pharmacy but with researchers also based in the Schools of Medicine and Dentistry, the Cancer Center, and the Colleges of Life Science and Engineering at the University of Maryland, College Park, the Center for Nanomedicine and Cellular Delivery is a scientific collaborative dedicated to exploring and advancing the use of nanosystems in the delivery of bioactive agents for diagnosis and therapy. The Center provides 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.

- Integration of UMBI

When the Regents administratively dissolved the former University of Maryland Biotechnology Institute, responsibility for several of its units was assigned to UMB in collaboration with other campuses of the University System. Under the leadership primarily of the medical school, the campus is working with its partner institutions in the University System to complete this process and to fully integrate the former UMBI faculty into their new academic homes. In particular, Dr. Claire Fraser Liggett and her colleagues in the Institute for Genome Sciences are working closely with faculty in the newly constituted Institute for Marine Environmental Technology on projects of mutual interest. Moreover, the likely expansion of the Center for Vaccine Development (CVD) to Shady Grove is now well past the exploratory stage. That plan will marry the strengths of CVD in infectious diseases like malaria with structural biology and protein chemistry expertise of current UMCP faculty and faculty at the UMB School of Pharmacy to create a world class joint program.

INSTITUTIONAL CAPABILITIES

As the State's public health, 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*, and while that plan is undergoing revision, we at UMB continue to recognize these as fundamental values. These goals also parallel the themes of quality, access and affordability, economic development, transformation of the academic model better to meet Maryland's needs, leveraging of resources and achieving and sustaining national eminence.

In that regard it is perhaps worth mentioning the important role that technology plays in our research, education and service programs. At UMB we integrate technology -- both information technology and state-of-the-art laboratory and other biotechnology equipment into all aspects of our programs. To cite just one example, with major support from the federal government for state-of-the-art specialized magnetic resonance imaging, UMB is already a regional center of excellence and is rapidly become a national leader for imaging technology.

Quality and Effectiveness

According to the Association of American Medical Colleges (AAMC), the University of Maryland School of Medicine currently ranks 6th among public medical schools in total sponsored research and 18th 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, the pharmacy school is ranked 7th, the nursing school 10th, and the social work school is 18th.

One of UMB's proudest accomplishments is its impressive growth in external research funding with an overall sponsored research attainment in FY 2010 of over \$567 million, a 38% increase since FY 2005 against a goal of a 26% increase. UMB faculty are advancing the frontiers of science through research and enhancing Maryland's reputation nationally in the scientific and education communities, making UMB a highly attractive environment for very talented faculty and students.

However, hidden within these very positive outcomes are signs of significant changes in the years ahead. Our FY 2010 sponsored research attainment of \$567 million included some \$50 million in American Recovery and Reinvestment Act (ARRA) funds, which are expected to disappear in the next few years. The total also includes significant international funding from the President's Emergency Plan for AIDS Relief (PEPFAR) administered by the Centers for Disease Control (CDC), a program that anticipates major administrative changes in the award process that may lead to reduced external funding for the university. Due to the turbulent national economy, research funding from

pharmaceutical companies declined sharply in the last two years. As the economy improves it is hoped that industry again will be a growing source of research funding.

The campus remains cautiously optimistic, however, about its competitive position vis a vis other applicants for sponsored research, even as current and anticipated continuing weaknesses in the overall economy are likely to shrink the pool of available funds.

Access and Affordability

The institution admits academically prepared students from and operates programs in Baltimore City and throughout the State of Maryland, thus providing access to quality professional and graduate education for our citizens. However, UMB is concerned about the affordability of our educational programs. While our tuition and fee structure is school and program based and compares favorably with pricing structures at peer professional schools, it is nonetheless the case that too many of our students leave UMB deeply in debt.

Most of our students are independent and rely on loans to finance their educational programs. Resulting high levels of debt potentially limit their career choices, and, in particular act as a disincentive to pursue careers in public service where salaries are relatively low, or to work in underserved areas where physicians, dentists and other health care professionals are most needed.

UMB is proactive on several fronts to try to mitigate this problem. We provide an aggressive debt management counseling program tailored for students in the different professional schools and also work closely with the USM and MHEC to identify opportunities for scholarships and loan assistance repayment opportunities. We also monitor federal actions and strongly support state and federal discipline-specific initiatives in areas such as nursing that provide financial aid to foster workforce development. Last, but by no means least, student financial support is a key target for philanthropic fund-raising. Given the state of the economy, we expect to be even more proactive in seeking such support over the next several years.

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. The campus explicitly affirms this commitment in its recruitment of faculty, staff and students, and includes training toward cultural competence 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 conditions. 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*.

UMB also uses pipeline approaches in several of its schools and programs, reaching down to middle school level to encourage students from underserved populations to consider careers in health and law and to provide tutoring and mentoring especially in mathematics and science. To cite a few examples, UMB operates a '2+2+2" partnership program with an area high school, the Baltimore City Community College and the medical school's department of biomedical research and technology. Projected pipeline students are identified as sophomores in high school, and they and selected high school faculty participate in summer programs in our laboratories working as lab techs studying diabetes, cardiovascular disease, etc. After completing their high school diplomas they enroll in a branch of the Baltimore City Community College located in the UMB BioPark. There they receive expert instruction in biology, chemistry, etc., while simultaneously continuing to work with researchers in labs on campus or in the BioPark. The students emerge from this program well-prepared for high paying employment and also able to enroll in our undergraduate medical and research technology program.

In fact, 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, and 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. Last, but not least, President Perman has recently appointed a university-wide Diversity Advisory Council of faculty, staff and students and with representation from each of the schools who are charged with evaluating and expanding pipeline efforts with the K-12 sector and recommending any needed improvements to campus climate.

Student-Centered Learning

UMB's schools and programs all include significant clinical and/or laboratory experiences where students work one-on-one with faculty in what is in essence an apprenticeship model of learning. For example, 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 nation's first environmental law clinics, and one of the nation's most ambitious economic and community development clinics. The school also supports 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.

In a ground-breaking new program the dental school recently opened a clinic in rural Cecil County, an area that has traditionally been greatly in need of dental services. Under faculty supervision, students treat children who would otherwise have virtually no access to good dental care.

The pharmacy school's award-winning *Patients, Pharmacists, Partnership (P3)* works with community pharmacists to provide patient-centered chronic disease management.

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 well-rounded professionals 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 2010 study indicated that the campus generates over \$14 in economic activity for every General Fund dollar of state investment. That study also showed that UMB is a job creation engine noting that for each state-supported budget FTE, nine non-state funded positions are generated on campus and in the nearby community.

Role of the UMB BioPark

The UMB BioPark, which blends scientific advancement and economic growth continues to be an important focus. In the past five years, the BioPark has opened three research buildings and a parking garage. A total of 475,000 gross square feet has been built, over 95% of which is leased. The twenty tenants located in the BioPark have over 500 employees. The early success of the BioPark has led to a new Master Plan that more than doubles the projected size of the BioPark to ten acres, eleven buildings, 1.8 million gross square feet, and 3,000 jobs. The success of the BioPark is also spurring two residential developments that plan to renovate 100 existing homes and build over 1,000 new apartments in the community.

The UMB BioPark model recognizes the changing world of biotechnology, science and research by more strongly connecting UMB's biomedical capabilities with the growing base of tenants and prospective tenants among the bio/pharmaceutical community. The Park boosts UMB's already robust research capacity by increasing opportunities for attracting innovative and talented university researchers, like those in the internationally renowned Institute for Genome Sciences which is housed in the BioPark, and by attracting bioscience firms to locate within the facility. This propinquity of basic sciences fosters collaboration and helps to advance new products and services to the marketplace.

In addition to the contributions the BioPark tenants make to science, the Park also boosts the local economy and community by creating new jobs and redeveloping currently unproductive land. In so doing it provides employment opportunities, retail service and enhanced security 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 dentists, and a major provider of Maryland's physicians, pharmacists, physical therapists, graduate nurses, attorneys, social workers, dental hygienists, biomedical researchers and technicians.

UMB is focused on addressing existing and projected shortages in the health care and public interest sectors. With respect to pharmacy, for example, UMB has been working over the last several years to increase the production of PharmD graduates by approximately one-third. With the opening of the addition to Pharmacy Hall and the expansion to the Shady Grove campus that expansion is nearing completion. An important side benefit has been the dramatic growth in sponsored research funding.

With respect to nursing, UMB emphasizes training nursing *faculty*, as well as clinical nurse leaders for the new health care economy. UMB expects to continue to 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. The school has instituted several clinical nursing specialty programs at the master's level and expects to institute its doctor of nursing practice in the coming months.

UMB's professional schools 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. And as detailed in an earlier session, the campus is emphasizing interprofessional education as the wave of the future in health care delivery.

UMB is also expanding its health sciences programs in Montgomery County via the Universities at Shady Grove (USG). Our nursing, pharmacy and social work schools already offer various degree programs at USG to help meet the healthcare workforce needs of the DC metropolitan area. In conjunction with collaborative research programs at the new USM Institute for Biotechnology and Bioscience Research at Shady Grove and in partnership with area hospitals, community pharmacies and other health care providers, and with the biotechnology industry, we anticipate building on existing programs and offering new programs in related disciplines toward the development of a full-fledged health sciences campus in the County.

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 including, but not limited to, patient care. All are critical parts of UMB's mission, and every faculty member is expected to contribute to all mission-critical areas. 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 education and research. As such, these activities are core to our mission, not optional add-ons. These will, by definition, grow in quality and scope as our education and research programs evolve.

One way of deconstructing the relative emphasis UMB places on education, research and service is to use the budget as a rough proxy. Following that approach, UMB generates approximately 45% of its revenue from sponsored research, 25% from clinical activities and public service, and the remaining roughly 30% from the State General Fund appropriation and revenue from tuition and fees. 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 adopted six key goals that formed the basis of its strategic plan FY 2006-2010. Accompanying each goal was a set of initiatives and performance measures. While the plan was developed to focus on 2006-2010, and the initiatives and performance accountability measures described therein reflect that time frame, the goals are long term.¹

In tandem with state and system planning efforts, the campus is actively working to develop its new strategic plan. While this new planning process proceeds and for the purposes of this report, the campus will continue to operate under its existing plan. In that regard, we list the following key goals, objectives and performance accountability measures with the understanding that these were developed at an earlier time under a

¹ Until replaced, that earlier plan can be found on the campus website at

<http://www.umaryland.edu/institutionalresearch/mission/index.html>

different set of fiscal expectations and may experience some changes over the next several years.

Goals

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, including

"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%."

This goal is expected to be continued into the strategic plan now under development, and the performance accountability measures suitably updated.

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

Original performance accountability measures:

"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%."

The goal is expected to be maintained; however, as noted earlier in this report, the performance measures will be revised to reflect the new economic reality. While our faculty are expected to continue to be highly productive, we anticipate an initial drop in external support and the creation of a new baseline due to the ending of ARRA funding and anticipated changes in PEPFAR. Moreover, as has been reported for the last several years, UMB is literally out of research space and hence cannot compete, for example, for certain large scale NIH Center of Excellence grants which require commitments of space dedicated to these centers unless and until Health Science Facility III becomes a reality. As part of the contemporaneous University System planning process and our campus strategic planning process we anticipate establishing a new funding base that appropriately reflects these changes in available external support. Once the new funding base is established, we expect modest growth to resume at the level of 2% to 3%

annually and to remain at that level until our severe shortage of research space is addressed.

3. Recruit outstanding students, increase access for underrepresented minorities and economically disadvantaged students, and 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.

Again at this time this goal and performance measure, suitably modified, is expected to carry over into our new strategic plan that is under development.

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%."

The Campaign goal identified above was later expanded by the Board of Regents to \$650 million by FY 12. Meeting this target in FY 12 and establishing appropriate philanthropic targets post Campaign will continue to be a priority.

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."

While progress was made in securing endowment and other sustainable funding for selected public service, this standard has not yet been met and will continue to need attention.

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.

Performance measurements have included and will continue to include meeting all fiscal benchmarks and cost containment requirements while continuing to meet quality and access expectations.

CONCLUSION

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 P3 works with community pharmacists to assist chronically ill patients. to monitor medications and direct their own care.

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 two-thirds 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 AND GOALS STATEMENT

Summary Mission Statement

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMIBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K- 16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

Institutional Identity

The University of Maryland, Baltimore County (UMBC), established in 1966 is a 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 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 outcomes, 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, 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 especially 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.

Reflective of its research and doctoral mission, UMBC is classified by the Carnegie Foundation as a Research University (High Research Activity). UMBC continues to expand both 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. However, for many of UMBC's liberal arts programs, viable Federal research support is often 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, engineering and information systems, 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 a 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 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 emphasizing its leadership in the area of minority STEM achievement and building on its national reputation for sending large numbers of minority students to graduate and professional schools nationwide (according to the National Academies, UMBC is the nation's leading predominantly white baccalaureate origin institution of African American doctorates in the natural sciences and engineering)*; 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

January 7, 2011

Summary of Mission Statement

The mission of the University of Maryland, College Park is to provide excellence in teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. The University is committed to preeminence as a national center of research and graduate education, and as the institution of choice for Maryland's undergraduates of exceptional ability and promise.

The University of Maryland 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 63 members of the Association of American Universities, an organization composed of the leading research universities in the United States and Canada. The University creates and applies knowledge, providing outstanding instruction and nourishing a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. As a land-grant institution, the University shares its research, educational, cultural, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with State, federal, private and non-profit partners promote economic development and improve quality of life.

Vital to these activities is the excellence of the University's faculty, staff, and students. The University counts the diversity of its community as among its greatest strengths. It is committed to diversity and inclusiveness in both educational and work environments. Providing equal educational opportunity; hiring and retaining a diverse faculty and staff of exceptional achievement; and recruiting and graduating talented students from traditionally underrepresented groups are institutional priorities.

Institutional Identity

The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland (USM), and the original 1862 land-grant institution in the State. As a Carnegie Doctoral/Research University (classified as Very High Research Activity), 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 the culture of the State, the region, the nation, and beyond. The University strives for excellence in all of its activities, including academics, the performing arts, and intercollegiate athletics.

As the USM flagship and a land-grant institution, the University shares its research, educational, cultural, and technological strengths with other institutions and their constituencies in the USM and throughout the State. The University's information technology infrastructure serves many audiences, and all state institutions have access to the University's libraries. In conjunction with the University of Maryland Eastern Shore, the University serves the State's agricultural, natural resource and youth/family needs through the University of Maryland Extension and the Maryland Agricultural Experiment Station. The University provides professional training for both degree and non-degree seeking students, consistent with its research mission and core competencies. Aided by technology, the University provides selected quality academic programs to audiences worldwide, sharing its knowledge and extending 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 offers a wide range of bachelor's, master's, and doctoral degrees, providing a challenging and rewarding education to all students. Masters and doctoral programs and postdoctoral mentoring deliver training at the highest levels, engaging outstanding students and new investigators in scholarship and research conducted alongside faculty mentors who are leaders in their fields. Degree programs are offered in agriculture and natural resources; architecture, planning and preservation; the behavioral and social sciences; business and management; computer, mathematical and natural sciences; the creative and performing arts; education; engineering; the humanities; journalism; information studies; public policy; and public health. The University's faculty consistently achieve national and international renown for their research and scholarship, are innovative and creative teachers, and serve society by sharing their expertise within the State and beyond. 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 embraces the principles of shared governance through its University Senate and a diverse collection of councils and committees that enable all constituencies to participate in deliberation and policy setting, a process promoting shared commitment to University goals.

The University counts the diversity of its faculty, staff and students as among its greatest strengths and a major component of its excellence. It is committed to diversity and inclusiveness

in both educational and work environments. Providing equal educational opportunity; hiring and retaining a diverse faculty and staff of exceptional achievement; and recruiting and graduating talented students from traditionally underrepresented groups are institutional priorities.

Institutional Capabilities

The University of Maryland has a clear vision of its role as a nationally distinguished public research university, and is committed to integrating its research and scholarship into teaching and service at all levels. Its service activities address challenges and policy issues of importance to the State and the nation. To achieve the goals underlying this vision, the University expects to perform and be funded at the level of the public research institutions that have historically been among the very best. Five such AAU members serve as the University's peers: the University of California, Berkeley, the University of California, Los Angeles, the University of Illinois at Urbana-Champaign, the University of Michigan, and the University of North Carolina at Chapel Hill. With a large number of nationally ranked graduate programs, a distinguished faculty, and research leading to the discovery and application of knowledge, the University provides graduate education at the forefront of research and scholarship to highly qualified students. Its growing professional master's degree programs provide well-trained leaders to meet the State's work force needs.

The University provides enriching and challenging undergraduate educational experiences. Its new general education program encourages students to study large societal problems from defined disciplinary and interdisciplinary perspectives, and ensures training in written and oral communication, basic mathematics, and cultural competency. Opportunities for student-centered learning include nationally renowned living-learning communities such as College Park Scholars and the Honors College; innovative, intensive programs such as Gemstone and Civicus; and internships, research experiences, and service learning. College of Education programs contribute to critical work force goals identified in the 2009 Maryland State Plan for Postsecondary Education. Enrollments and number of degrees granted at all levels in the University's science, technology, engineering and mathematics programs (STEM) are growing, supported by increased student interest, active recruiting, and outstanding teaching. The University is expanding its training of STEM teachers, aided by new approaches to teacher certification. Programs in public and community health in the recently accredited Maryland School of Public Health are expanding rapidly, meeting a critical need in the State's labor force.

The University of Maryland serves as a hub of knowledge from which flow cultural, intellectual, and economic benefits to the State and region. It shares its research, educational, and technological strengths with businesses, government, and other educational institutions. Because of the depth of knowledge possessed by faculty across many disciplines, the University of Maryland is uniquely positioned to forge relationships with major federal and State agencies, national laboratories, corporations, non-profit organizations, other educational institutions, and local school districts. Recent partnership agreements with Lockheed-Martin, NASA's Goddard Space Flight Center, the National Cancer Institute, and the Smithsonian Institution support research and training for graduate and undergraduate students. The Institute for Bioscience and Biotechnology Research provides a unique opportunity for further collaboration between the University, the University of Maryland, Baltimore, and the National Institute of Standards and

Technology, supporting development of biotechnology in the State. The Maryland Technology Enterprise Institute supports business in its Maryland Industrial Partnership Program and provides educational programs and other assistance to support technology entrepreneurs.

The University of Maryland is strong across many disciplines. It is at the forefront of advancing knowledge in areas that increasingly depend on multi-disciplinary approaches, including energy, the environment, health, climate change, food safety, security, and information sciences. Faculty are leaders in the preservation and interpretation of history and culture, and innovators in the creative and performing arts. The University is expanding its engagement in the global community, building partnerships with leading international institutions and expanding study abroad opportunities to help prepare its students to live and be leaders in the new global economy. The University is at the forefront of research on teaching and learning that contributes to educational reform in the State and the nation. It provides future teachers and administrators with up-to-date knowledge of the best pedagogical practices in an extremely diverse educational system, and offers innovative pathways to teacher certification.

Institutional Objectives and Outcomes

In accordance with the 2009 Maryland State Plan for Postsecondary Education, the USM Strategic Plan, and the University of Maryland, College Park Strategic Plan, the University will pursue the following objectives.

I. Undergraduate Education

The University will continue to elevate the quality and accessibility of undergraduate education, with programs that are comprehensive and challenging, and serve students well as a foundation for the workplace, advanced study, and a productive, fulfilling life. The University will also continue efforts to attract larger numbers of academically talented students, enroll more students from traditionally underrepresented groups, and become the school of choice for more of the highest achieving students graduating from Maryland high schools.

Objectives:

1. Continue to develop and implement a new, forward-looking general education curriculum that enhances the fundamental skills of written and oral communication and analytical thinking, and prepares students effectively for the complexities of life in an increasingly global environment. This new curriculum will provide students with opportunities to develop cultural competence, to recognize human differences, and to appreciate their value in plural societies.
2. Continue to improve our undergraduate programs through implementation of campus, program, and course-level learning outcomes assessments.
3. Continue to enhance opportunities for learning outside the classroom through research projects, internships, and service learning opportunities.

4. Increase the number of arts and sciences students choosing to become STEM teachers by expanding recruitment efforts and scholarships; increasing collaboration between the College of Education and STEM colleges in curriculum development; and providing flexible opportunities to acquire teacher certification.
5. Expand the number of teacher education programs that are implemented in collaboration with local school districts, targeting STEM teaching.
6. Continue to increase enrollments in our undergraduate programs at the Universities at Shady Grove through partnerships with community colleges, and introduce innovative new undergraduate and graduate programs that address workforce needs.
7. Enhance opportunities for global engagement by increasing the enrollment of international undergraduate students, and increasing opportunities for students to participate in outstanding and enriching international programs.
8. Increase the number of the highest achieving Maryland high school graduates the University enrolls, and increase the percentage of undergraduate students from traditionally underrepresented groups.
9. Increase the retention and graduation rates of all undergraduate students.
10. Increase the use of technology in instruction through the development of courses and programs delivered in hybrid, asynchronous, and online learning formats.
11. Increase the amount and flexibility of financial aid available to students, with the goals of increasing accessibility and reducing the debt burden of our graduates.

II. Graduate Education and Research

The University of Maryland will continue to provide the highest quality graduate and professional education at all levels. The University strives to be recognized as a world center for the creation and dissemination of knowledge across all disciplines, addressing major societal issues and expanding the frontiers of knowledge that will place us among the very finest research universities in the nation and the world. We will enroll and educate students who excel in academic achievement and exhibit the promise of outstanding creativity and innovation, and whose diversity will contribute to the vigor, scope, and intellectual excitement of our programs.

Objectives:

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. Enhance the eminence of all of our research and graduate programs, increasing the number of programs recognized at the highest levels of excellence.
3. Continue to expand the number of Ph.D. programs known for their commitment to excellence and for their comprehensive approach to graduate study, an approach that includes the recruitment, mentoring, career preparation, and placement of outstanding and diverse graduate students.

4. Expand excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their pioneering curricula, and for their spirit of innovation and creativity.
5. Provide excellent mentoring and training programs for post-doctoral researchers.
6. Expand interdisciplinary research and educational programs that address major intellectual and policy issues of critical importance to the State, the nation, and the world.
7. Continue to develop and facilitate access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning.

III. Diversity and Inclusion

The University commits itself to the principle that living and working in a community that celebrates diversity contributes to the vitality and quality of the educational experience, and prepares students to excel in an increasingly diverse workplace and global community.

Objectives:

1. Continue to create an ethnically, culturally, and racially diverse community by achieving an enrollment that includes at least 35% of undergraduate students from underrepresented groups through increased recruitment and retention.
2. Develop and implement recruitment and retention strategies to increase the diversity of our faculty and staff.
3. Continue to develop and implement initiatives to build a greater sense of community among faculty, staff, students, and alumni.
4. Continue to improve facilities and opportunities for students, faculty, and staff with disabilities by enhancing both academic support and access to campus buildings, classrooms, and equipment.

IV. University Outreach, Partnerships, and Engagement

The University will engage fully in outreach and collaborative partnerships, extending its scholarly reach beyond the campus, promoting economic development, and improving quality of life in the College Park community and in the State. The University will expand the international reach of its programs, creating collaborations world-wide that enhance learning opportunities for students and expand the visibility of the University as a globally engaged institution. Expanding relationships with the University family of alumni and friends will create opportunities for students, benefits to alumni from access to campus expertise, and increased giving in support of the University's mission.

Objectives:

1. Extend the scholarly reach of our campus by forming strong collaborations and partnerships with USM institutions, other research universities, corporations, non-profit and community-based organizations, and State, federal, and international agencies.
2. Increase partnerships with the private sector to promote economic development, including Maryland Technology Enterprise Institute initiatives that foster entrepreneurship and support new companies.
3. Expand technology transfer and research commercialization activities.
4. 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.
5. Continue efforts to develop East Campus as a vibrant part of the College Park community by building market-rate and graduate housing, a hotel, restaurants, entertainment, and varied retail establishments.
6. Continue to develop M Square Research Park, increasing collaborative research and professional employment to enhance the State's economic competitiveness.
7. Increase the scope, impact, and success of the University's international programs, partnerships, and collaborations.
8. Expand the University's family of alumni and friends by developing more opportunities to attract them to the campus and by communicating our pride in the University's accomplishments.
9. Continue to increase the engagement of alumni and friends in support of students through internships and other opportunities for interaction on and off the campus.

V. Improving University Infrastructure and Resources

The University will ensure an administrative, operational, and physical infrastructure that fully supports a first-class university, committing to the highest standards for efficient and effective use of resources. This includes: supporting an information technology 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 to meet the needs of a leading research university; and ensuring that campus administrative operations provide first-class support of the academic mission.

Objectives:

1. Continue to develop and maintain an infrastructure that provides the level of performance necessary for our faculty and staff to excel in their research and scholarship.

2. Continue to upgrade and modernize classrooms to facilitate innovative and cutting-edge approaches to teaching and learning.
3. Further develop the University's physical facilities so that they fully meet the needs of a leading research university.
4. Increase campus efficiency in the use of energy and other resources, and promote research and educational activities that contribute to long term economic and environmental sustainability for the campus.
5. Ensure that the administrative operations of all campus units, including academic units, provide responsive, customer-oriented service to all of the University's constituencies.
6. Continue to build a human resources infrastructure that supports effective recruiting and retention of an outstanding staff and provides first-class support of the University's academic mission.
7. Continue to reallocate resources each year to support strategic initiatives that advance progress toward the University's overall goals for excellence.

**UNIVERSITY OF MARYLAND EASTERN SHORE
REVISED FIVE-YEAR MISSION STATEMENT (2011-2016)**

SUBMITTED TO:

**WILLIAM E. KIRWAN, Ph.D.
CHANCELLOR
UNIVERSITY SYSTEM OF MARYLAND**

SUBMITTED BY:

**Thelma B. Thompson, Ph.D.
President
University of Maryland Eastern Shore
Maryland**

November 12, 2010



**UNIVERSITY OF MARYLAND EASTERN SHORE
REVISED MISSION STATEMENT
NOVEMBER 12, 2010**

SUMMARY MISSION STATEMENT

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, engineering and technology, 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, human ecology, marine and environmental sciences, technology, engineering and aviation sciences, health professions, business, 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 experiences, including individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. In addition, 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.

VISION STATEMENT

UMES aspires to be a Doctoral Research University, and a national model for producing a globally competent citizenry in the 21st Century through:

- Providing access to high quality values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives;
- Recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and

- Creating a culture to develop systematic approach to successfully close the achievement gap.

INSTITUTIONAL CORE VALUES

- Providing high quality undergraduate and graduate programs that will equip students with 21st Century knowledge and skills necessary for the challenges of America and the world.
- Affirming its role as the State's 1890 land-grant institution by providing citizens with opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.
- Demonstrating shared-governance through recognition of the viewpoints that various members of the university community contribute to the institution.
- Appreciating diversity in its student body, faculty, staff and administration through civility, commitment to tolerance, freedom of expression, and celebration of other cultures.
- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.
- Promoting student-centeredness as the heart of the educational enterprise.
- Focusing on character development through learning and leadership experiences.

MISSION STATEMENT

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INSTITUTIONAL IDENTITY

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral degree granting 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. The University values 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 124 years of continuous educational service, initially under the auspices 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 mission reflects the changes in both internal and external environments which include cultural diversity; global interdependence; changes in local, state, and national economy; climate change; 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 imbue 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 Agricultural Experiment Station, UMES works collaboratively with the University of Maryland, the 1862 land-grant institution, and various USDA agencies. 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 Program provides – well trained personnel for the state and national tourism industry. The engineering and technology programs address industry needs in the Eastern Shore region and the state. Faculty research in natural resource management and water pollution focuses on environmental sustainability issues of the Eastern Shore. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, managerial, organizational, and broadband 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 P-20 initiative), and other programs. For instance, UMES and Salisbury University collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and the Biology/Environmental Science Programs.

The University of Maryland Eastern Shore works collaboratively to provide academic programs at several USM regional satellite centers, such as the Universities at Shady Grove, the Eastern Regional Higher Education Center (ERHEC), and the Baltimore Museum of Industry. UMES

has Bachelor's degree programs in Construction Management, and Hotel and Restaurant Management at the Universities at Shady Grove. The M.Ed. in Career and Technology Education is offered at the Maryland Center for Career and Technology Education Studies (MCCTES) in the Baltimore Museum of History in Baltimore. In addition, MCCTES offers career and technology education courses for teacher certification. Currently the University is exploring plans to extend the Ph.D. Program in Organizational Leadership, and other programs at the Eastern Regional Higher Education Center (ERHEC).

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. In addition, UMES' Business Education Program has been named the State Affiliate Program for Business Management and Finance by the Division of Career and College Readiness at the Maryland State Department of Education. Access to the Salisbury-Ocean City Airport allows the Aviation Science program to establish strong links with airport personnel. The University of Maryland Eastern Shore has a number of clinical affiliations managed by the School of Pharmacy and Health Professions. These affiliations are with: Dove Point Rehabilitation Services, the State of Maryland Department of Rehabilitation Services, Go-Getters of Princess Anne, Hope Creek School, Forsyth County Senior Services, The Holly Center, New Life Health Care Agency, Somerset Community Services, Health South Chesapeake Rehabilitation Hospital, Veteran Affairs Medical Center, Maple Shade/In-sights Counseling Inc., the Office of Vocational Rehabilitation-York, the Holly Community Inc., the Office of Vocational Rehabilitation-Philadelphia, Warwick Manor Behavioral Health, Kennedy Kriger Institute, the Worcester County Health Department, Intrepid USA Health Care, Three Lower Counties Community Services, New Life Health Care Agency, Easter Seals Foundation, Life Matters, Peninsula Regional Medical Center, McCready Hospital and Atlantic General Hospital.

Agricultural and Natural Science students and faculty leaders partner with local agricultural and aquaculture business persons, to conduct and apply appropriate research findings that improve their economic base. UMES offers the Ph.D. in Marine-Estuarine-Environmental Sciences (MEES), in conjunction with other University System of Maryland institutions.

While the Carnegie Foundation classifies UMES as a Masters' S programs (Masters' Small Programs), the University aspires to achieve Doctoral Research University classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Toxicology, (c) Organizational Leadership, and (d) Education Leadership.

To respond to widespread regional and national health care needs, especially those in rural areas, a new school of Pharmacy and Health Professions (consisting of Pharmacy, Physical Therapy, Physician Assistant, Exercise Science, and Rehabilitation Services) has been established at UMES. UMES matriculated its inaugural class of pharmacy students in August of 2010. This will assist to address the shortage of pharmacists practicing on the Eastern Shore of Maryland as well as the nation as a whole.

To accommodate changes in the accountancy licensure examination, the University will develop a Master's Degree 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. A four-year bachelor of science degree in Engineering with specialization in aerospace, computer, electrical, and mechanical is offered at UMES to foster close partnerships with and facilitate technology transfers to industry and government, as well as contribute to the economic development within the State of Maryland and specifically in the Eastern Shore region. These program expansions address needed access to terminal degrees on the Shore, reflect current and potential strengths within the University, meet expressed interests of potential doctoral matriculants, as well as work force training needs.

Unique academic programs in the State offered only at UMES include (1) Aviation Science; (2) PGA Golf Management; (3) Agribusiness; (4) Professional Science Masters in Quantitative Fisheries and Resource Economics; (5) Teacher Education (Family and Consumer Science Education, and Technology Education); and (6) Urban Forestry.

The University of Maryland Eastern Shore is currently in the process of developing five new degree programs. All five programs will support the mission and address workforce development initiatives for the State of Maryland. The programs will be (1) Bachelor's Degree in Unmanned Aerial Systems; (2) Master's Degree in Emergency Management; (3) Master's Degree in Biochemistry; (4) Master's Degree in Accounting; and (5) Ph.D. in Biochemistry.

The University has initiated a Technology Competency and Certification program that will provide an opportunity for UMES to strengthen its capacity to adequately prepare and assess students Technological Competency required by Maryland Higher Education Commission (MHEC) and Middle States Higher Education Accreditation Commission (MSCHE). The specific objectives of the initiative are to (1) provide opportunity for UMES faculty and staff to be trained and certified by Microsoft as Microsoft Certified Trainers; (2) provide a center for preparing students to take Microsoft examinations to be certified as Microsoft Office Specialist, and or Microsoft Office Specialist Master; and (3) provide external professional validity for meeting the technological competency required by MHEC and MSCHE.

A new Global Studies Certificate Program which requires 15 credit hours of interdisciplinary global courses has been developed. The program is optional and open to all UMES students. The objectives of the Global Studies Certificate Program are to (1) provide interdisciplinary courses in global studies for UMES students; (2) offer significant international dimension to students' departmental majors; and (3) provide tools students can use to understand, acquire knowledge, and develop skills for living and communicating in the global interdependent and culturally diverse world of the 21st century.

The University of Maryland Eastern Shore will create an Entrepreneurial Institute to serve the local population and the State of Maryland in cutting-edge training of entrepreneurs and the minority student population served by the University. As part of the preparation for this unique educational opportunity, UMES sent thirty students with four faculty and staff for exposure and training at The Allen Entrepreneurial Institute in Lithonia, Georgia. The Institute caters for education and training for minority and business owners. The experience from the Camp Exposure for the students is to serve as a launch pad for the creation of a vibrant institute and training center for our future student generation and entrepreneurs.

INSTITUTIONAL CAPABILITIES

UMES views with pride its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. 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 mission. The University is impressively diverse, as students originate from over 70 different countries. At the faculty level, 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) Center of Research Excellence In Science and Technology (CREST)

The National Science Foundation funded a CREST at UMES, which focuses on Integrated Study of Coastal Ecosystem Processes and Dynamics in the Mid-Atlantic Region. CREST supports UMES' emphasis to design and implement academic programs that are responsive to the UMES mission, the needs of the state, region and the nation, and meet the challenges of a highly competitive and global workforce. Its related objectives infuse more research and creative activities to improve the learning experience of graduate and undergraduate students while advancing productivity in research.

UMES, as the lead institution of this multimillion-dollar Center, collaborates with the Virginia Institute of Marine Science (VIMS), the University of Maryland Center for Environmental Science at the Institute of Marine and Environmental Technology (UMCES IMET), and Morgan State University. The goals of CREST are to:

- model and predict the effect of land use and climate change on the mid-Atlantic coastal ecosystems;
- provide research training to high school students and teachers, undergraduate and graduate students particularly from members of underrepresented groups;
- improve infrastructure for research and education in marine and environmental sciences; and
- increase public awareness of the interdependence of humans and the coastal environment.

(b) The Paul S. Sarbanes Coastal Ecology Center

The Sarbanes Center located at Assateague Island, (six miles from the Chesapeake Bay and 30 miles from the Atlantic Ocean) plays a significant national role in the diversification of the work force of the National Oceanic and Atmospheric Administration (NOAA). The Sarbanes Center 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.

Sarbanes Center 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. This 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 this 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 an 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 and College Readiness.

(d) **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 our campus. This long-standing and strong partnership between UMES and USDA has resulted in the establishment of a Ph.D. Program in Food Science, in the Department of Agriculture, Food and Resource Sciences at UMES, and 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, chicken meat products, and vegetables. 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.

(e) **Poultry Research Institute**

The Poultry Research and Education Center at UMES serves the Delmarva broiler industry by

providing students with courses in the areas of poultry nutrition, physiology, disease management, food safety and overall management. In addition to formal classroom instruction, UMES is involved in conducting practical and applied research to improve broiler production and food safety and to reduce environmental pollution. Current applied research includes:

(i) UMES/Alpharma Inc. Project

UMES has received Maryland Industrial Partnerships funding to work with Alpharma, Inc. Food Safety Products in the development and evaluation of a plastic flooring project “Underwater Pulse Arc Discharge” system for use in poultry processing plants to reduce pathogen contamination. The new technology utilizes pressure to weaken or destroy bacteria that reside on the surface, in skin pores and in internal cavities, thus greatly improving the reduction of pathogen in comparison to the current methods of surface chemical disinfection only.

(ii) AVI Home Poultry Project

UMES Poultry House Project: UMES has worked with AviHome, LLC to demonstrate the effectiveness of a novel “litter-less” flooring system that consists of two layers of polymer flooring with an air plenum in between. The university helped secure over \$1.5 million in grants and contracts to support pre-commercialization work for this project. Full scale tests have shown a significant reduction in ammonia emissions (by over 80%), increased bird weight gain (5-15%), and improved feed efficiency (2-6%). Implementation of this system will provide the possibility of the rare combination of enhanced benefits to the environment, improved bird and worker health benefits, and increased bottom lines for poultry producers.

(f) Soybean Research Institute

The Soybean Research Institute was established in 1976 with a goal of developing integrated pest management strategies to reduce pest damage and also to improve nutritional quality of soybean cultivars grown on the Delmarva eastern shore. The Institute has worked closely with USDA plant breeders at the Beltsville Agricultural Research Center in developing multiple pest resistant cultivars particularly to reduce pod and leaf damage by larvae of the corn earworm, silver spotted skipper and nymphs of Mexican bean beetle. A focus of the Institute has also been in the training of minority undergraduate and graduate students in soybean and crop research for the workforce. The Institute also has a goal of producing refereed journal publications and dissemination of research results to extension agents, administrators and farmers for their use.

(g) Collaborative UMES-USDA/ARS Research on Water Quality and Nutrient Management

UMES has formed unique partnerships with USDA-ARS units in three states, Alabama, Arkansas and Pennsylvania. As such, we have developed the technological and analytical capability to test and develop new strategies that can be adopted as best management practices (BMPs) for water quality protection affecting the Chesapeake Bay and surrounding tributaries. Quantifying the benefits of new technologies and practices relative to nutrient runoff and leaching, is imperative to justifying recommendations that will ultimately be adopted by local stakeholder farmers, and farmers in other heavy poultry producing states. This aspect is imperative and warranted to assisting them in meeting nutrient management requirement imposed by various USDA agencies and EPA. Research is designed to compare losses of nitrogen and phosphorus on no-till soils in runoff and leachate due to new soil dry poultry litter

subsurface incorporation techniques, with losses from traditional methods of application common on Delmarva. New and innovative techniques are also being tested that will prevent phosphorus and harmful trace elements, e.g., arsenic from reaching drainage ditches, as well as, watersheds that empty into the Chesapeake Bay.

This research also has broad applications for determining a link between urea (either as urea nitrogen or poultry litter), and the production of the biotoxin domoic acid that affects the health and safety of seafood derived from the Chesapeake Bay. In a region where both agriculture and seafood are major industries, it is critical to accurately identify potential risks that would affect this industry. Our research also impacts the number of young scientists who enter the future workforce, as we provide research training for students at the undergraduate and graduate levels, especially minorities. Due to the unique partnerships with USDA-ARS, UMES' ability to secure large grants, development of outstanding field research and laboratory capabilities has been enhanced. The University is well positioned to be a mainstream partner in generating data germane to finding solutions that will improve the health of the Chesapeake Bay and other important water bodies on Delmarva.

(h) International Development

i. Partnerships

UMES has linkage agreements with 28 Universities and research institutions, government and private sector institutions in Africa, the Caribbean, Central America, and the United States of 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. UMES has developed and received funding for five (5) Cooperative Agreements with the United States Department of Agriculture (USDA) to provide staff for technical assistance to the United States Agency for International Development (USAID). Technical assistance to USAID has expanded from the provision of **five** Long-term Technical Advisors in 2006 to **twenty-two (22)** Long-term Advisors in 2010. The twenty-two (22) International Development Advisors that UMES has assigned to USAID work in countries such as Azerbaijan, Indonesia, Iraq, Afghanistan, and Haiti, and most of Sub-Saharan Africa. UMES provides Technical Assistance to support two U.S. Presidential Initiatives: **Global Hunger & Food Security Initiative, and Sudan Agricultural Program**

ii. Biennial International Workshops

During the past 25 years, the University of Maryland Eastern Shore has had an outstanding record participating in international research, education and development activities. The successes achieved resulted from the partnerships that were initiated between institutions, government agencies, the private sector, and civil society. One of the lessons learned was the need for more sustainable partnerships and greater recognition of universities and their role as engaged agents of change.

Emerging from these lessons learned was the need for a biennial international workshop. The purpose of the workshop is to provide a forum for sharing experiences, developing innovative approaches and creating partnership opportunities to enhance international development. The primary focus is to develop solutions to the challenges faced by developing countries and their knowledge systems in addressing the needs of the underserved. The University has successfully organized three international workshops with focus on international education and development, in collaboration with high ranking international universities, government agencies, and business

partners. Each workshop had its unique theme and a broad range of participants representing all facets of the partnership.

iii. Protective Clothing Research

Research on protective clothing for pesticide applicators at the University of Maryland Eastern Shore, over almost two decades, has progressed to an extensive database with data for over 130 fabrics from many countries. An online system was developed to access technical information for the fabrics. A new prototype system has been developed for data entry, data management, and dissemination of information. National and International Standards have been addressed. Studies have been conducted to refine methodology to assess performance of protective clothing for pesticide users. These studies have been used for the development of ASTM International and ISO standards to measure the penetration of pesticides through textile materials. Research on protective clothing for hot climates has been the focus of numerous studies which focused on the use of repellent fabrics as alternatives for the impermeable materials in hot and humid climates. The European Crop Protection Association on protective clothing assessment for pesticide applicators has been a major collaborator.

iv. JA FARMS: Jamaica

In 2007, the Maryland Hawk Corporation joined with Citizen Development Corps as a subcontractor under a USAID Jamaica contract in collaboration with Jamaica's Ministry of Agriculture to introduce the FARMS (Farmers Access to Regional Markets) model developed at UMES to Jamaican farmers, referring to the project as JA FARMS. The model works by facilitating market linkages between smallholder farmers and processing intermediaries to enhance the performance of the agribusiness industry in targeted regions. Essentially, by fostering the creation of grower associations to balance the grower-marketer relationship, wealth is equitably distributed. Additionally, grower associations enable smallholder farmers to compete with larger, more capital intensive producers by allowing them to access agricultural inputs, financing, transportation, and other services under more favorable terms.

In Jamaica, JA FARMS proved to be extremely successful. The project leveraged \$5.7million in local inputs, infrastructure development, and cash in private sector support from Jamaican businesses and matching funds from the USAID Jamaica. With participation from three champion businesses in the agro-processing industry – Walkerswood Caribbean Foods, Santoy Cooperative, and Rock Mountain Herbs – JA FARMS was able to expand the market opportunities for small farmers and other community groups while promoting the preservation of the island's unique biodiversity.

(i) University Aviation Association/Aviation Accreditation Board International

UMES is a member of the University Aviation Association (UAA) which seeks the advancement of degree-granting aviation programs through its collective expertise and advocacy. The University is authorized by the Federal Aviation Administration (FAA) as the Computer Testing Designee Institution. This authorization allows the University to administer FAA knowledge test for pilots, mechanics and dispatchers in the designated computer testing center. The testing center is operated by the Department of Engineering and Aviation Sciences. UMES is also designated as the a Federal Aviation Safety Center with all the full-time aviation faculty members certified as Federal Aviation Administration Safety Team (FAAST) representatives to

hold seminars for the benefit of the University and the surrounding aviation community.

(j) 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. In addition, a newly revised and approved Education Leadership doctoral program has recently enrolled its first cohort. 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 engage in field experiences, practica and internships at these sites. In addition, the Unit is working collaboratively with these four counties and two other counties on Maryland's Eastern Shore (i.e., Dorchester and Talbot) in the area of special education professional development through support from a Maryland State Improvement Grant (MSIG), now in its eleventh year.

(k) Information Technology

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.

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.

INSTITUTIONAL OBJECTIVES AND OUTCOMES (2005-2010)

[UMES is currently developing its next quinquennial (2011-2016) Strategic Plan which is expected to be aligned with the University System of Maryland Plan. The UMES plan is expected to be completed by April 1, 2011. The institutional objectives and outcomes section will be replaced by the information from the 2011-2016 Strategic Plans.]

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 educational 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 Use systematic visioning and planning strategies to create and maintain UMES Centers of Excellence.
- 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 Develop process and procedures manuals to standardize daily operating procedures throughout the University to serve as a guide to new employees.
- 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 AND GOALS STATEMENT
2010**

SUMMARY MISSION STATEMENT

The mission of University of Maryland University College is to offer top-quality educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education. By offering academic programs that are respected, affordable and accessible technologically and through a variety of face-to-face formats, UMUC broadens the range of career opportunities available to students, improves their lives, and maximizes their economic and intellectual contributions to Maryland, the nation, and the world.

This mission is rooted in UMUC's institutional purpose as stipulated by State statute (Education Code, Section 13-101); specifically that the university shall:

- (1) Operate as Maryland's open university, serving nontraditional students who reside in Maryland, the United States and around the world;
- (2) Provide the citizens of Maryland with affordable, open access to higher education;
- (3) Continue as a leader in distributed education.

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and, through its Inn and Conference Center and its Largo facility, hosts professional conferences and meetings that support the economic and societal needs of the State.

INSTITUTIONAL IDENTITY

As underscored in the State Plan, UMUC is a well-respected and widely recognized leader in distributed and distance learning within the State, across the United States and around the world. The university stands apart within the State for its extensive technical infrastructure, trained faculty and staff and deep support services for teaching adult students at a distance, both online and face-to-face.

UMUC's focus is on the adult learner. This characteristic starts with the university's longstanding relationship with the Department of Defense and its military contracts in Europe, the Middle East and Asia. But it does not stop there. Half of UMUC's student population is not affiliated with the military. Taken as a whole, the average age of UMUC's student population is 32; most are employed, married and have children. As a group, these students have attended an

average of five other colleges or universities before coming to UMUC and require the university to gear its student and academic support services to the needs of these adult learners.

Given UMUC's mission and student population, it is a natural partner with community colleges within the State and across the nation. Consequently, UMUC has articulation agreements with all 16 community colleges within the State and with 56 other community colleges outside of Maryland. These relationships are part of the university's identity and account for the fact that more Maryland community college students transfer to UMUC than to any other college or university in the State.

As an open university committed to access, UMUC has a richly diverse student body, faculty and staff. In fall 2009 stateside, 37% of UMUC's undergraduate students and 41% of its graduate students were African American or Hispanic. Consequently, the university awards a large number of degrees to these groups each year. In FY 2009, 29% of UMUC bachelor degrees and 35% of its master's degrees were awarded to African American or Hispanic students, totaling more than 1,500 degrees. Thirty-nine percent of UMUC's full-time faculty and staff are African American or Hispanic.

UMUC's basic Carnegie classification is Master's L. The university offers adult students a broad range of academic programs in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, technology and other fields. But the emphasis within the university has been and will continue to be on applied, workforce-related programs and related continuing education that answer market needs. UMUC is particularly adept at understanding and even anticipating workforce needs and quickly proposing and deploying certificates and degree programs to meet those needs, whether at the associate's, bachelor's, master's or doctoral level.

Excellence is a key value informing UMUC's academic programs and student services. The university seeks validation of its academic programs in objective ways, *viz.* through special accreditation where it is appropriate, through blue ribbon advisory groups of nationally-known practitioners, and through its learning outcomes assessment initiative. It also pursues endowed chairs in workforce-related areas to help ensure the currency of UMUC's applied programs. The university provides professional development opportunities to faculty in their academic disciplines and in the fields of adult and distance education. UMUC embraces metrics-based management at all levels of the university which ensures an ongoing review of business processes, staff training and infrastructure to enhance the range of student services and academic support.

UMUC is able to attract highly-qualified full-time and adjunct faculty who more often than not, like their students, have experience in the workplace and can leverage that experience in their teaching. The university's mission to serve adult students particularly benefits from adjunct faculty who are "practitioner scholars" engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university, given its history of very limited state support.

UMUC is a truly globalized American campus whose academic, technical and business operations are integrated across Europe, Asia and the Middle East, requiring staff to work together routinely across time zones and allowing students to move seamlessly from one division to another. The globalized character of the university is the result in part of UMUC's contracts with the Department of Defense (DoD), which has prepared the university to pursue international relationships outside of the contracts with universities in Russia, Turkey, South Africa and Japan.

UMUC has an active alumni association that provides financial support, advocates for the university and stands as a compelling testimony to the value and viability of a UMUC degree. Members of the Board of Visitors share their expertise and insight—representing the highest ranks of leadership in the public and private sectors, the military, and higher education—as they advise UMUC's president on matters related to strategy, planning, and operations.

The university serves the State and its citizens by preserving and exhibiting the UMUC Art Collection, which includes one of the world's largest collections of the work of Maryland artists (including The Art of Gladys Goldstein, The Art of Herman Maril, and The Doris Patz Collection), as well as a significant collection of Asian art (including The Art of China and The Japanese Art Collection). UMUC's newest art installation is the Leroy Merritt Center for the Art of Joseph Sheppard. Located in a newly refurbished gallery designed by well-known Baltimore architect Jim Grieves, the Merritt Center in the UMUC headquarters in Adelphi provides a showcase for Sheppard's sculpture and paintings as well as celebrating the legacy of Maryland philanthropist and businessman Leroy Merritt. Opened in 2010, the Merritt Center furthers the university's goal of promoting lifelong learning and serves as a unique focal point for the university's highly acclaimed visual art collections. Members of UMUC's Art Advisory Board act as advisors, enthusiasts, and advocates for the art program.

INSTITUTIONAL CAPABILITIES

UMUC is a teaching institution firmly focused on teaching and in particular on the instruction of adult students. It is in support of the teaching mission that UMUC offers research and extensive professional development opportunities for its faculty in their academic disciplines and in adult education and in distance education itself. UMUC has developed an extensive IT infrastructure, student support services, library resources and business process to offer its programs not only face-to-face here and abroad, but online reaching a state-wide, national and international student population.

This delivery and support system is matched by a broad inventory of degree and certificate programs developed so that they can be offered online, including those that are directly targeted on workforce needs. All university degree programs are mapped to core competencies desired of UMUC graduates and curricular improvements are informed by a sustained learning outcomes assessment program. Important to the university's strategy of maintaining the currency of its workforce programs is the use of high-level advisory boards of industry and government representatives and through endowed chairs in selected areas, such as management and technology.

Surrounding these core capabilities, the university has built a strong Institutional Advancement Office to raise scholarship funds and other resources for UMUC students. Its Office of Institutional Research and Planning and Accountability houses a robust data warehouse, Business Intelligence tools and an analytic staff to conduct datamining. In all of the areas of its activity, academic and administrative, the university has defined key metrics to regularly monitor its performance. These metrics roll up to an institution-wide dashboard that identifies the most critical areas of the university's activity and produces systemic accountability for results.

These capabilities allow UMUC to serve the goals of the State plan in a variety of ways, including the following.

State Plan Goal 1: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

- Major curricular redesign at both the undergraduate and graduate levels to align programs with core competencies and to redesign courses to help student hone these competencies. These include critical thinking, written communication, information literacy, quantitative literacy, technology fluency, scientific literacy, cultural and diversity awareness, and competency in the major field of study.
- Strong learning outcomes assessment program to provide data about the success of the university in developing student competencies and a faculty culture of using data to improve curricula over time. Among the measures used by UMUC is the ETS Proficiency Profile (EPP) to measure the value added of the UMUC experience comparing entering and graduating student groups.
- Pursuit of special accreditation where practical and appropriate. UMUC has and will continue to seek opportunities to show that its programs meet external standards of excellence as formulated by professional societies.
- Targeted interventions to support student retention and degree completion. This is supported by the university's datamining initiative to better understand UMUC's students and what makes them academically successful. The quality of UMUC's datamining effort has recently been recognized by a \$1.2 million award from the Kresge Foundation to fund a joint datamining effort with Prince George's Community College and Montgomery Community College.

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

- UMUC is unique among public four-year higher education institutions in Maryland in utilizing an open enrollment admissions system. By focusing on access rather than selectivity in admissions, UMUC provides underserved segments of the population with an opportunity to earn a college degree.

- UMUC will not only continue to offer a large inventory of degree programs online but will continue, through its own development or through vendor relationships, to offer these to a state-wide, national and international audience through the most appropriate learning management platform. Likewise, UMUC will continue to participate in regional higher education centers around the State, to offer programs on military installations, and to seek educational partnerships with corporate and government entities to serve specialized workforce development needs.
- The university will leverage its alliances with all 16 community colleges within the State to provide seamless transfer opportunities for community college graduates across a broad range of programs. The model for these relationships is 2+2+2, with students completing an associate's degree having a clear pathway to a UMUC bachelor's and master's degree.
- UMUC will continue a strong emphasis on seeking scholarships for students in critical need areas, such as cybersecurity, STEM certification fields within the Master of Arts in Teaching (MAT), among others.

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

UMUC's mission as an open university serving adult students through online and face-to-face formats ensures opportunity for a diverse student population. Likewise, the university's scholarship program focused on needs-based criteria supports the opportunity of those who traditionally have not easily been able to pursue postsecondary education. Finally, the university has and will continue to implement a strong achievement gap program to help ensure that African American students and other minorities graduate at the same rate as the student population as a whole.

State Goal 4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

- Student centered learning. UMUC is completing an ambitious project to re-design the entire undergraduate curriculum, in order to provide consistent and predictable learning experiences for students, provide a seamless pathway for students to complete a program worldwide, maximize opportunities for student success, and to unify the educational program into a cohesive academic model. The undergraduate project takes into account the distinct learning needs of UMUC students, and will more firmly anchor curriculum development in learning outcomes.
- Support for faculty development. UMUC has a cadre of strong teaching faculty. To support its faculty, the university has a well-funded Center for Teaching and Learning which is the locus for a wide array of faculty training from the initial course in online teaching to numerous specialized online workshops intended to help faculty develop their skills in targeted areas. CTL also funds external conference participation and other forms of professional development for both full-time and adjunct faculty. UMUC will continue

to offer teaching opportunities to large numbers of adjuncts and will likewise invest in their development as faculty.

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 through its focus on the education and training of the State workforce. Examples are its programs in cybersecurity and STEM certifications within its MAT program. UMUC's business plan provides for tracking workforce needs and developing academic programs through the doctoral level as appropriate to meet such needs. The impact of these programs is enhanced through the variety of formats in which UMUC can offer them.
- 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 and Department of Homeland Security. UMUC also offers a wide range of undergraduate and graduate certificates to address specific educational needs of working professionals, and when appropriate, develops partnerships with Maryland employers to provide need training and education to their employees. 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.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

UMUC's objectives for the duration of the 2009 State Plan in some cases overlap two or more goals of the State Plan, reflecting the inter-relatedness of themes throughout the Plan itself.

Excellence, Effectiveness and Student-Centered Learning (Goals 1 and 4)

- Lead the implementation of the next generation of adult higher education through ever more effective approaches to this mission including curricular design, transfer pathways, course development, delivery, faculty training and andragogy.
- Increase retention and graduation rates while maintaining high academic standards and continuing to address students' diverse and specific educational needs, including the need to monitor and close any achievement gap.
- Using aggressive and comprehensive techniques, build a strong global cadre of faculty who are distinguished by their professional experience, academic achievement, and ability to foster student learning.

- Create a work environment incorporating our core values where employees are empowered, supported, and provided with professional career development to enable UMUC to recruit and retain high-quality, student-focused faculty and staff.

Access, Affordability and Opportunity (Goals 2 and 3)

- Develop a student population of a diversity and size that meets the growth targets and financial goals of UMUC while serving the state of Maryland's national and international educational interests.
- Grow and enhance our leadership position in the education of individuals who are serving in or affiliated with the military.
- Develop incremental revenue that will enable a new business model rooted in a more highly diversified revenue portfolio, including a healthy endowment.
- Strengthen our fiscal viability by improving effectiveness and efficiencies.

Promotion of a highly qualified workforce (Goal 5)

- Ensure that our academic programs and services are of high quality and responsive to a changing workforce and a changing world, including workforce needs in the STEM and other areas.

MISSION STATEMENT

University of Maryland Center for Environmental Science

SUMMARY MISSION STATEMENT

Through its four laboratories across Maryland, the University of Maryland Center for Environmental Science (UMCES) is a research, education, and service institution of the University System of Maryland (USM) and a world leader in the science of coastal environments and their watersheds. The Center's faculty advances knowledge through scientific discovery, integration, application, and teaching, that results in a comprehensive understanding of our environment and natural resources, helping to guide the State and world toward a more sustainable future. Through its role as the responsible institution for administration of the Maryland Sea Grant College and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and graduate education within the University System.

UMCES faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions, particularly through the System-wide graduate programs in Marine-Estuarine-Environmental Sciences (MEES), in which UMCES has a leading role. UMCES also delivers its services through environmental science education programs for K-12 students and teachers, pertinent and timely information to the general public and decision makers, technology transfer to industries and the Maryland Sea Grant College.

UMCES contributes to meeting the legislative mandates of the University System of Maryland in numerous ways including: achieving national eminence as one of the world's premier research centers focused on ecosystem science; uniquely integrating research, public service, and education related to the sustainability of environment and natural resources of Maryland and the Chesapeake Bay region; leading the System's nationally ranked graduate program in marine and environmental science; recruiting and retaining a nationally and internationally prominent faculty; attaining research funding and private support far in excess of its state support; promoting economic development; conduct outreach to state and federal agencies; and collaborate with other higher education institutions in Maryland in advanced research and graduate education.

INSTITUTIONAL IDENTITY

The University of Maryland Center for Environmental Science (UMCES) is a research, education, and service institution of the University System of Maryland (USM) and a world leader in the science of coastal environments and their watersheds. The Center's faculty advances knowledge through scientific discovery, integration, application, and teaching that results in a comprehensive understanding of our environment and natural resources, helping to guide the State and world toward a more sustainable future. Through its role as the responsible institution for administration of the Maryland Sea Grant College and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and education within the University System.

The Center originated with the founding of the Chesapeake Biological Laboratory in 1925 and presently conducts programs through four geographically distinct laboratories (Appalachian Laboratory in Frostburg; Chesapeake Biological Laboratory on Solomons Island; Horn Point Laboratory near Cambridge; and the Institute of Marine and Environmental Technology in Baltimore).

In addition to the USM legislative mandates in Education Article Section 10-209, the Center operates under a specific statutory mandate (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, through a program of research, public service, and education.” In executing this mission, UMCES plays a key role in advancing knowledge in support of Maryland’s international reputation for progressive environmental management and sustainable economic development.

The core purpose of the Center is scientific discovery leading to comprehensive scientific knowledge of our environment and the human consequences of environmental change. Scientific discovery supports the application of knowledge to emerging environmental issues and the education of the next generation of scientists and resource managers. Through these functions, the Center 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 ecosystems, including the Chesapeake Bay and its watershed, and its multifaceted collaborations in education.

UMCES faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions. Most are enrolled in the System-wide graduate programs in Marine-Estuarine-Environmental Sciences (MEES), in which UMCES faculty have a leading role, Toxicology, and graduate programs in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology at Frostburg State University. Through these multicampus programs the Center is a pioneer in the use of the Interactive Video Network and the internet in graduate instruction. Students focus their M.S. or Ph.D. thesis research in such fields as fisheries science; environmental chemistry and toxicology; ocean science; marine, aquatic and terrestrial ecology; environmental molecular biology and biotechnology; and environmental and natural resource management.

The Center delivers high-quality services to: K-12 students and teachers through environmental science education programs; the general public and decision makers through timely and pertinent information; and relevant industries (environmental technologies, aquaculture, seafood processing, etc.) through technology transfer directly and via the Maryland Sea Grant College. UMCES also executes its statutory responsibility to provide sound scientific information and advice to Maryland state agencies and the General Assembly.

INSTITUTIONAL CAPABILITIES

Facilities and Programs. The University of Maryland Center for Environmental Science operates world-class research facilities at its four locations across the State. These include: specially-designed laboratories with advanced instrumentation for chemical and biological

experiments and analyses, including DNA sequencing and advanced molecular biology capabilities; seawater systems for maintenance of and experimentation with marine and aquatic organisms; extensive shellfish and finfish aquaculture facilities; greenhouses; computational and geographic information systems; the state-of-the-art research vessel *Rachel Carson*; and automated environmental observing systems. The Center's faculty has integrated its disciplinary expertise into six nationally prominent, foundational research strengths: interdisciplinary research in estuarine and coastal dynamics; environmental biotechnology; fisheries ecosystem science; environmental chemistry and toxicology; the ecology of terrestrial landscapes and watersheds; and cycling, transport, and effects of nutrients.

Collaboration. 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. Through its strong relationship with other USM institutions, UMCES provides high-quality graduate education to more than 85 students based at the Center's laboratories. These relationships also provide broad opportunities to increase the diversity of participation in environmental science. UMCES is part of a tripartite collaboration with the University of Maryland Baltimore County and the University of Maryland, Baltimore to operate the Institute of Marine and Environmental Technology (IMET). The IMET partnership encompasses a range of research specializations and orientations in support of Maryland's economic development in biological and other technologies, including: the use of aquaculture and genomics to foster conservation and creation of marine resources and bio-energy; environmental observation and sensor development; environmental toxicology and remediation; marine biomedicine development; and sustainable urban ports and ecosystems.

National Leadership. The Center's faculty provide national and international leadership by: directing cutting edge research and developing state-of-the-art environmental observations and models; training graduate students who go onto careers as professors, research scientists and environmental managers; publishing their research results in top scientific journals; conducting national and international assessments of key environmental issues; serving on professional society and editorial boards; and participating in numerous review panels for science programs throughout the world.

Maryland Sea Grant. As the responsible USM institution for the Maryland Sea Grant College, a partnership among the National Oceanic and Atmospheric Administration, University System of Maryland, and State of Maryland, UMCES has an important responsibility to the regional scientific community, as well as state and federal governments. UMCES and Sea Grant share a mission of promoting the conservation and sustainable use of coastal and marine resources contributing to the restoration of Chesapeake Bay and its watershed. UMCES and Sea Grant work together to catalyze scientific research and outreach in a manner that fully engages other research and educational institutions in the State, state agencies, and numerous stakeholders to achieve shared goals.

Contributions to USM Mandates. 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 world's premier research centers focused on ecosystem science;
2. uniquely integrating research, public service, and education related to the sustainability of environment and natural resources of Maryland and the Chesapeake Bay region;
3. leading the System's nationally ranked graduate program in marine and environmental science;
4. recruiting and retaining a nationally and internationally prominent faculty;
5. attaining research funding and private support far in excess of its state support;
6. promoting economic development related to biotechnology, environmental technologies, maritime commerce, natural products, energy, and natural resource utilization, with effective technology transfer, commercialization and business development;
7. maintaining active outreach to state and federal agencies, businesses, elementary and secondary schools, and the general public; and
8. actively collaborating with other higher education institutions in Maryland in advanced research and graduate education.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In accordance with its legislative mandate, the Maryland State Plan for Postsecondary Education, and the USM Strategic Plan, the following institutional objectives and outcomes have been specified:

1. Continue to strengthen the Center's capacity for scientific discovery by: a) encouraging science that supports ecosystem-based management; b) implementing multi-scale environmental restoration projects; c) linking observing systems and forecasts from the mountains to the sea; d) assessing the regional consequences of climate change and variability on natural resources; and, e) advancing innovative technologies for use and protection of marine and environmental resources. Collectively, efforts to achieve these objectives support the Center's legislative mandate to develop and apply a predictive ecology in the early 21st century. Progress will be reflected in part by:
 - a. steady growth in sponsored research support;
 - b. peer reviewed publications that are widely cited and highly influential;
 - c. success in developing and supporting innovative, multidisciplinary, and translational 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 development of the Center's capacity for integration and application through the Integration and Application Network (IAN) and the National Center for

- Environmental Synthesis that 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. broad and effective involvement of the Center's faculty in integration and application activities;
 - b. attraction of substantial external support for these activities;
 - c. recognition of the Center as the most effective academic institution in applying environmental science to chart effective courses for the restoration and management of the Chesapeake Bay and its watershed; and
 - d. national and international leadership in scientific assessments of critical issues facing the sustainability of coastal environments and their watersheds.
3. Build on the Center's success in graduate education, including the leadership of the MEES program, by updating and reforming existing 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 video and web-based delivery of instruction. The USM and UMCES are developing a path for the Center to assume an expanded role in graduate and professional education, including possible accreditation as a graduate degree-granting institution. Progress will be reflected in part by:
- a. effectiveness in leading the reform of the Marine-Estuarine-Environmental Sciences program and improving its national ranking;
 - 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. the numbers of students reached and teachers trained through practical experience; and
 - b. Increased public understanding of issues confronting Maryland's environment.
5. Support the leadership of the Center's faculty within the scientific community and advance environmental science and translational research within the University System of Maryland, the State, the Chesapeake Bay region, and the nation. Progress will be reflected in part by:
- a. achieving and maintaining nationally competitive salaries for attracting and retaining the most accomplished faculty;

- b. participation of faculty members in national and international scientific activities, including scientific advisory panels and professional societies;
- c. leadership of collaborative programs in environmental science and sustainability within the USM; and
- d. effective partnership with UMB and UMBC in IMET to achieve the vision of IMET as an internationally preeminent center for outstanding research in the marine and environmental technologies.

Four-Year Public Institutions

**Morgan State University
St. Mary's College of Maryland**



AUG 15 2011

Office of the President

August 10, 2011

Dr. Sue Blanshan
Director of Academic Affairs
Maryland Higher Education Commission
839 Bestgate Road – Suite 400
Annapolis, MD 21401

RE: Morgan State University's New Institutional Vision and Mission Statements

Dear Dr. Blanshan:

Pursuant to Education Article, 11-302 and 303 of the Annotated Code of Maryland regarding the periodic review of institutional mission statements, MHEC requested that the public college and university governing boards submit their mission statements by October 15, 2010. Given my appointment as President of Morgan State University in July 2010, Morgan State University's Board of Regents tasked me with the development of a new strategic plan to include a review of Morgan's current mission and vision statements. Upon my written request, former Secretary James Lyons agreed that consistent with his June 15, 2010 memorandum to the segment heads, Morgan should submit its current mission statement and, if necessary, upon completion of the strategic planning process submit an amended statement.

After a yearlong strategic planning process, during the course of its public session on Tuesday, August 2, 2011, Morgan's Board of Regents approved the new mission and vision statements that appear in *Growing the Future, Leading the World: The Strategic Plan for Morgan State University 2011 – 2021*. I have attached a copy of the new mission and vision statement for the periodic review by MHEC as required by statute.

Dr. Sue Blanshan
August 10, 2011
Page 2

Please feel free to contact me should you have questions or request additional information about the University's mission and vision.

Kind regards,



David Wilson
President

Enclosure

cc: Dr. Genny Segura
Senior Education Policy Analyst

Dr. T. Joan Robinson
Provost and Vice President for Academic Affairs

**Growing the Future, Leading the World:
The Strategic Plan for Morgan State University, 2011 – 2021**

Vision Statement

Morgan State University is the premier public urban research university in Maryland known for its excellence in teaching, intensive research, effective public service, and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

Mission Statement

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

MHEC Statement of Mission and Goals, 2010

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 just over 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, many other states and nations are represented in the student population.

While the College has a competitive admission process, the specific standards that admitted students must meet are set to allow for our admissions team to evaluate applicants with various success indicators in mind. However, admitted students generally take challenging coursework at the high school level, and distinguish themselves inside and outside the classroom. The most recent

entering class had taken on average more than three AP and/or IB courses, had a GPA over 3.8, and the middle two quartiles (middle 50%) of applicants had a total average SAT score in the range of 1140 - 1340.

In addition to our degree-seeking students, the College serves the needs of the local community and region. Lifelong learning 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 an extraordinary 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. Alumni surveys performed one, five, and ten years out reveal that a majority of St. Mary's graduates pursue graduate or professional education and St. Mary's supports this goal through its commitment to undergraduate research.

In addition to the substantial efforts given to the students and community, our faculty members are prolific writers and researchers. While taking a sample of half our faculty, the responding faculty reported that they had authored or edited 3 books, 50 peer-reviewed articles or chapters, and 136 scholarly addresses related to the subject of teaching alone, with a total of 11 teaching-related external professional awards. Reporting accomplishments within the area of subject matter expertise, the faculty accumulated a total of 28 authored or edited books, 642 peer-reviewed articles or chapters, and 1788 presentations, performances or exhibitions. 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 promoting 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 strategic approaches to financial aid, the recognition of the importance of having a faculty represent the student body in its diversity, and supporting an inclusive curriculum. 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.

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 previous Strategic Plan of the College, with priorities to "Provide a diverse student population an excellent education" and "Improve cohesiveness throughout the college". As planning moves the College toward its next strategic plan the same principles of access and diversity remain intact. In support of the goal of diversity, certain tactics have been employed such as the creation of a multicultural advisory committee, the dedication of a staff line in residence life that is focused on coordinating campus based efforts to promote retention, and the deSousa-Brent scholar program which assists underprepared students transition to the rigor of college study.

Strengthening and expanding teacher preparation programs and support a student-centered, Pre K-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 statewide 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, and the University of Maryland and continues to remain open to future affiliations. 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, 30lomons 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.

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 one of the four foundation skills in the core curriculum where it has developed 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 have been made for teaching and instruction abroad, combined with 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. 50% of the latest graduating class participated in one of our international study programs which is up from 21% eight years ago.

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), and the University of The Gambia in The Gambia. St. Mary's also has a number of unilateral affiliations including: Centre for Medieval and Renaissance Studies, affiliated with St. Peter's College in Oxford, England; the Institute for Central American Development Studies (ICADS) in Costa Rica; a program in Alba, Italy; Buenos Aires, Argentina; and St. Mary's is developing programs in India. 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; in Italy, one for the advancement of musical performance; in Thailand for the study of globalization; and in the Andaman Islands in India for the study of biodiversity. 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. Lifelong Learning and Professional Programs 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 finished its 2005-2009 Strategic Plan containing four strategic priorities. These strategic priorities have been supported by the goals contained in the College's Managing for Results Plan as well as tactics developed strategically to foster completion of goals. 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
Anne Arundel Community College
Baltimore City Community College
Carroll Community College
Cecil Community College
Chesapeake College
College of Southern Maryland
Community College of Baltimore County
Frederick Community College
Garrett College
Hagerstown Community College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Wor-Wic Community College

ALLEGANY COLLEGE OF MARYLAND MISSION STATEMENT

I. SUMMARY MISSION STATEMENT

Allegany 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 Allegany 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

Allegany 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 2009 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. Eighty-nine 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 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 7 statewide designated programs (4 associate and 3 certificate programs) and 18 health manpower shortage programs (10 associate and 8 certificates). 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 (Goal #1) 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.

The College has developed or renewed articulation agreements with public schools in its service region and has enhanced its dual enrollment and early college options with Allegany County Public Schools System, with a significant increase in the enrollment of this population. The College offered dual enrollment and early college options at all high schools in Allegany County and increased the number of options at each location.

New articulation agreements in the areas of personal finance, forestry technology, and office technology were finalized with our K-12 partners. In Maryland, we have articulation agreements in the following areas with Allegany County Public School System: Office technology, hotel and restaurant management, radiologic technology, therapeutic massage, medical assistant, automotive technology, communication arts technology, computer technology, culinary arts, medical laboratory technology, nursing, occupational therapy assistant, respiratory therapist, and criminal justice. We have agreements in place with other school systems in Maryland in the following areas: forest technology (Carroll County, Washington County); automotive technology (Garrett County); medical laboratory technology (Washington County).

In the State of West Virginia, we have established articulation agreements as follows: automotive technology (Grant, Hardy, Pendleton, Hampshire, and Mineral Counties); forestry technology (Mineral County); office technologies (Mineral County).

In the Commonwealth of Pennsylvania, the College has articulation agreements as follows: Bedford County: personal finance, automotive technology, medical assistant, medical laboratory technology, occupational therapy assistant, radiologic technology, respiratory therapist, culinary arts, hotel and restaurant management, office technologies, elementary and early childhood education; Blair County: office technologies, hotel and restaurant management; Cambria County: nursing, medical laboratory technology,

automotive technology; Franklin County: automotive technology; Somerset County: forest technology, automotive technology, hotel and restaurant management, and nursing; Spring Cove School District: office technologies and hotel and restaurant management.

The College has been active in pursuing articulation agreements with colleges and universities. The following articulation agreements are currently in existence, with more being pursued throughout the academic year: California University of Pennsylvania (Business Administration, Business Management, Criminal Justice, Professional Golf Management); Pennsylvania State University (Nanofabrication Manufacturing Technology); Frostburg State University (Health Sciences; Criminal Justice; Computer Science and Technology); West Virginia University (Forest Technology); Potomac State College of West Virginia University (Business Management, Criminal Justice); and Virginia Polytechnic Institute and State University (Forest Technology).

The College continues to embrace new technologies by continuing its implementation of distance learning opportunities. Learning through the use of interactive video labs, and the Internet enables 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. 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 integrated in 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. In varying degrees, the College uses 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 approximately 1,200 scholarships valued at \$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 2005-2010, minority enrollments have increased from 339 to 448 with the largest component being African Americans. The number of international students has decreased from 53 to 37 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 has two-year teacher education programs including an elementary education program and secondary education program. 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 (2005-2010), enrollments in its teacher education programs have increased 11 percent.

The academic unit of the institution is actively engaged with a number of partners in assessing and meeting the demands of the service region. College representatives serve on a number of local education committees, including the following: Chamber of Commerce Education Committee (Associate Dean of Instructional Affairs, Vice President of Instructional Affairs, and two faculty members); the Local Advisory Committee for Career and Technical Education, which is co-sponsored by the College and Allegany County Public Schools (Assistant to the Vice President of Instructional Affairs, the Vice President of Instructional Affairs, and a representative from the College's Continuing Education department); and Allegany County Board of Education Curriculum Committee (Associate Dean of Instructional Affairs, Vice President of Instructional Affairs). In addition, the Associate Dean of Instructional Affairs serves on a regional STEM task-force, and the Assistant to the Vice President of Instructional Affairs serves as a member of the Southern Alleghenies Tech Prep Consortium in Pennsylvania.

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.

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 handicapped students. Renovation projects outlined in the 5-Year Capital Improvement Program include the Auto Technology, Physical Plant, Technologies, and Continuing Education 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, Anne Arundel Community College (AACC) has been engaged in a comprehensive self-assessment and strategic planning process. This initiative involves faculty and staff throughout the college in the development of a strategic plan, entitled “Student Success 2020,” focused on the success of all of our students. This plan will move AACC toward achieving the state’s strategic plan for postsecondary education in the years ahead.

The planning effort began with a review of our mission statement. The result reflects the essence of who and what we are, and intend to be, organizationally and 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,” “diversity,” “responsiveness,” and “accountability.” The vision and mission are the driving forces behind our strategic plan and the themes that bind and direct us as a community of educators, learners, and administrators.

Upon recommendation from the college community as a whole, in April 2009, the college’s Board of Trustees approved the mission statement for Anne Arundel Community College. This mission statement reiterates the mandates that were established in 1999 and reaffirmed by the board in May 2003. Together with our college vision and philosophy, our mission defines our identity and drives our actions.

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.

Philosophy

Anne Arundel Community College strives to embody the basic convictions of our country’s democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally, and economically satisfying relationship with society.

Mission Statement

With learning as its central mission, Anne Arundel Community College responds to the needs of a diverse community by offering high quality, affordable, and accessible learning opportunities and is accountable to its stakeholders

Institutional Uniqueness and Distinction

The mission statement mandates are reflected through the college's strategic plan as mission goals and objectives, and related 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 effectiveness, access and affordability, diversity, student-centered learning and economic development. 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. 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. AACC is the college of choice for a high proportion of recent college-bound high school graduates; 70.2% of Anne Arundel County recent high school graduates enrolled in Maryland institutions of higher education are attending AACC. This is the direct result of the college's commitment to respond to the needs of a diverse community. 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 statement, the college is committed to achieving these objectives by: strengthening its environmental scanning capacity; continuing a comprehensive program review process directly driven by needs assessments; and proactively

utilizing business/industry advisory boards, particularly in information technology, emerging technologies fields, and security systems.

State Plan Goal 1 – Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and nation.

Anne Arundel Community College is a public, comprehensive, community-engaged institution of higher education. Founded in 1961 and fully accredited since 1968, it is one of the oldest and largest of the sixteen community colleges serving the state of Maryland. Anne Arundel Community College offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities.

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 number one mission goal is: Excellence in Teaching and Learning. The mission objectives are:

- advancing the excellence of teaching and learning for students, faculty, and staff;
- providing a range of integrated credentialing opportunities; and
- upholding rigorous and fair standards of student achievement.

The goal and objectives set 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; making fully operational 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.

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

AACC’s mission goal #3 is: Access and Affordability. The mission objectives that support this goal are:

- providing accessible learning opportunities responsive to a range of community needs; and
- working to make all programs and courses affordable to those who can benefit.

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 fully meet the many needs of residents and students.

Access

Anne Arundel Community College is committed to providing any-time, any-place education. This commitment 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, offering an array of fully online degree and certificate programs; extensive credit and noncredit distance education offerings; weekend degree programs and courses; evening courses; short-term training; and professional certification programs. 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 affordable levels to maximize access. The college has specifically committed itself in mission goal #6, Effective Management, to maximizing effective use of resources. The mission objectives are:

- managing all aspects of the college effectively through planning, organizing, staffing and directing; and
- establishing performance standards, assessing performance, and taking appropriate action.

These objectives are intended to promote the most cost effective operations possible in order to minimize costs to students.

State Goal 3 –Ensure equal opportunity for Maryland’s diverse citizenry.

AACC’s mission goal #4 is: Diversity; promoting a campus climate that is inviting to and supportive of diverse populations (dimensions of diversity include race, color, age, religion, sex, national origin, marital status, sexual orientation, ability, genetic information, and veteran status).

The college’s philosophy, mission, and goals affirm 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 diversity in the classroom assistance training programs, consolidated diversity efforts into a comprehensive program, and developed diversity action plans at the departmental level.

In addition, AACC has recently joined the “Achieving the Dream: Community Colleges Count” national initiative to help community college students succeed, focusing on minority student success. In the last ten years, the college’s student population has become increasingly diverse. Today, the percentage of African American credit students is greater than the percentage of African Americans in 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. The college’s efforts to support student achievement will be enhanced by participating in the “Achieving the Dream” initiative. This initiative will complement programs already in place, including the Student Achievement and Success Program, which targets first-generation and minority students; the Summer Bridge program for African American students; the Adelante Bridge Program for Latino/Latina students; and other minority student outreach programs.

State Goal 4 – Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders. Goal Four is defined as educational practices focused on the learner and on learning, with faculty and institutions directing attention to the most effective ways to facilitate and maximize learning for each student.

AACC’s mission goal #2 is “Student Achievement and Success” and the mission objectives are:

- providing appropriate services in support of learner access, success, and development; and
- providing appropriate placement for all learners

These mission objectives, in concert with the other mission goal objectives, are intended to maximize student success through the delivery of comprehensive student support services fully integrated with the instructional system.

The college has launched a ten-year strategic plan entitled “Student Success 2020” in order to focus all faculty and staff efforts toward maximizing student achievement. Over the next ten 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 implement 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 5 – Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

AACC’s mission goal #5 is “Community Engagement and Enrichment,” which encompasses the following objectives:

- supporting members of the community to benefit from global opportunities;
- promoting county and state economic development through a variety of educational, support, and training services to business, not-for-profit, and governmental organizations;
- providing a source for intellectual, cultural, and physical vitality in the community; and
- promoting a culture of community involvement and stewardship.

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. AACC has the largest enrollment among the community college system in continuing education and workforce development, a 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. 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.

Anne Arundel Community College has established a productive working partnership with the Anne Arundel County Public Schools. College and county school system leaders 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 a coherent, seamless pre-K through lifelong learning continuum. To solidify its commitment to the public education 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.

AACC has a long history of active collaboration and sponsorship of programs enhancing the preparedness and readiness of county school students for postsecondary education. The college has more than 100 articulated program pathways that lead to credit certificates and associate degrees. A major focus has been the development of bridge and transition programs for non-aspirants and under-represented populations (i.e., women, minorities, and disabled) to enroll as first-generation college students and to study in high-demand science and technical programs.

Institutional Goals and Objectives

Long-Range Goals

Maximizing the college's effectiveness in realizing its institutional vision and mission and building upon the individual mandates in the statement, the college's long-range goals and objectives are as follows:

Goal 1. Excellence in Teaching and Learning

- advancing the excellence of teaching and learning for students, faculty, and staff;
- providing a range of integrated credentialing opportunities; and
- upholding rigorous and fair standards of student achievement.

Goal 2. Student Achievement and Success

- providing appropriate services in support of learner access, success, and development; and
- providing appropriate placement for all learners.

Goal 3. Access and Affordability

- providing accessible learning opportunities responsive to a range of community needs; and
- working to make all programs and courses affordable to those who can benefit.

Goal 4. Diversity

- promoting a campus climate that is inviting to and supportive of diverse populations (dimensions of diversity include race, color, age, religion, sex, national origin, marital status, sexual orientation, ability, genetic information, and veteran status).

Goal 5. Community Engagement and Enrichment

- supporting members of the community to benefit from global opportunities;
- promoting county and state economic development through a variety of educational, support, and training services to business, not-for-profit, and governmental organizations;
- providing a source for intellectual, cultural, and physical vitality in the community; and
- promoting a culture of community involvement and stewardship.

Goal 6. Effective Management

- managing all aspects of the college effectively through planning, organizing, staffing and directing; and
- establishing performance standards, assessing performance, and taking appropriate action.

Short-Range Goals

The college planning process develops strategies to address all of the mission goal objectives and activities to accomplish the strategies. In order to better focus the college resources on helping

students achieve their educational goals, AACC's President initiated a strategic plan entitled "Student Success 2020." Responding to President's Obama's call in November 2009 for doubling the number of degrees awarded in the United States, the college's leadership, faculty, and staff established the strategic plan goal of doubling the number of degrees, certificates, and certifications awarded in ten years.

For the first three years of the plan development, three "strategic issues" (i.e., issues that should be addressed by the college to progress toward our mission goals) have been identified. The issues are consistent with both state and AACC mission goals. Three "strategies" were identified for each of the strategic issues to form the foundation for the first three-year phase of the plan.

The strategic issues, together with the related strategies, are:

Issue 1. Enhancing access for all populations

- Expand and sustain academic, professional, and workforce development opportunities in an appropriate range of delivery formats and at locations necessary for learners to successfully achieve their goals.
- Strategically penetrate middle and high schools to maximize the number of students coming to AACC.
- Increase access for underserved populations.

Issue 2. Optimizing student success for all students

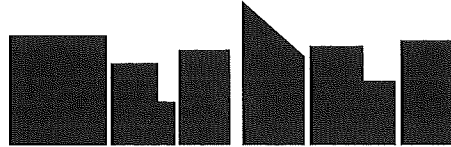
- Develop processes to identify, track, and support student progress toward educational goals.
- Engage all faculty, staff, and department heads in review of current operations to identify barriers to student success and develop and implement intervention activities to help students be more successful.
- Create and nurture an environment where everyone is committed to and sees his/her role in helping all students be successful.

Issue 3. Maximizing internal and external resources

- Secure alternate sources of revenue for the college's operating and capital needs.
- Secure private gifts and federal, state, foundation, and corporate funding that supports Student Success 2020.
- Maximize existing resources to effectively achieve Student Success 2020.

Approved 10/12/10

Anne Arundel Community College Board of Trustees



OFFICE OF THE PRESIDENT

Carolane Williams, Ph.D.
President

Main Building, Rm. 137
LIBERTY CAMPUS
2901 Liberty Heights Avenue
Baltimore, MD 21215-7893

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Baltimore, MD 21215-7893

HARBOR CAMPUS
Bard Building
600 E. Lombard Street
Baltimore, MD 21202-4073

BUSINESS AND CONTINUING
EDUCATION CENTER
710 E. Lombard Street
Baltimore, MD 21202-4047

REISTERSTOWN
PLAZA CENTER
6764A Reisterstown Road
Baltimore, MD 21215-2306

November 4, 2010

Dr. G.W. Reid
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Reid:

The most recent institutional mission statement for Baltimore City Community College is as follows:

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 and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

If you need additional information, please do not hesitate to contact me at (410) 462-7799.

Sincerely,

Carolane Williams, Ph.D.
President

c: Dr. James E. Lyons, Secretary of Higher Education, MHEC
Mr. H. Clay Whitlow, Executive Director, MACC

Carroll Community College
Westminster, Maryland 21157

College Mission and Goals Report to the Maryland Higher Education Commission

October 2010

Summary Mission Statement

Carroll Community College is an innovative center of learning that 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 *Maryland State Plan for Postsecondary Education* that "All Maryland residents who can benefit from postsecondary education should have a place in postsecondary education and should be able to afford it."

Academic Programs

Carroll Community College offers Associate of Arts (A.A.) programs in Arts and Sciences, Business Administration, General Studies, and Teacher Education; Associate of Arts in Teaching (A.A.T.) degrees in Early Childhood Education, Elementary Education, Elementary Education—Elementary Special Education, plus Secondary Education options in Chemistry, English, Mathematics, and Spanish; an Associate of Science (A.S.) degree in Nursing; Associate of Applied Science (A.A.S.) degree programs in Accounting, Computer-aided Design, Computer Graphics, Computer Information Systems, Early Childhood Education, Emergency Medical Services, Health Information Technology, Law Enforcement, Physical Therapist Assistant, and Technical and Professional Studies, plus certificates in Nursing, Office Technology, and most of the A.A.S. fields. The college intends to offer Associate of Science in Engineering (A.S.E.) programs in Computer Engineering and Electrical Engineering in the next year. Students can currently pursue these fields through transfer patterns within the Arts and Sciences program.

Assuming adequate resources, the college plans to introduce programs in Advertising, Alternative Energy Systems, Cyber Security, Digital Broadcast Communications, Fire Science Technology, Human Services—Gerontology, Museum/Curatorial Studies Management, Public Relations/Communications, and Technical Theatre over the next five years.

Carroll Community College has responded to the recommendations under Goal 5 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 currently pursue credentials in Cardiovascular Technology, Respiratory Care, and Surgical Technician through the consortium.

The consortium is planning to open a new Allied Healthcare Education Center in Mount Airy, Maryland. Federal funds have been secured to help launch the new center, located near a junction of the three counties. The center will occupy approximately 14,000 square feet including science, computer, and medical simulation laboratories. It is expected to open in the fall of 2011 or spring of 2012, and serve up to 500 students when operating at full capacity.

The college has responded to the *State Plan* goal to strengthen teacher preparation programs through expansion of its Associate of Arts in Teaching (A.A.T.) programs, activities of its Education Academic Community, and outreach that has produced 23 percent growth in teacher education majors since 2007.

The college has responded to Maryland's workforce needs in science, technology, engineering, and mathematics (STEM) occupations through introduction of curricular options in engineering and STEM-related partnerships with the county school system.

Business and Workforce Development

The 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 with the college's Business Training Group. The Miller Entrepreneurial Institute 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.

The college's greatest asset is its talented and dedicated faculty. The primary responsibility of Carroll faculty is to help students learn. Results from the college's participation in the Community College Survey of Student Engagement (CCSSE) document the faculty's commitment to students. Carroll's benchmark score for student-faculty interaction is consistently above peer and national

means. In keeping with this primary teaching mission, faculty scholarship related to teaching effectiveness is encouraged and recognized.

Carroll is a teaching 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. In addition, the college partners with community organizations in service learning projects. Service learning connects students' academic learning with service to the community, integrating theory with practice and meeting community needs.

Carroll Community College employs 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; enrollments in distance education credit courses—at 1,121 in fall 2009—were up 81 percent from 2004.

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, plus free tutoring when needed; (2) better class size, with an average of 20 students per section; (3) better technology, with a wireless campus, web support of every class through the Blackboard course management system, and “smart” presentation and Internet technology in every instructional space, 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 *Maryland State Plan for Postsecondary Education*.

Institutional Objectives and Outcomes

College planning and operations are guided by the college's mission-based, long-range institutional goals; the strategic priorities in its multi-year strategic plan *Compass*; the annual strategic initiatives to further the *Compass* priorities; and findings from on-going assessment activities.

Mission-based Institutional Goals

The following institutional goals help specify the college's mission:

1. 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.
2. 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.
3. Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.
4. Prepare students for successful completion of the baccalaureate degree through rigorous transfer programs, appropriate advising, and effective articulation agreements.
5. 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.
6. 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.
7. Develop educational partnerships with business, industry, community organizations, and governmental entities to further economic and workforce development.
8. 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.
9. Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.
10. 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.

11. Employ financial, human, information, physical plant, and technological resources effectively and efficiently to fulfill the college's mission.
12. Establish and nurture a sense of community among students, faculty, and staff.

Institutional Outcomes and Mission Accomplishment

Middle States summarizes the assessment of institutional effectiveness as the answer to the question "Is the institution fulfilling its mission and achieving its goals?" (*Characteristics of Excellence*, page 26.) The college's institutional effectiveness assessment program focuses on the college's mission as defined by its long-range, mission-based Institutional Goals.

During spring 1999, the college's Planning Advisory Council developed the college's first set of institutional effectiveness assessment measures. They were approved by the president and endorsed by the Board of Trustees on June 21, 1999. Revisions were approved in 2003 and again in 2008. The program now includes 50 institutional effectiveness assessment measures grouped under the college's Institutional Goals. Twenty-one of the measures have been identified by the Board of Trustees as "core indicators" for annual review by the Board. For each indicator of institutional effectiveness, the college's performance is compared to a benchmark or target value.

Maryland law requires the Board of Trustees to submit a Performance Accountability Report to the Maryland Higher Education Commission each year. The college has incorporated this state-mandated accountability report into its institutional effectiveness assessment program. Nineteen of the indicators in the state report are included among the 50 Institutional Effectiveness Assessment Measures, and the college uses the same five-year cycle for establishing and monitoring the benchmarks. The Performance Accountability Report provides a second opportunity each year for the Board to review college-wide institutional effectiveness.

The February meeting of the Planning Advisory Council is devoted to a review of the Institutional Effectiveness Assessment Report, with emphasis on those indicators falling below benchmark values. Measures where the college's performance is below expectations prompt the development of strategic initiatives or other improvement strategies. Three initiatives in the college's FY2010 Strategic Plan, and two initiatives in the FY2011 Strategic Plan, were directly prompted by these reviews of the institutional effectiveness indicators.

In December, the Board of Trustees receives the Institutional Effectiveness Assessment Report. Discussion is focused on the following core indicators:

Core Indicators of Institutional Effectiveness

- Annual unduplicated headcount
- Total annual full-time-equivalent enrollment
- Market share of first-time, full-time Carroll County undergraduates
- Market share of part-time Carroll County undergraduates
- Tuition and fees as a percent of University of System of Maryland average
- Developmental course pass rates
- Developmental program completion rate
- Fall-to-spring retention rates for full- and part-time students
- Successful-persister rate after four years
- Graduation-transfer rate after four years
- First-year transfers in good standing at four-year Maryland public colleges
- Employment and continuing education of career program graduates
- Licensure and certification exam pass rates of Carroll graduates
- Course enrollments in continuing education workforce training courses
- Workforce development student enrollment in following year (repeat rate)
- Organizations provided training or business services by contract
- Course enrollments in continuing education lifelong learning courses
- Lifelong learning student enrollment in following year (repeat rate)
- Enrollments per section in credit courses
- Faculty teaching load hours by full-time and adjunct faculty
- Expenditures per full-time-equivalent student

Strategic Priorities through FY2012

The college's multi-year strategic plan *Compass* identifies the college's priorities through fiscal year 2012, and guides the college's annual planning and budgeting processes. The current version of *Compass* was adopted September 19, 2005, and contains six priorities:

Student Achievement: Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.

Instructional Programs: Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.

Technology: Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.

Assessment/Improvement: Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.

Facilities Enhancement: Construct Classroom Building K, an instructional and student services facility, and identify additional facilities enhancements as appropriate to support student access and success.

Foundation and Institutional Advancement: Successfully conclude the Partners major gifts campaign by raising \$4 million in donations and pledges, and explore new funding sources to support new programs, workforce development, and technology initiatives.

Compass is implemented through annual strategic initiatives announced by the president of the college each May. Each strategic initiative falls under one of the *Compass* priorities, and area and office annual plans contain tasks directly linked to the strategic initiatives. For each task, intended outcomes with persons responsible and target completion dates are stated. Status reports on the accomplishment of each initiative are presented to the college's Planning Advisory Council at the end of each academic year. In this way progress on furthering the priorities in *Compass* is assessed.

Commitment to Equal Educational Opportunity

The college has always been committed to equal educational opportunity, and its open admissions policy and emphasis on affordability are but two cornerstones of this commitment. Its most recent reaffirmation of this commitment is the development, and adoption in October 2009 by the Board of Trustees, of the *Diversity/World View Strategic Improvement Plan for FY2010*. This plan identifies goals, intended outcomes, activities, and assessment measures for five areas: curriculum, the learning environment, student achievement, employee development, and integrity code and policy on hate speech. Fundamental to all these efforts is the value statement "We 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 with and learning from the unique contributions of all people."

The president of the college has scheduled the next comprehensive review of the college's mission and mission-based institutional goals for academic year 2011-12. This will benefit from the findings of the college's reaccreditation Self Study and visiting team report, updated environmental scanning and strength-weaknesses-opportunities-threats (SWOT) analysis, and the findings of the college's enhanced student learning outcomes assessment program.



Institutional Mission Review
in response to
Maryland Higher Education Commission

SUMMARY MISSION STATEMENT

Cecil 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 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 as follows:

1. Shift the emphasis to student completion.
2. Continue to champion bachelors and higher degree program availability in Cecil County.
3. Create workforce opportunities related to federal government expansion regionally and nationally especially regarding BRAC.
4. Become a regional leader in incorporating innovative technology for learning.

INSTITUTIONAL IDENTITY

Cecil 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 62 Associate of Arts degree programs and 43 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 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 *Learner-Centered* as defined in the strategic plan as “... a strong commitment to all learners and their emerging needs, by fulfilling the academic, cultural, and workforce needs of the region”. Recent examples of program development that focus on workforce readiness include:

Education, Middle Level	Government Logistics
Engineering Technology Software	Horticulture
Government Contracting	Paralegal Studies

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 government related programs. Preliminary plans for the advancement of this priority have begun through the build-out of programs, resources, and four-year partnerships. The College is cognizant of the need to address critical shortages among knowledge workers as indicated in the State Plan, when identifying new Associate of Arts degrees and certificate programs.

INSTITUTIONAL CAPABILITIES

The mission of Cecil College is to maintain academic excellence as the highest priority. The College also commits to accessible, affordable higher education. Considerable resources are also committed to programming to insure the citizens of the area avail the support needed in achieving their learning objectives and to establish strategies that close the achievement gap. Detailed examples of objectives that have been achieved and support the State Plan are as follows:

Goal 1 for Postsecondary Education: Quality and Effectiveness

Cecil College continues to spend the majority (60 percent) of its funding on instruction, academic support and student services. This is particularly important, at this time, when Cecil College is defining effectiveness within the context of student completion. As stated in the 2009 Maryland State Plan “education fuels the contemporary knowledge economy...” Cecil is funding the development of programs that lead to work, creates clear pathways to completion, and attaches resources students need to succeed.

The College uses the budget development process to identify college-wide priorities for academic programs and functions that are aligned with the Strategic Plan. The priority list identifies new initiatives and mission critical priorities. The process includes representation from all college constituencies and clearly communicates the effective use of college funds.

Goal 2 for Postsecondary Education: Access and Affordability

Enrollment at the college has increased by 34.8% in the past five years as the institution has consistently enrolled a more diverse student population than is represented in the surrounding

community. In part, this is attributed to the development or expansion of STEM and government related programs (engineering, government contracting, logistics). Further, the College continues to strive to bring four-year partners to the county or online so that completion and access to the bachelor's degree is more convenient.

- Drexel University: Online Degree in Nursing
- Franklin University: Online Degree in Various Programs
- Regis University: Online Degree in Various Programs
- Salisbury University: On-site Accelerated Degree in Social Work
- University of Delaware: Online Degree in Nursing at In-State Tuition Rates
- University of Maryland, Baltimore (UMB): On-site Degree in Dental Hygiene
- University of Wisconsin-Green Bay: Online Degree in Nursing
- Wilmington University: On-site Degree in Teacher Education, Middle Level

In terms of affordability, Cecil 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 community colleges, remains \$4 below the state average. 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 '04 and FY '09 the number of financial aid recipients increased from 36% to 47% of the student population. It is also notable that over the past two years, the average student loan decreased by \$200, while the average Pell grant increased by more than \$500.

Goal 3 for Postsecondary Education: Diversity

Between fall 2005 and fall 2009, minority student enrollment grew from 10.1 percent to 12.1 percent of the total student population. The percentage of minority enrollment at the College exceeds the percentage rate of Cecil County and exceeds the goal outlined in the College’s Cultural Diversity Plan. Targeted retention strategies are implemented to assist students as they enroll, including an academic monitoring system complemented by skills building workshops. Although the College will continue to encourage enhancements in this area, the number of minority graduates increased from 11 to 22 from FY '04 to FY '09.

Cecil College develops a Cultural Diversity Plan every two years to make certain that diversity efforts are continuously refreshed. The plan is developed in collaboration with a community diversity advisory board comprised of business leaders and current students to ensure that all actions are consistent with the needs of the surrounding community and currently enrolled students. Further, the plan is reviewed every quarter to document measurable progress and to provide opportunities for refinement that adapt to changes in our student population or the community.

The current Cultural Diversity Plan ('09-'11) continues to have the support of the College and the Advisory Board and advances four strategic goals. They are as follows:

- Student Recruitment, Retention, and Academic Success;
- Promotion of Cultural Activities in Collaboration with Community Partners;

- Inclusiveness and Critical Thinking in the Curriculum; and
- Cultural Diversity in all areas of Employment and Professional Development.

Goal 4 for Postsecondary Education: Student-Centered Learning Systems

Cecil College maintains a tradition of being student-centered. The College houses a variety of learning labs that are accessible to students 7 days/week to assist them beyond the classroom. Recently significant enhancements have been made to create a “virtual” library environment 24 hours per day complemented by online and text access for support. Also notable are the College efforts in the area of student engagement, whereby space, resources, and staff have been added to involve students in college governance and campus life.

Efforts have also been made to examine curricular design and delivery systems to help facilitate degree completion. Several degrees are offered at an accelerated pace, online and hybrid offerings were increased from 57 to 201 courses (FY’ 05-‘09) and the developmental sequence in English was realigned create a stronger pathway to college level coursework. The College has also entered into college-wide dialogue regarding time-to-degree- and completion and is positioned to introduce new strategies to improve graduation transfer rates.

As the College shifts its emphasis to completion, significant efforts are being made to work with Cecil County Public Schools (CCPS) in the area of academic preparedness. Most notable among these efforts is the county’s STEM Academy. A rigorous secondary curriculum was aligned with college offerings and included 12th grade attendance on Cecil’s campus to fulfill math and science graduation requirements. Similarly, career pathways have been designed in a variety of disciplines for 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 College has consistently increased degree/certificate and continuing education programs that focused on school to work. The College has expanded its programs in the areas of healthcare, education, engineering, and government to meet critical workforce shortages in this region and the State. Students are able to pursue both credit and non-credit courses and programs that provide specific skill sets leading to employment.

One of the key occupational growth areas for Cecil County is STEM and government related occupations. The College provides multiple pathways to gain the knowledge, degrees and certifications required in a competitive workforce. In addition to associate degrees and certificates, the program offers technical and licensure preparation and professional development courses. In addition to internal efforts, the College has also been cognizant of the need for bachelor’s degrees as the emphasis shifts to knowledge workers and technical competencies. In as much, transfer agreements have been expanded, on-site four-year partners have been confirmed, and online baccalaureate options have been made available to Cecil students.

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, engineering, procurement, supply chain management, and teaching.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

An overarching priority for Cecil 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 (2009) 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 College's 2005-2010 Strategic Plan are not dissimilar to those included in the Maryland State Plan for Postsecondary Education (2009). In fact, great similarity exists. Goal 1 encompasses academic excellence and student completion, much like the state goal for "*Student-Centered Learning Systems*". Goal 2 focuses on access to bachelor's degrees in this region and parallels the state goals of "*Access and Affordability*". Goal 3 addresses the federal workforce opportunities and is aligned to the state goal of "*Economic Growth and Vitality*". Finally, Goal 4 prioritizes the need to strengthen innovative technology and some of these objectives can be found in the state goals of "*Quality and Effectiveness*". Specific goals and complementary objectives outlined in the College's Strategic Plan (2005-2010) are as follows:

Goal 1: Shift the emphasis to student completion.

- Maintain academic excellence while focusing on student completion.
- Make pathways to degrees clearer for students.
- Shorten time to degree completion via schedule changes and possibly the approach to developmental coursework.
- Look for alternatives to identified barriers to degree completion that uphold academic excellence and provide the appropriate outcomes.
- Orient the institution's compass from enrollment measures to completion measures.
- Continue to work with K-12 partners to improve college readiness.
- Fully commit to engage student tracking and other measurable interventions. Expand the use of the academic monitoring system.
- Identify unofficial degree completers and near degree completers and facilitate appropriate degree awards.
- Make certain there is effective personalization so that every student knows someone who cares about them and their academic progress.

- Engage students in the college experience beginning in the orientation program by emphasizing academic expectations, preparedness, and techniques for success.
- Increase diversity among full-time faculty as a mechanism to strengthen the engagement and completion rates of students of color.

Goal 2: Continue to champion bachelors and higher degree program availability in Cecil County.

- Salisbury University has been successfully delivering a social work program at the bachelor's and master's degree level for the past several years. The University is interested in expanding these arrangements. The Purdue School of Business expansion is being considered to include an emphasis in Government Contracting to compliment Cecil College's curriculum.
- Wilmington University is approved by the Maryland Higher Education Commission (MHEC) to deliver a bachelor's program in Teacher Education with a middle school focus. It will be complimentary to Cecil College's Teacher Education Program, as well as a great source for home grown teachers for Cecil County Public Schools.
- Drexel University is being cultivated to bring engineering baccalaureate programs and other four year degrees to Cecil. This would build upon the extensive set of articulation agreements finalized between Cecil College and Drexel University in the fall of 2009. This allows students to take two plus years of their Drexel degree through Cecil College.
- University of Delaware is collaborating with the College to expand transfer agreements that meet student needs. 1) Engineering Program articulations that will allow students to take the first two plus years of curriculum through Cecil College. 2) Operations Management articulation to provide workforce degree options for business majors.
- University of Maryland University College (UMUC) and Cecil College are exploring bachelor's degree programming in criminal justice.
- HEAT Center in Harford County and the impending expansion of Towson University in Harford County should be strongly promoted as options for Cecil residents.
- Identify gaps and add other potential partners to deliver programs in Cecil County:

Hospitality Industry	Environmental education
Systems/ Security Technology	International education
Healthcare	
- Continue to support and plan for a campus at Bainbridge that could include a business incubator as well as a site for upper division and graduate programs.
- Build stronger pipelines of students in majors that lead directly to degree programs hosted by 4-year institutions in Cecil County during the '05-'10 planning period.

Goal 3: Create workforce opportunities related to federal government expansion regionally and nationally especially regarding BRAC.

- Fully implement the STEM partnership with Cecil County Public Schools.
- Design and build an Engineering and Math academic building and renovate the science labs on the North East campus.
- Make sure the administrative infrastructure is in place to take advantage of federal grant opportunities as well as federal financial aid.

- Continue developing programming to support the workforce needs of Aberdeen Proving Ground (APG) and the contractor community: 1. Government Contracting, 2. Logistics, and 3. Human Resources
- Develop the infrastructure to accommodate the large numbers of internships.
- Further develop partnerships with Perry Point Veterans Hospital.
- Strengthen the alignment between the College's Career Placement Services, federal agencies, and government subcontractors to create clear pathways to employment for students.

Goal 4: Become a regional leader in incorporating innovative technology for learning.

- Create 100% wireless campuses and facilities that support less formal distributed learning.
- Shift professional development funds and sabbaticals towards innovative technology.
- Further develop the nascent Technology for Learning Center and faculty support.
- Make evidence of early adoption of technology a criterion in hiring, especially for faculty and academic administration.
- Review resource allocations for virtual computer labs to allow access on and off campus, libraries, etc. with consideration for the learning opportunities they represent.
- Continue to build learning management systems, online offerings and hybrid course delivery.
- Secure financial resources to support innovative technology for learning.
- Develop a plan for the addition of courses and programs in distance learning with attention to student support and adequate full time faculty involvement.
- Broaden the use of innovative technology to increase the feasibility of hosting more baccalaureate programs in Cecil County.

Each of the College's goals and supporting objectives are in direct support of the goals indicated in the 2009 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 **2010 Mission and Goals Statement**

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 Eastern Shore. The college's mission is to offer affordable, quality educational experiences in a learner centered environment. Each student's success is nurtured by comprehensive support services, innovative instructional approaches and individual attention. The college is the regional center for economic development, sustainability, recreation and the arts.

INSTITUTIONAL IDENTITY

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 offerings 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 transfer areas of business administration, general college studies, liberal arts and sciences.
- Associate of Arts in Teaching (AAT) degrees designed for teacher education transfer students in elementary education, elementary education/generic special and secondary education in chemistry, English, mathematics and physics.
- Associate of Science (AS) degrees in environmental science and nursing.
- Associate of Applied Science (AAS) degrees in occupational/career fields including accounting, business management technology, computer information security,

computer information systems, criminal justice, early childhood development, emergency medical services, engineering technology, hotel/restaurant management, human services, massage therapy, paralegal studies, physical therapist assistant, radiologic sciences, science laboratory technology and technical/professional studies.

- The college offers credit-level certificate programs in many career areas and Letters of Recognition for particular training sequences.
- Non-credit 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.
- Non-credit continuing education programs for job skill upgrades, adult basic education, wellness 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 the vision of Chesapeake College to have the resources, programs and services necessary to offer every citizen in its service region opportunities for learning. Students will build on their strengths and excel in the college's dynamic learning environment.

To pursue this vision and implement our mission, the college administration, faculty and staff follow the following core values:

- **Quality:** Creating a learning environment that establishes high standards for individual excellence.
- **Student-Centeredness:** Encouraging and supporting each student to achieve his or her greatest potential.
- **Community:** Engaging our community and serving as a catalyst for positive change.
- **Diversity and Respect:** Fostering inclusiveness and an appreciation for individual differences.
- **Adaptability:** Responding rapidly to local and global change.

- Teamwork and Collaboration: Working together to share ideas, knowledge and creative solutions.
- Responsibility: Taking responsibility for our actions, acting as stewards of our resources and adhering to the highest standards of ethical and civic behavior.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Pursuant to the college's vision and mission and aligned with the 2009 State Plan for Postsecondary Education, Chesapeake College's strategic goals and outcomes for the next four years are presented below:

Goal 1.0: Sustainability

We will be a leader on the Eastern Shore in the creation of a strong economy, a thriving environment, and a just community.

Objectives

- 1.1.1 The college will demonstrate growth in minority full-time faculty.
- 1.1.2 The college will demonstrate growth in minority full-time administrative and professional staff.
- 1.1.3 The college will demonstrate growth in minority student enrollment to reflect the diversity of the service region.
- 1.2.1 The college will reduce overall energy consumption by 10%.

Goal 2.0: Community Collaborations

We will stay true to our regional roots, meeting community needs through strategic partnerships.

Objectives

- 2.1.1 The college will increase the number of partnerships with environmental and multicultural organizations.
- 2.2.1 Through partnerships with P-12 service region public county school systems, the college will decrease the number of incoming freshman students who need at least one course in remediation.
- 2.4.1 The Eastern Shore Higher Education Center will demonstrate growth in enrollment and program offerings.

Goal 3.0: College of First Choice

We will be the region's first choice for education and training.

Objectives

- 3.2.1 The college will demonstrate growth in Honor's program enrollment.
- 3.3.1 The college will demonstrate growth in its service region's part-time undergraduate market share.
- 3.4.1 As compared to peer community colleges and four-year colleges and universities, the college will maintain its affordability.

Goal 4.0: Appreciation

We will emphasize mutual respect and appreciation, regularly acknowledging those who

make our successes possible.

Objectives

4.3.1 The college will demonstrate high Faculty/Staff Climate Survey satisfaction rates.

Goal 5.0: Individual Excellence

We will promote and support excellence among our students, faculty and staff.

Objectives

5.1.1 Use assessment to improve the student's learning experience.

5.1.2 The college will increase employee participation in professional development activities through its Peake Performance Strategic Teams.

5.3.1 The college will demonstrate growth in the number of associate degrees and certificates awarded.

COLLEGE OF SOUTHERN MARYLAND

Mission Statement

October 2010

I. Summary Mission Statement

The College of Southern Maryland (CSM) is an open-admissions, comprehensive regional community college that fosters academic excellence and enhances lives in Southern Maryland. CSM meets the diverse needs of students and the community by providing accessible, accredited, affordable, and quality learning opportunities for intellectual development, career enhancement, and personal growth. The college embraces lifelong learning and service, providing a variety of personal enrichment and cultural programs in a safe and welcoming environment.

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, offering 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, and 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 affordable tuition. The college has joined with state public and independent colleges and universities 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 four-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 meet the needs of a community that is limited in its ability to participate in traditional daytime classroom experiences. The college has increased its online learning options and programs and 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 small business development and corporate training services including telecommuting services, and custom designed training 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 and Tony Hungerford Memorial Art Gallery at the college's La Plata Campus, the Ward Virts Concert Series, through the *Connections* literary readings and magazine, and the free summer performances on all three campuses including *Chautauqua* and Twilight Concert series 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 Emphases

As a comprehensive community college, CSM's instructional program emphases and its priorities for academic program development are responsive to the needs of Calvert, Charles, and St. Mary's counties and the Maryland State Plan for Postsecondary Education 2009.

1. Transfer Programs. CSM currently awards four associate degrees: the Associate of Arts (A.A.), the Associate of Arts in Teaching (A.A.T.), the Associate of Science (A.S.), and the Associate in Applied science (A.A.S). A fifth degree, the Associate of Science in Engineering, is awaiting final approval by MHEC in the areas of Computer Engineering and Electrical Engineering. Because the college serves a tri-county area that has limited access to four-year institutions, it has fostered alliances with the University of Maryland University College, Towson University, Bowie State University, the University of Baltimore, Capitol College, St. Mary's College, Stevenson University (formerly Villa Julie College), and University of Maryland College Park to 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 transfer occur through the Maryland Transfer Advantage Program (MTAP), a partnership between University of Maryland College Park and CSM that guarantees admission to UMCP and enables CSM students to take UMCP courses at reduced tuition while still at CSM. Other degree partnerships are under exploration or development with private institutions such as Johns Hopkins University. 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. STEM (Science, Technology, Engineering, and Math). The local military installations and the contractors serving them generate much of the need for technicians in areas of

information technology, engineering, energetics, cybersecurity and electronics. The college has been awarded grants for several years by the Time Center, among others, and has recently developed a new statewide Nuclear Energy Technology: Instrumentation and Control program in concert with the Nuclear Energy Institute and energy provider Constellation. Two other nuclear energy technician programs are under development to include a focus on electrical and mechanical technology areas. 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. A grant was received three years ago to launch an energetics technology scholarship program for a yearly cohort of 20 students. Opportunities for new degrees and programs are also being explored in other STEM fields. 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 NAS Patuxent River, support applied research.

3. Health Care. A major area of local employment is the health care industry. The college's service area includes four 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 and now admits students twice a year), pre-dental hygiene, emergency medical technician, medical laboratory technician, pharmacy technician, medical coding specialist, practical nursing, and massage therapy. Respiratory therapy, radiation technology, and physical therapy assisting are offered jointly with other community colleges. A new nursing simulation lab provides CSM students with cutting edge technology from which to learn and also contributes to the ongoing professional development of the area's nurses. Continuing education offerings include nurse refresher courses and training for individuals to become a geriatric aide, certified nursing assistant, and medical assistant. New offerings and collaborations are being considered in surgical technology and health informatics. 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 environmental training through the Maryland Center for Environmental Training (MCET). MCET provides classroom training in waste water treatment operations and management throughout Maryland and the nation. 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. Additionally, the college is now a member of the Chesapeake Area Consortium on Higher Education (CACHE): Institute for Environmental Careers, along with other area community colleges. An associate's degree and certificate in Environmental Technology and Environmental Planning, as well as a letter of recognition in Environmental Management, are offered to meet local business needs.

5. Business. 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. Trades and Energy Training. The construction and related industries continue to employ a large segment of the Southern Maryland 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. To meet the enrollment capacity for these programs the college recently opened its Center for Trades and Energy Training. CSM also offers an associate of applied science degree in construction management.

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 and early childhood education. (The A.A.T. in selected fields in secondary education is under development.) In an effort to improve access to bachelor's degrees in education, the college has served as the catalyst 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.

CSM created new learning experiences and support services to meet the needs of distinct groups three years ago. "The Big Read" program engages the community in simultaneously reading and discussing a single book with the goal of spreading the joy of reading and initiating thoughtful dialogues such as book discussions, classroom assignments, public readings, poetry slam competitions and performances that reached a diverse audience of lapsed and non-readers as community members participate in this dialogue. For the fourth consecutive year, CSM offered free community forums, and Money Smart seminars for retirees and new home buyers. The college also hosted a Friday Night Lecture Series and a summer Twilight Concert Series, both free and

open to the public. In support of the Maryland Humanities Council, CSM hosts Chautauqua each July, featuring visits with historic figures during the summer at various sites across the state. Each of these programs is expected to continue.

For individuals seeking to become involved in the community, Volunteer Southern Maryland (VSMD), housed on the CSM La Plata campus, remains a one-stop shop for people looking for volunteer opportunities in Southern Maryland. VSMD's online database links volunteer opportunities with individuals.

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 New Faculty Academy and the Division of Distance Learning and Faculty Development. 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 system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of 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, the Periodic Review Report (completed November 2009) confirms the institution's high standing with no finding or recommendation and was used as an example by the Middle States Commission on Higher Education of a model periodic review report. The results of the PRR continue the college's standards of excellence established in its spring 2004 decennial self-study, as a result of which the college received two commendations (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 fifth year in a row CSM has been honored by the Maryland Work-Life Alliance with the Workplace Excellence Award, and for the first time the

Trailblazers award. The Workplace Excellence Seal of Approval recognizes visionary employers that view work/life as a strategic business imperative.

The College of Southern Maryland seeks to attain greater academic excellence and institutional effectiveness through a Quality Improvement Process (QIP). CSM established QIP in academic year 2008-09 to strengthen the integration of planning, assessment, and resource allocation. The Quality Improvement Council (QIC) coordinates and reviews all quality improvement initiatives including the review of both strategic and assessment plans and plan accomplishments. QIC recommends new directions for CSM and budget priorities to the president's council (PC) at the start of the fiscal year. The council is made up of representatives from the major areas and levels of organization within the college and leads QIP. Part of the quality initiative is the identification of Key Performance Indicators (KPIs). Several of the Maryland Performance Accountability Report indicators were adopted by CSM as KPIs and as such are routinely monitored and discussed as part of the institutional assessment component of QIP.

The QIP also oversees three subcommittees: a College Innovation Team (CIT), a Strategic Planning Team (SPT) and a College Assessment Team (CAT), with broad representation from all parts of the college. In 2007 and 2008 the college prepared an application to the Maryland Performance Excellence Awards Program (*aka* Baldrige Quality Program), and was awarded the Silver Award on both occasions.

Student persistence, transfer and graduation rates are monitored through a well represented Strategic Enrollment Management Council that meets monthly to discuss methods and techniques for improving student success. Skills assessment tests are given to incoming freshmen to determine their ability to perform in college level courses. Similar diagnostic tests are given to high school juniors to determine any deficiencies that they can work on in their senior year of high school. This and many other intervention techniques are employed at CSM to enhance student success.

The quality of the CSM's academic programs is evidenced through recognition by professional associations. This recognition provides assurance to employers and to transfer institutions of the knowledge, skills, and abilities of the CSM graduates of these programs. The Practical Nursing and Associate degree nursing programs are accredited by the National League for Nurses Accrediting Commission, the physical therapy assistant program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, the business degree programs in Accounting, Business Administration, and Management Development are accredited by the Association of Collegiate Business Schools and Programs, the Commercial Vehicle Operators Certificate is approved by the Professional Truck Driving Institute, the Paralegal Studies program is approved by the American Bar Association, and the Emergency Medical Services program is accredited by the Maryland Institute for Emergency Medical Services Systems. Accreditation is also being sought for the

Medical Laboratory Technician program through the National Accrediting Agency for Clinical Laboratory Sciences.

The College is seeking national recognition as a Center of Academic Excellence (CAE) in Information Assurance Education. The centers are jointly sponsored by the National Security Agency and the Department of Homeland Security. CSM received its second certification this year by the Committee on National Security Systems, thereby establishing its eligibility to apply for CAE status. The new statewide program in Nuclear Engineering Technology: Instrumentation and Control will undergo accreditation review by the Accreditation Board for Engineering and Technology (ABET) as part of its affiliation with the Nuclear Energy Institute. The ASE degrees, once approved, will also reflect approval by ABET.

Individual courses at CSM similarly reflect the college's commitment to high standards of academic excellence. Many of the college's online courses have been approved through the Quality Matters process, a nationally-recognized, faculty-centered peer review process designed to certify the quality of online courses and online components. Several faculty members have been trained to serve our institution and others as peer reviewers. The Maryland State Department of Education also approved several of the college's online courses for use with Calvert County Public Schools as options for concurrent enrollment high school students.

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

CSM strives to afford access to many different segments of the community, including: part-time working adults; transfer students; international students; high school students; home school students; gifted and talented students; military and veterans; dual admission; non-graduates of high school; challenged students; and others.

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 the 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.

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. Cooperative education and internship experiences, self-paced courses, service learning, accelerated courses, late start 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 has significantly expanded its online and Web-hybrid alternative delivery options. Thirteen degrees, seven certificates, and eight letters of recognition may now be completed online at CSM. The majority of courses are at least Web-enhanced, 64 courses are Web-hybrid, blending face-to-face instruction with on-line instruction, and 140 courses are completely online. The Division of Distance Learning and Faculty Development assists faculty in integrating state-of-the-art technologies into their courses, such as Elluminate, video-streaming, and avatars. These efforts contribute to Maryland's status as one of the most advanced states in the use of instructional 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.

The college also recognizes that quality child care often poses a challenge for students seeking to further their education and opened the Children's Learning Center in 2006. The center is available for use by children of students at a reduced cost and also serves as a source of employment for other students, particularly those interested in pursuing careers in early childhood development and/or education.

The college continues to expand its facilities on all three campuses and five sites to provide access and opportunities for Southern Maryland residents. New facilities that promote access for short-term career training are the Center for Trades and Energy Training and the Center for Transportation Training. Short-term career training programs were increased and launched in Fall 2009 to include childcare, business, construction, electrical, carpentry, welding, heating, ventilation, and air conditioning, and truck driver training.

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.

Making college affordable is a national challenge, as well as a regional challenge for CSM. The college makes every effort to keep tuition and fees low for its students. To

help students meet costs, CSM introduced a tuition payment plan which extends a four-month period to pay CSM tuition. Since the plan is not a loan program, there is no debt, no credit search, and no interest or finance charge assessed on the unpaid balance, only a \$50 per semester non-refundable enrollment fee. Through the college's financial assistance office, CSM is increasing the numbers of students receiving advising as they seek federal and state grants and loans. The college also offers an online Scholarship Finder, which is a quick, easy, and free service that helps Southern Maryland students match their backgrounds and financial needs to dozens of local scholarships in a wide variety of academic programs.

Scholarships for students pursuing specific programs, such as STEM-related careers, are available to students through the Energetics Technology Center grant and for students seeking a career in nuclear engineering technology through grants sponsored by the Nuclear Regulatory Commission and Constellation Energy. UMUC also makes several scholarships available to CSM students. The College's textbook rental program, the first in the state, provides another means of making college more affordable to its students.

CSM has committed resources and a specialized advising office to help veterans navigate through the system of higher education in Southern Maryland with their allotted benefits.

To increase the opportunities for students to pursue bachelor's degrees locally, the college offers "local" four-year degree options through articulated programs in a teaching facility shared with the University of Maryland-University College (UMUC), the Waldorf Center for Higher Education. CSM is now involved in seven 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, Stevenson University (formerly Villa Julie College) and the University of Maryland College Park. (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.

Goal 3:

Ensure equal educational opportunity for Maryland's diverse citizenry.

The high value the college places on diversity, equal opportunity, and cultural competency is evident in all of its endeavors. However, the following examples outline specific initiatives.

Diversity

The President's Committee on Diversity and Inclusion (PCDI) was formed at CSM in 2008 and is responsible for a comprehensive and integrated college-wide approach aligned with the college's diversity and inclusion efforts. The committee evaluates and recommends improvements to the college's policies and practices, including recruiting, retention, outreach, and marketing.

CSM addresses its performance in the CSM Cultural Diversity Plan which aligns to the college's 2010-2013 ISP and speaks to minority student recruitment and retention throughout the goals, objectives and action items. CSM has identified facilitators to lead focus groups and host dialogues with African-American students to determine current roadblocks to graduation and/or transfer. The college has also planned for the comprehensive review of demographic data, enrollment patterns, financial aid, academic achievement, perception of campus climate, etc. between African American students and all students. It has begun a thorough analysis of the recruitment pipeline to identify problems/barriers and develop and implement a plan to recruit a diverse workforce and explore issues regarding minority employee retention. In addition, a review of the approaches used to advertise open positions, particularly with regard to individuals of underrepresented groups on campus is planned.

Faculty members also participate actively in diversity initiatives. The Faculty Committee on Diversity in Education sponsors annual, soon to be semiannual, conferences on issues related to diversity and the curriculum.

Equal Opportunity.

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.

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.

Activities for its diverse student body are held often at the college. For example, the Educational Talent Search program co-sponsored a Young Women of Color Conference where over 200 students and parents attended seminars and workshops led by women in key leadership roles including local news reporters, political leaders and business persons; a Green Industries Career Day with participation from technology firms, seven labor unions, medical groups, military units and local businesses; and an internship with Concerned Black Men of Virginia. The college also sponsored Unity in Our Community, a diversity forum, for the third consecutive year. This outreach forum brings community leaders and citizens together for productive dialogue and discussion to build a healthier, more tolerant community that celebrates diversity.

Cultural Competence and Global Citizenship

The college has identified cultural competence and global citizenship as one of its ten core learning areas and is designing opportunities for the inclusion of this competency in its programs of study. To assist in this effort, CSM has renewed its membership in Community Colleges for International Development, Inc., joined the Midwest Consortium for International and Intercultural Education, and continues to be a member of the Maryland Community Colleges for International Education Consortium. The Global Initiatives Committee oversees and encourages internationally-related activity and is engaged in efforts to assess and improve cultural competence of students, faculty, and staff at the college. Awareness of other cultures is provided through study abroad programs, faculty professional development, and efforts to internationalize the curriculum

Civility Campaign

To promote tolerance and civility toward all cultures, the college has embarked on a civility campaign that will guide the college community toward a greater demonstration of tolerance and improve the quality of relationships at the college.

Goal 4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

Core Competencies and General Education

One of the key mechanisms by which CSM demonstrates student-centered learning is through the identification of ten (10) core learning competencies to be achieved by all CSM graduates: effective oral and written communication, scientific literacy, quantitative reasoning, critical thinking, technological competency, arts appreciation, information literacy, cultural competency and global citizenship, specialized knowledge, and experiential learning. While many of these competencies will be assessed in general education courses, others in specialized knowledge will be assessed through the student's major area of concentration.

The tenth competency recognizes the need to provide opportunities for students to be intentional learners in diverse learning environments. The experiential learning outcome, labeled the "CSM difference," strives to offer service learning, internships, study abroad courses, and cooperative education experiences for students in all programs. Whether the student is transferring to a 4-year institution or entering the workforce directly upon graduation from CSM, experiential learning affords a transition that allows students to put theory into practice in settings outside the classroom and in audiences more expanded than their faculty and fellow students.

Exposure to the College Environment

CSM believes that early and frequent exposure to a college environment nourishes the spark of intellectual curiosity. To that end, the college continues to seek opportunities for K-12 students to participate in the college experience:

- a) CSM has collaborated with middle schools in all three counties to host fifth grade students for a day. The students participate in special, hands-on courses taught by selected CSM faculty in areas ranging from nursing to computer science to engineering. Each student receives a certificate at the end of the day that announces their acceptance into the College of Southern Maryland upon their graduation from high school.
- b) Outreach pipeline projects to advance **CSM's Science Technology, Engineering, and Math (STEM)** programs and initiatives involved middle school, high school and college students through CSM's Robotic competition. The competition is sponsored by the National Science Foundation, and several community partners. During the **CSM Robotics** Competition, each team gives a technical presentation on how they approached the engineering challenge, how they designed and programmed their robot and how they approached design and functionality problems. Robots were programmed to complete tasks both with driver-controlled play and a 20-second autonomous period.
- c) During the annual "**Women in Math**" workshops, high school students from Calvert, Charles and St. Mary's counties received hands-on insight into math and science fields by females who have excelled in their areas of expertise. This year's mentors included women who shared their formulas for success in pharmacy, cryptography, architecture, chemical engineering, mechanical engineering and computer science. The college piloted a Youth in Technology forum for high school students and their parents in the tri-county area. The forum included speakers, booths, demonstrations and the opportunity to discuss career fields with engineers, mathematicians, scientists, and others from private industry and from the two major naval bases in the region.
- d) 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; 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

Alignment with K-12: 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, entitled Better Education Together or BET, a variety of initiatives that address the college and career readiness of high school students have emerged, including:

- 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
- Joint marketing of services and programs

Early Access to College

In addition to the traditional method of earning college credit through Advanced Placement test scores, dual and concurrent enrollment offers avenues for secondary students to enroll in college courses while they are still in high school. Dual enrollment permits qualified high school students to attend classes at CSM on a part time basis as a way to accelerate their education. The CSM courses that high school students take earn them college credit and also earn them credit toward diploma completion. For example, students who successfully complete ENG 1010 and ENG 1020 at CSM typically earn credit for Senior English at the same time. Each county school system in Southern Maryland has developed academic standards, and processes for approval and enrollment for their students. Students in dual enrollment pay 50% of the course tuition and fees, thus making a college education more affordable. Concurrent enrollment allows high school students to take college courses outside the traditional school day. The concurrent and dual enrollment of high school students at CSM continues to grow.

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. Tech Prep agreements enable students to articulate credits directly into an identified associate of applied science program. In 2010, for example, students could articulate credits toward specified degree programs from among a total of 52 courses. A total of 1,110 credits were articulated for 162 students.

Transition to College

The Start Smart program assists first-time college students in getting started on the path to a successful college experience. Start Smart is an initiative to foster the retention and successful persistence of students. It helps students learn about college and develop skills needed for academic and personal success. Start Smart consists of a variety of programs, resources, and activities including: the first advising session, orientation, online orientation, and Kick Off to College, an orientation program which takes place

prior to the start of the semester. Freshman seminars, customized orientations for certain student populations and a re-design of the online orientation will be added. Each of these new activities will be offered at all campuses.

A corollary of the Start Smart student services is the Fast-track Program. Piloted successfully in summer of 2010, the program offers new students who place in developmental courses in reading, English, and mathematics the ability to take these courses in an intensive, ten-day environment over the summer. The Fast-track courses are characterized by one-on-one attention, faculty assistants, and self-paced learning. Students are thereby able to accelerate their progress through developmental courses and begin their college-level course work much earlier.

Partnerships with Colleges and Universities

CSM's 2+2 partnerships with four-year institutions facilitate transfer and provide opportunities for students to earn their bachelor's degrees. These programs allow students to easily transfer between institutions with minimal risk of wasted credits, and while saving thousands of dollars on tuition, fees, housing, and transportation costs. Each month, admissions representatives from private and state schools visit each campus to recruit and advise students of their transfer options. Some schools offer instant, on-site admissions for students who have a completed application and transcript.

CSM joined forces with the University of Maryland College Park to guarantee the transfer of students to the university through membership in the Maryland Transfer Advantage Program (MTAP). MTAP eases the transfer process and makes it possible for students to begin taking classes at UMCP at a tuition discount while still attending CSM.

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 consortia 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.

Through the collaborative efforts of CSM, the Naval Air Warfare Center – Aircraft Division (NAWCAD), the Southern Maryland Higher Education Center (SMHEC), and the University of Maryland Clarke School of Engineering, a cooperative agreement was

forged allowing CSM graduates in mechanical and aerospace engineering to transfer to the University of Maryland as juniors, with most of their courses taken at SMHEC rather than at College Park. Up to 20 students per year will receive full tuition scholarships to the University of Maryland and will participate in paid cooperative educational experiences during the summer. Following graduation, the new engineers are guaranteed employment at NAS PAX with NAWCAD. The Navy also paid for the construction of a \$750,000 dedicated lab at the Southern Maryland Higher Education Center for this baccalaureate completion program. The cooperative agreement will permit many more students to complete their baccalaureate degrees in Southern Maryland and fill an important workforce need for NAS PAX, the largest employer in St. Mary's County.

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.

The college recognizes that to grow a highly qualified work force in Southern Maryland, the college seeks to be linchpin among higher education, K-12 education and area employers.

Developing and administering workforce preparation programs and courses that meet the employment needs of the Southern Maryland/Washington Metropolitan area is a continual process at the College of Southern Maryland. Weekend courses were launched two years ago to address the demands of working adults. In addition, the number of online courses and programs has steadily increased over the past three years to offer convenient opportunities for learning. Recruiting efforts also include special open houses for non-traditional aged students in the evenings and on weekends. Through articulation agreements with four-year institutions, as well as through the forty-one (41) Science, Technology, Engineering, and Mathematics (STEM) identified programs, degree or certification in STEM fields, and its Career Starters in noncredit education, CSM is addressing critical workforce shortages in southern Maryland.

Initiatives such as the Education Partnership Agreement between CSM and Naval Air Warfare Center Aircraft Division (NAWCAD) address the issue. The agreement develops a pipeline for students to advance from academic studies to employment within national security industries in Southern Maryland. The partnership develops the framework for interaction between CSM students and faculty, area elementary, middle and high school students and teachers, and NAWCAD scientists and mentors. It identifies students with an interest in science while they are in elementary school, and will provide learning and internship opportunities for them through college. Naval Air Systems Command (NAVAIR) Fellows will be working with CSM faculty on projects and experiences for the students.

Recognizing the emerging crisis for the energy industry, CSM with its industry, education and economic development partners created a comprehensive solution to address demands for workers with operations, maintenance, and/or construction skills in three sectors: energy generation (oil, gas, coal, nuclear, solar, wind); energy transmission/distribution; and energy facility/utility construction. The college applied for and was awarded a \$1-million grant. In addition, CSM received a \$130,000 federal grant to provide scholarships for a new nuclear science training program that launches in 2010-2011 and will be housed at the Prince Frederick campus. It is part of a larger grant awarded by the Nuclear Regulatory Commission to prepare the next generation of nuclear energy technicians, a field that faces a wave of retirements within the next decade.

Federal Reserve Bank representatives and CSM representatives are working together to provide financial literacy training locally for public school teachers so that teachers do not have to travel to Baltimore. The CSM president, Dr. Bradley Gottfried, has contacted the superintendents' offices in the three counties to begin discussions about the best way to conduct the training. Additionally, the college sponsored free financial seminars through two all-day Money Smart conferences at the La Plata and Leonardtown campuses. These workshops are offered by financial experts addressing a wide variety of topics regarding real estate and mortgage, personal banking and finance, identity theft, financial planning and insurance. The seminars are free and open to all residents in the tri-county community

To address the need for short-term training, Career Starter programs offer non-credit certificates targeted to those who are out of work due to the recession or targeted to those individuals who are looking at changing careers. This includes a variety of careers in areas such as business, construction, early childhood, healthcare, hospitality, information technology, real estate, transportation and veterinary courses. In addition, CSM opened a new Center for Trades and Energy Training at the beginning of FY2010 to offer new and expanded course offerings to the Construction Trades.

The Corporate Center at the College of Southern Maryland offers comprehensive leadership training, supervisory and management development courses, workforce training, and consultations for organizations seeking to increase employee productivity and organizational efficiency.

Partnerships such as the following are vital to the success of the college's workforce development efforts:

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). In the fall of 2007 a formal memorandum of understanding was signed with NAWCAD as an educational agreement for 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 as well as the Navy Alliance, which protects the defense industries economic engine in Southern Maryland.

d) The college is an active member in all three Southern Maryland county Chambers of Commerce and three Economic Development Commissions (EDCs).

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 works closely with the four local hospitals and 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.

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 Corporate and Community Training Institute (CCTI) 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) Conference and Exhibitions Services assists in hosting meetings conferences and exhibitions sponsored by local businesses and agencies.

d) 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.

e) 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 recently completed a revised Strategic Plan covering 2010-2013. The process included a review of the mission, vision and values as well, all approved by the Board of Trustees in April 2010.

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:

Vision

Transforming lives through lifelong learning and service.

Values / Guiding Principles

- Diversity
- Excellence
- Innovation
- Integrity
- Knowledge
- Respect
- Teamwork

The college's new mission, vision, and value are woven into the new institutional strategic plan for 2010-2013:

Goal 1: CSM effectively meets the life-long and diverse educational, workforce development, cultural, and community needs of a changing Southern Maryland.

Objective 1.1 Increase the percentage of high school students and recent high school graduates from the tri-county area enrolled at CSM or another post-secondary institution.

1.1a Host dialogues with area high school and middle school personnel, students, and parents to determine current roadblocks to enrollment at CSM following graduation

1.1b Fully implement new recruitment plan which addresses how to attract and enroll high school students and recent high school graduates.

1.1c Develop and implement new marketing plan which addresses high school students and recent high school graduates and identify specific programs to market to this group.

1.1d Work with public school systems in each county to clarify and expand CSM course offerings that current high school students can take during the traditional school day.

1.1e Explore and, if appropriate, develop a plan to pilot a Middle College program for high school students who are interested in simultaneously completing their high school diploma and taking college-level classes on one of our campuses.

Objective 1.2 Develop recruitment strategies to increase the diversity of the student body.

1.2a Identify specific minority student populations in order to set recruitment goals.

1.2b Develop minority student recruitment strategies tailored to each county.

1.2c Develop a minority student recruitment monitoring process.

1.2d Host student focus groups for students of color and students of varying cultural backgrounds to gather campus climate data and share data with appropriate departments and committees.

Objective 1.3 Increase the number of adult learners – those 25 years of age and older – who choose CSM to facilitate career changing, associate degree completion, and skill enhancement.

1.3a Examine and retool credit workforce and career development programs and courses to meet the needs of adult learners and employers.

1.3b Examine and retool continuing education workforce and career development programs and courses to meet the needs of adult students and employers.

1.3c Expand marketing and promotion approaches that will attract adult learners (such as women over thirty years old; people of color; discharged, returning and retiring military; retirees in search of a second career; and others in this category) to CSM's credit and continuing education programs and identify specific programs to market to this group.

1.3d Examine and develop new approaches to delivering student services to a diverse adult population.

Objective 1.4 Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.

1.4a Review and assess current 2+2 partnership programs to determine student success in attaining degrees through these programs and to identify and address any roadblocks to success.

1.4b Conduct a systematic review of 2+2 partnership programs to determine if there are gaps in our current array of offerings that may provide opportunities to expand these partnerships to additional programs of study.

1.4c Expand collaborative partnerships with four-year institutions that result in more bachelor-degree completion opportunities for CSM graduates at CSM campuses, the Southern Maryland Higher Education Center, Bowie State University, Capital College, St. Mary's College, the Waldorf Center for Higher Education, and other Southern Maryland venues.

1.4d Develop marketing and promotion approaches that will highlight locally offered 2+2 Bachelor's degree programs.

1.4e Explore opportunities to expand and market 2+2 online degree completion programs.

Objective 1.5 Increase the number of students obtaining or maintaining licensure and certification through CSM courses.

1.5a Conduct research to identify those careers that require certification and licensure and provide students with appropriate courses and programs.

1.5b Expand workforce development programs that lead to certification and licensure.

1.5c Explore partnerships and national certification opportunities and any required continuing education requirements.

Objective 1.6 Increase the number, frequency, variety, and attendance at cultural and community programs offered on each campus.

1.6a Working with each community, identify the types of programs that are most valued in each county to determine CSM's niche.

1.6b Identify ways to augment the cultural affairs programming budget.

1.6c Increase the number and variety of cultural affairs programs in each county.

1.6d Increase the number and variety of multicultural awareness programs, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints.

Goal 2: CSM promotes student success by providing outstanding education and related support services that help students achieve their goals.

Objective 2.1 Increase persistence and the graduation and/or transfer rates for all credit students.

2.1a Examine issues - both academic and social integration issues - around the First Year of College and develop programs and services that provide students with a stronger foundation for college success.

2.1b Identify and implement programs that help students make progress toward their goals and assist them in modifying their goals as appropriate.

2.1c Evaluate and revise existing programs that help students succeed academically.

2.1d Identify those students eligible to receive LORs and certificates and assist them in obtaining these awards.

2.1e Expand experiential learning opportunities, including internships, cooperative education, and service-learning experiences.

2.1f Identify the core competencies that define CSM graduates and create the "CSM Difference"; imbed these competencies into program expectations.

2.1g Develop a comprehensive retention plan that fosters collaboration throughout the college community.

Objective 2.2 Increase the percentage of African-American students who graduate and/or transfer.

2.2a Examine issues - both academic and social integration issues - around the First Year of College and develop programs and services that provide African-American students with a stronger foundation for college success.

2.1b Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate.

2.2c Host dialogues with African-American students to determine current roadblocks to graduation and/or transfer.

2.2d Conduct a comprehensive review of institutional data to determine if there are any unique differences in demographic data, enrollment patterns, financial aid, academic achievement, perception of campus climate, etc. between African-American

students and all students that may result in varying student success rates. Provide findings and recommendations to appropriate departments and committees

2.2e Identify those students eligible to receive LORs and certificates and assist them in obtaining the award.

2.2f Explore the feasibility and desirability of launching a mentoring program for African-American male students. Provide findings and recommendations to appropriate departments and committees.

Objective 2.3 Decrease the percentage of students who place into developmental education courses.

2.3a Expand the high school Junior Compass Placement testing program.

2.3b Explore the use of Compass Diagnostic and PLATO tutorials in area high schools.

2.3c Identify ways to increase the number of college-readiness CSM courses available for area high school students.

2.3d Identify barriers to high school student participation in CSM college-readiness courses and make recommendations.

2.3e Explore issues regarding adult students' placing in developmental education courses to determine if there are any ways to decrease this number. Provide findings and recommendations to appropriate departments and committees.

Objective 2.4 Increase the percentage of students who successfully complete their developmental coursework within four years.

2.4a Examine issues around the First Year of College and develop programs and services that provide students with a stronger foundation for college success.

2.4b Implement programs that help students make progress toward their goals and assist them in modifying their goals as appropriate.

2.4c Identify new methods (e.g. accelerated program possibilities, self-paced courses, and placement testing opportunities) to help students complete their developmental requirements in ways that promote persistence and success.

2.4d Research best practices to address developmental education needs of various student populations (e.g. adult learners, African-American students, non-native speakers). Provide findings and recommendations to appropriate departments and committees.

Objective 2.5 Promote cultural diversity through academic instruction.

2.5a Develop objectives for the cultural diversity core learning competency

2.5b Identify general education and program-specific courses in which cultural diversity themes can be incorporated.

2.5c Create a comprehensive plan for assessing cultural diversity as one of the ten core learning competencies.

2.5d Research methods to increase faculty and student participation in international conferences, study-abroad programs, exchange programs and other international opportunities.

Objective 2.6 Increase the number of credit courses and credit sections offered in nontraditional and flexible formats.

2.6a Identify the student population(s) and the appropriate course(s) and program(s) to offer in non-traditional formats.

2.6b Develop a marketing plan to promote and encourage enrollment in courses offered through non-traditional and flexible formats.

2.6c Develop an enrollment report for the various nontraditional formats (e.g. web hybrid, weekend college, accelerated)

2.6d Develop a comprehensive distance education plan.

Objective 2.7 Increase graduate (credit students) satisfaction with their job preparation.

2.7a Explore issues regarding credit student's satisfaction with their job preparation. Provide findings and recommendations to appropriate departments and committees

2.7b Identify and implement new initiatives that may contribute to increasing student satisfaction with job preparation (e.g. experiential learning, faculty advisement, curriculum modification, etc)

2.7c Investigate how to improve student/graduate satisfaction information collecting systems.

2.7d Identify the core competencies that define CSM graduates and create the "CSM Difference"; imbue these competencies into program expectations.

Objective 2.8 Increase workforce development (continuing education) student satisfaction with job preparation.

2.8a Complete work on workforce development student feedback/data gathering systems and begin tracking data.

2.8b Explore issues regarding continuing education student's satisfaction with their job preparation. Provide findings and recommendations to appropriate departments and committees.

2.8c Identify and implement new initiatives that may contribute to increasing student satisfaction with job preparation.

Objective 2.9 Increase the academic performance of CSM students at transfer institutions.

2.9a Explore issues regarding the academic performance of former CSM students at their new transfer institutions. Provide findings and recommendations to appropriate departments and committees

2.9b Examine issues around the First Year of College and develop programs and services that provide students with a stronger foundation for college success

2.9c Develop a comprehensive student learning outcome assessment plan

Goal 3: CSM is the employer of choice of a diverse workforce

Objective 3.1 Integrate diversity and inclusion initiatives into all unit plans.

3.1a Review Unit Strategic Plans to insure that appropriate diversity and inclusion initiatives have been included.

3.1b Conduct diversity climate review for each unit. Provide findings and recommendations to appropriate departments and committees.

Objective 3.2 Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region.

3.2a Analyze the recruitment pipeline to identify problems/barriers and develop and implement a plan to recruit a diverse workforce.

3.2b Explore issues regarding minority employee retention. Provide findings and recommendations to appropriate departments and committees.

3.2c Review the approaches used to advertise open positions, particularly with regard to individuals of underrepresented groups and make adjustments as needed.

Objective 3.3 Increase retention rate of full-time faculty and staff.

3.3a Revitalize the employee mentoring program for all employees.

3.3b Develop career ladders and a plan for implementation. Evaluate effectiveness.

3.3c Evaluate the effectiveness of the annual staff salary merit system and make recommendations for change.

3.3d Examine how CSM's compensations and benefits compare to peer institutions and comparable local jobs. Develop recommendations to address any competitive disadvantage.

3.3e Explore issues regarding employee morale and job satisfaction. Provide findings and recommendations to appropriate departments and committees.

Objective 3.4 Increase the retention rate of adjunct faculty.

3.4a Review the current system of adjunct faculty orientation and consider making it mandatory.

3.4b Develop an exit survey for adjunct faculty in order to determine why they are leaving.

3.4c Review the effectiveness of the array of services and training provided to adjunct faculty and consider potential changes.

3.4d Conduct a needs assessment in order to determine appropriate types of training, times, locations, and resources needed for adjunct faculty training.

3.4e Assess the effectiveness of faculty training programs for adjunct faculty.

3.4f Examine how CSM's compensations and benefits compare to peer institutions. Develop recommendations to address any competitive disadvantages.

Objective 3.5 Improve the hiring process to increase consistency, reduce time to hire, and increase the hiring of employees from underrepresented groups.

3.5a Review and revise hiring processes in order to reduce inefficiencies, improve consistency and increase the hiring of employees from underrepresented groups.

3.5b Develop and implement new search committee training that achieves consistency, ensures compliance with college policies/procedures, and underscores the importance of diversity in the hiring process.

Objective 3.6 Enhance necessary skills and facilitate employee professional growth by expanding and developing new high quality training programs for employees.

3.6a Finalize and implement staff training matrix.

3.6b Develop and implement faculty training matrix.

3.6c In response to defined needs, identify any gaps in current employee training offerings.

3.6d Make cultural diversity training mandatory for all employees.

3.6e Investigate the feasibility of providing a Faculty Development Center on every CSM campus.

3.6f Explore feasibility of developing a Chair and Leadership Academy.

Goal 4: CSM employs effective management practices to ensure that the college provides outstanding services in an efficient and proactive manner at all campuses.

Objective 4.1 Increase employees' satisfaction with their contributions to the mission and the values of the college.

4.1a Examine how CSM employees believe their job helps contribute to the mission of the college. Develop recommendations to address any issues discovered through this investigation.

4.1b Develop methods to increase the number of CSM employees involved in quality improvement efforts.

4.1c Develop methods to publicize and raise awareness of the college's mission, vision and values among college employees.

4.1d Increase opportunities for employees to be recognized and rewarded for their contributions/activities that support diversity and inclusion at the college.

Objective 4.2 Improve management practices and work processes through the Quality Improvement Process (QIP).

4.2a Identify core business processes.

4.2b Prioritize core business processes that need to be reengineered (PARD).

4.2c Determine performance benchmarks or standards for each core business process and develop measurement tools.

4.2d Continue to explore how to best take advantage of the Baldrige National Quality Awards program or the Maryland Performance Excellence Awards program to enhance continuous improvement and productivity.

4.2e Develop a plan to integrate quality improvement initiatives into the merit appraisal system. Process improvement will be integrated into every employee's plan for the year.

4.2f Develop a plan to integrate quality improvement initiatives into the awards and recognition program and retool the quality improvement grant process.

Objective 4.3 Increase the level of student satisfaction with college services.

4.3a Review the CCSSE results in order to identify weaknesses and to develop strategies to improve student satisfaction with college services.

4.3b Complete development and begin implementing Customer Service Training program.

4.3c Review unit strategic plans and unit assessment plans to insure that, when appropriate, these plans address student satisfaction with college services.

4.3d Conduct student focus groups by gender, race, etc. to obtain student feedback on college services.

Objective 4.4 Increase the rate at which CSM's students and employees believe the institution functions as "one college" across our three campuses and various service centers.

4.4a Clarify and implement the vision for integrating the three campuses and other sites into a dynamic whole college by looking at faculty/staff ratios and resource allocation to insure equity college-wide.

4.4b Evaluate the consistency of services and information provided between campuses. Provide findings and recommendations to appropriate departments and committees.

Objective 4.5 Implement policies, procedures and processes that reduce CSM's "carbon-footprint."

4.5a Investigate the American College & University Presidents' Climate Commitment initiative and consider becoming a signatory and agreeing to implement a comprehensive plan to pursue climate neutrality.

4.5b Complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel).

4.5c Develop an institutional action plan for becoming climate neutral. The plan may include:

1. A target date for achieving climate neutrality as soon as possible.
2. Interim targets for goals and actions that will lead to climate neutrality.
3. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
4. Actions to expand research or other efforts necessary to achieve climate neutrality.
5. Mechanisms for tracking progress on goals and actions

4.5d Establish and implement a policy that all new college construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.

4.5e Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist

Objective 4.6 Research and adopt appropriate best practices in internal controls in the financial area.

4.6a Develop an RFP for an initial risk assessment to identify the initial key areas for the internal audit.

4.6b Develop a plan and scope of work for ongoing financial control assurances.

4.6c Develop and disseminate an RFP for an internal financial controls audit.

4.6d Contract for Internal Control audits.

4.6e Evaluate the Internal Control audit findings and implement mitigation processes/procedures.

Objective 4.7 Research and adopt appropriate best practices in security controls for the information technology area.

4.7a Perform an external penetration assessment to determine the threat level from hackers.

4.7b Develop a plan and scope of work for ongoing IT security assurances.

4.7c Work with DFS to contract for IT security audits.

4.7d Evaluate the IT security audit findings and implement mitigation processes/procedures.

Goal 5: CSM has the resources to accomplish the college mission and goals.

Objective 5.1 Maximize existing funding streams in order to minimize future tuition increases.

5.1a Study and implement strategies to increase state and county support.

5.1b Develop guidelines for using auxiliary revenue to fund operating expenses.

5.1c Examine current revenue sources and develop strategies to enhance existing revenue streams and to identify new sources of revenue.

Objective 5.2 Implement efficiencies that result in a more effective use of resources.

5.2a Form an ad hoc committee to explore how greater efficiencies can reduce expenditures (e.g. staffing, supplies and materials, utilities, etc). The group should also examine operations to determine which may be effectively outsourced.

5.2b Determine cost per student targets for each department/program and if not reached, develop strategies to reach them.

5.2c Conduct a systematic review of all academic departments/divisions to determine if they are cost-effective and meeting the needs of the region. Grow, maintain, or delete as needed.

Objective 5.3 Acquire additional resources (e.g. land, equipment, technology, etc.) through grants, fundraising and new partnerships.

5.3a Identify other funding streams and pursue them aggressively.

5.3b Identify new approaches to raising annual gifts, such as additional events and ways of using existing events as "friend-raisers."

5.3c Secure funds to maintain CSM's STEM Institute and to launch new initiatives focused on Diversity and Inclusion; Non-Profit Enhancement; and the Southern Maryland Think Tank.

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 provide retrospective data, benchmarks and statistical projections associated with one of the five institutional goals described above. Many of the KPIs are also indicators found in the Maryland Performance Accountability Report (MPAR).

This comprehensive approach to evaluating institutional success necessarily includes the five goals for post secondary education contained in the state plan. They 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.

B. Capital projects and equipment

The Facilities Master Plan, on file with MHEC, outlines expected large scale capital needs in the future. They include:

Prince Frederick Buildings II and III

Leonardtown Campus Classroom Building

La Plata's renovation of the Business Building, the Continuing Education Building and the Fine Arts 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 a set of 60 institutional key performance indicators (KPI) associated with one of the institutional strategic goals that allow the college to monitor its effectiveness and record improvements as they are made throughout the institution. Data is collected on each of the institutional objectives and against a benchmark. The KPIs are reviewed on an bi-annual basis and used to improve institutional effectiveness.

**The Community College of Baltimore County
Report to MHEC Regarding the College's Mission
September 2010**

Mission Statement

The Community College of Baltimore County provides an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.

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 two (soon to be three) extension centers located in suburban Baltimore County. Our vision is to be the institution of choice for students, where together we make teaching purposeful, learning powerful, and community paramount.

As one of the largest community colleges 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 work force development and employee training opportunities.

General Description of Student Body:

In fiscal year 2010, the college served over 72,000 students. Total headcount enrollment was up 6% (and also up 13% as measured by credits attempted) from fiscal year 2009 . Nearly 34,000 students took credit classes and over 38,000 took non-credit courses. The majority of credit students were between the ages of 20-29 in FY2010, whereas continuing education programs tend to serve a student population more diverse in age. The largest group of CEED students were 60 years of age or older in FY2010. In the credit area, more than sixty percent of students attend on a part time basis. In the non-credit area, all students are part time. There are no residential facilities for students and all students must commute to classes..

Geographic sources of students - The College serves Baltimore County, a largely suburban county of approximately 800,000 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 and Hunt Valley (and soon, Randallstown/Liberty) 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 52% are white, 34% are African American, 5% are Asian, 3% are Hispanic, less than 1% are Native American, and 5% were other or unknown racial categories. Twenty-

one percent of 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, degree-seeking 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 businesses, industry and the community. The College provides developmental courses in reading, writing, and mathematics; and it offers a coordinated array of 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. The College has developed six Schools; a School of Health Professions, a School of Applied and Information Technology, a School of Justice, a School of Liberal Arts, a School of Mathematics and Sciences, and a School of Business, Social Sciences, Wellness, and Education. These Schools are responsible for coordinating continuing education and workforce development courses, credit programs, and program development activities. Overall, CCBC offers hundreds of programs and thousands of courses through 85 diverse and unique CIP programs of study.

Degree Levels

The College awards an Associate of Arts (AA), Associate of Science (AS) and Associate of Fine Arts (AFA) degree in its transfer programs, and an Associate of Applied Science (AAS), and an Associate of Science (AS) degree in its career programs. The College awards an Associate of Arts and Teaching (as well as AAS and AA) 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 certifications and licensures that are awarded by external agencies.

Areas of Research Activity

CCBC encourages faculty to conduct research that is related to student success and improving learning and teaching. The College has an extensive network of support for student learning, outcomes assessment, and classroom assessment projects and for assessing student achievement of learning outcomes, students' mastery of the concepts and content of their academic programs, and the level of challenge in their courses and those programs. The Planning, Research, and

Evaluation Office coordinates and supports these outcome assessment efforts and provides information and research to assist the College in making policy decisions and evaluating programs and services. Research activities (both Institutional and Sponsored) will continue to be undertaken to meet student, institutional, community, and State needs.

Characteristics of Faculty

CCBC's full-time credit faculty (n=403) is responsible for the majority of 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, credit instructional faculty, 41% are male and 59% are female, and 18% are minority (12% are African American and 6% are Hispanic, Asian, Native American or Other Race persons.). The College also employs close to 1,400 part-time credit and continuing education 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

Almost a decade ago, Baltimore County Public Schools, (BCPS), and The Community College of Baltimore County formed a partnership to address issues about college readiness. Elements of the early partnership included the administration of the Accuplacer both on and off campus to groups of BCPS sophomores selected by each high school principal. Currently, CCBC's 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. The intent of this project was to make students more aware of the academic demands of college and to provide early intervention recommendations to students who were at risk of placing into developmental courses at CCBC. In 2010, students from 16 different high schools enrolled in BCPS's college readiness courses. Other early interventions included the administration of career tests to groups of high school juniors and college tours. In addition to this, CCBC offers high school students the opportunity to earn college credit while still in high school (public, private, and home-school.) Upwards of 1,600 students participated in the College's, Parallel Enrollment Program (PEP) last fiscal year.

The Baltimore County Tech Prep Career Pathways Consortium is another area of partnership. The Consortium highlights the strong partnership between the Community College of Baltimore County and the Baltimore County Public School System. The Consortium has been established to ensure that students successfully completing a Career and Technology Education program at the secondary level can seamlessly transition to CCBC to continue their studies towards an Associate's degree or become gainfully employed in a high-wage, high-demand career. There are currently over 40 secondary/postsecondary Career and Technology Education articulation agreements in place, that provide high school students the opportunity to earn free college credits by successfully completing a sequence of four high school credits in a particular career area. In the past three years, Baltimore County high school students have earned over 3,800 articulated college credits, realizing a tuition savings of over \$276,000.

An example of a recent, successful academic partnership involved CCBC teaming up with Towson University to help students (the Towson Freshman Transition Program) who want to go to Towson but have been waitlisted due to space constraints. FTP students take CCBC courses, taught by CCBC faculty, on TU's campus. This partnership represents a "win-win" situation for everyone involved. Another partnership is the Associate to Master's Nursing Program for those who have earned bachelor's degrees in any discipline except nursing and are interested in pursuing careers as nurse educators. This is one of a number of joint efforts between Towson University and CCBC's School of Health Professions. CCBC's School of Health Professions is one of the largest providers of undergraduate health care education in the region and currently offers 14 degree/certificate programs, including a master's level Physician Assistant program in conjunction with the Towson University Graduate School. Additionally CCBC's continuing education division offers more than 28 entry level, allied health care programs. With UMBC, CCBC is engaged in a program for the provision of opportunities for graduate fellows. This partnership, which is entering its fifth year, combines a "student teaching" experience for UMBC graduate students with a professional development experience for CCBC faculty. To become eligible for the program, the UMBC graduate students participate in a series of workshops on college teaching in general and, more specifically, on community college teaching. The graduate students are then matched with CCBC adjunct teaching needs, are interviewed, and, if selected, are assigned a course and a CCBC mentor. This program has been mutually beneficial for both institutions, with several UMBC participants continuing as adjuncts or full-time faculty at CCBC or other community colleges and with CCBC faculty finding that the mentoring experience has reinvigorated their teaching.

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 Office of Workforce Development, Baltimore County Police Academy, Baltimore County Department of Social Services, Baltimore County Department of Aging, Baltimore County Detention Center and of course, the Baltimore County Public School System. CCBC has also partnered with nineteen agencies and hospitals that support developmentally disabled adults (Arc of Baltimore, Spring Grove Hospital Center, Athelas Institute, MOSAIC, United Cerebral Palsy, Tender Heart, etc.) CCBC provides onsite instruction to students with disabilities at over fifty sites. 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. At the Federal level, examples include quality improvement training for the Federal Drug Administration and for the Social Security Administration and grant opportunities through the US Department of Labor. Two areas of partnership promise are BRAC alignment opportunities and Homeland Security requisites.

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. CCBC has

also partnered with a range of unions and with the Associated Building Contractors to provide oversight for instructors and certify their credentials and quality in a number of apprenticeship programs.

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. The Baltimore Alliance for Careers in Healthcare, (BACH), is another important partner. BACH represents the Maryland Hospital Association and twelve regional hospitals. We have partnered to develop the Surgical Tech training program for a cohort of incumbent workers at BACH institutions, and will provide more training, especially developing and utilizing career ladders.

III: Institutional Objectives and Outcomes

Specific Goals and Priorities

CCBC's recent Strategic Plan (FY 2011 – FY 2103) focuses on four, overarching strategic directions and accompanying goals that address and mesh well with the stated objectives of the 2009 Maryland State Plan for Higher Education (June 2009).

Strategic Direction I - Student Success

CCBC will guide students to develop realistic and challenging goals and provide appropriate student support services to assist them in achieving their goals, whether those goals lead to earning a degree or certificate, obtaining transfer credits, developing specific skills, or enriching their personal lives.

We believe that ...

- individual student success is our collective success.
- student success should be viewed as part of a continuum and series of evolutionary events that form the basis for lifelong learning.
- efforts to measure and track student success must ultimately focus on enhancing student outcomes.
- the intellectual, cultural, and economic growth of individuals and the community are direct outcomes of student success.
- student success can be fostered both within and outside of the classroom.

CCBC will pursue the following goals and continue to ...

- make student success an ongoing part of the College's daily work that guides the College's efforts and decision-making.
- provide quality academic programs that have depth and value and that challenge and develop the abilities of all students.

- assure that outcomes, standards, and assessments reflect appropriate academic criteria and/or industry-based standards.
- challenge students using intellectually rigorous teaching and learning techniques to help them to meet academic standards and expectations.
- support student success for current and prospective students by maintaining student-oriented policies, practices, and programs.
- Enrich whole-learning opportunities for students by integrating student development, service-to-community, and co-curricular initiatives with academic activities.
- develop and incorporate high-impact success strategies and interventions for groups of learners whose academic achievement is “at-risk.”
- provide regular faculty and staff development opportunities to support student success initiatives.
- measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

Strategic Direction II - Teaching and Learning Excellence

CCBC will provide and support a quality educational experience for students by ensuring state-of-the-art teaching that combines outstanding faculty with committed support and services staff.

We believe that ...

- the strongest aspect of CCBC is its emphasis on quality teaching and learning.
- highly focused support services are important for student entry, steady progress, and goal attainment.
- all students, faculty, and staff are part of the teaching and learning environment and that all employees have a responsibility to seek continuous and measurable improvements in programs and services that support student success.
- student preparedness for and engagement with higher education are important in encouraging future student success and lifelong learning.

CCBC will pursue the following goals and continue to ...

- provide effective services that will attract, enroll, engage, and retain students.
- expand teaching and learning initiatives to promote a student success-centered environment.
- create supportive learning environments to help students identify and achieve their goals.
- provide a learning environment that values diversity, multiculturalism, global awareness, and inclusiveness.
- encourage students to develop an appreciation for lifelong learning, personal development, and educational and professional advancement.
- create opportunities inside and outside of the classroom for students to examine their abilities, reflect on their academic effort, and develop a healthy approach to learning.
- maintain our strong commitment to provide quality programming and services that have currency and market viability.
- provide rigorous, intellectually challenging, and relevant outcomes-based curricula and offer specialized formats and instructional delivery systems aligned with our Mission.

- deliver instruction using the most effective teaching methods to foster successful learning outcomes.
- review and assess existing curricula, services, and programs based on student, community, and workplace needs and develop new curricula to support areas of targeted growth.
- coordinate credit and non-credit programming to meet student, workplace, workforce, and community needs.

Strategic Direction III - Organizational Excellence

CCBC will promote an organizational culture that encourages excellence and success by developing and supporting individuals, teams, and processes that contribute to the effective and responsible management of teaching and learning, student success, human resources, facilities, services, technology, and finances.

We believe that ...

- appropriate change and renewal must occur at all levels of the organization to improve operations across the College.
- efficiency, effectiveness, and “best practices” must be woven throughout our daily tasks, processes, operations, and programs.
- our work is important to the Mission and Vision of the College, and all employees should be encouraged and provided with the tools and support they need to succeed.
- all employees should be recognized for their contributions to the College and be valued as individuals.

CCBC will pursue the following goals and continue to ...

- rely on an effective planning process and a system of continuous assessment and improvement to respond to and implement appropriate change.
- provide the highest quality managerial, administrative, and operational support for all strategic directions to ensure organizational viability and sustainability.
- align policies, procedures, evaluations, processes, and operations to ensure appropriate consistency, fairness, and effectiveness across the College.
- support all levels of instruction.
- revitalize and enhance the physical infrastructure, including buildings, grounds, offices, classrooms, campuses, and sites.
- improve programs, services, processes, and operations by upgrading technology in our classrooms and office environments.
- maximize training and on-going support for all employees in the effective use of technology needed to perform their jobs.
- promote the personal and workplace growth of all employees through professional development and opportunities.
- provide for a safe, clean, secure, and respectful College environment for our students, faculty, staff, community, and guests.
- utilize and build upon the rich diversity of talents, skills, and perspectives of our students, faculty, and employees.

- improve communications to inform, engage, and involve our internal and external communities.

Strategic Direction IV - Community Engagement

CCBC will earn the support and respect of our communities by being a good neighbor and by providing beneficial learning experiences that are highly valued by individuals in our communities and by community organizations, businesses, industries, and the County government.

We believe that ...

- earning and maintaining the support of our communities by anticipating and responding to their current and future needs and interests is essential to our Mission.
- transparency and accountability to our public and private supporters are vital.
- respecting and honoring the close attachments our unique communities have to our individual campuses is important in encouraging community support and participation.
- continuous promotion and targeted marketing for our programs and services must be maintained to gain student, community, business, and workforce recognition.
- identifying and cultivating mutually beneficial partnerships with businesses, educational institutions, not-for-profit organizations and associations, and governmental entities throughout the Greater Baltimore Region and the State are in the best interests of CCBC.

CCBC will pursue the following goals and continue to ...

- involve our communities and groups within our communities as partners in our Mission.
- meet the educational needs of the County and the Region by offering credit and non-credit programs and courses that respond to the changing needs of our communities.
- build community awareness, participation, and support through communications, services, partnerships, cultural events, and marketing to bring attention to the College's local impact, value, and merit.
- expand our relationships and partnerships with high schools and transfer institutions.
- bring about a richer learning and working environment for all by supporting a college community that embraces the diversity of our communities.
- renew and expand our affiliations and partnerships with college sponsors, donors, alumni, and supporters.
- seek external funds for learning and student success, support, infrastructure renovations, maintenance, development, and college sustainability efforts to advance strategic initiatives.

How do these goals relate to the overall goals of 2009 Maryland State Plan for Postsecondary Education (June 2009)?

Goal 1: Quality and Effectiveness

Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

The College believes that by promoting student success, 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.

Goal 2: Access and Affordability

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 and expand online courses and will work with the Maryland Digital Library and the Maryland Digital eLibrary Consortium 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 additional sources of funding for acquiring appropriate technology.

State Goal 3: Diversity

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 is committed to building a culture of success with initiatives such as the Achieving the Dream initiative (a national, student success initiative), ACDV 101 (Transitioning to College course requirement), Comprehensive Advising, Acceleration in Developmental Education, and Student Success Centers and Writing Centers. Currently, CCBC is offering a “Culturally Responsive Pedagogy/Instruction” workshop to faculty at the end of the spring semester. The concept of “Culturally Responsive Instruction” acknowledges the diverse backgrounds of our students, faculty, and staff and uses the enhanced understanding of cultural knowledge, experiences, and performance styles to help all students succeed. 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 an outcomes-based, success-oriented college.

State Goal 4: Student-Centered Learning

Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

CCBC will continue its efforts to provide an excellent educational pathway for students utilizing pedagogy, process, and resources to facilitate and maximize learning for each student. There are a number of examples of this commitment such as CCBC 's expansion of its PEP Program that encourages high school students to take college level courses at CCBC before high school graduation. CCBC's 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 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: Economic Growth and Vitality

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. The College has also been awarded a 3-year, ARRA grant for health professions. 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 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 and industries in the region. It will involve them in the development of curriculum, continue to hire employees 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 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 AND GOALS STATEMENT

2010

MISSION STATEMENT

Frederick Community College is a student-centered; community focused learning college preparing students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. The College offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of Frederick County.

INSTITUTIONAL IDENTITY

Frederick Community College's vision statement endorses its ambition to be a premier institution of higher education committed to advancing student achievement and success through collaborative efforts among students, faculty, and staff. This vision, along with five strategic goals and sixteen supportive objectives, provides direction to the College for assisting students to achieve their educational goals, and for advancing the quality of the institution. The College's current students reflect diverse educational and cultural backgrounds, and express a variety of reasons for attending.

Frederick Community College's institutional identity embraces six core values:

- **Learning**, and the lifelong acquisition of knowledge and skills;
- **Integrity**, through the application of fair and ethical standards in all policies, procedures and practices;
- **Diversity**, and respect for the visible and invisible differences that affect the success of students, staff and community members;
- **Innovation**, through creative thought and work processes that support continuous improvement;
- **Excellence**, in upholding high academic standards and maintaining a quality educational environment; and
- **Community**, through the engagement of all key stakeholders in the activities of the College.

The College offers both credit and non-credit programs and courses within the context of these values. 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 assorted career programs.

The College's Continuing Education and Customized Training, non-credit, (CE/CT) programs consist of a wide assortment of courses and offerings that meet the challenging needs of Frederick County citizens, businesses and industries. Continuing Education and Customized Training educational priorities include: workforce development programs, personal enrichment and lifelong learning programs; 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 existing training programs of large area employers.

INSTITUTIONAL CAPABILITIES

The primary emphasis of Frederick Community College is student achievement. Through its credit and non-credit programs, the College serves the diverse educational needs of the greater Frederick community while promoting student educational goal attainment. The College offers high-quality programs in all of the state- approved transfer curricula while actively engaging in articulation efforts with other Maryland institutions to ensure seamless transfer to other educational institutions for all students.

As the premier provider of workforce development, the College supports the economic development of Frederick County and the surrounding region. Frederick Community College develops partnerships with assorted businesses and offers industry- specific training for area employees. In addition, the College's 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 Frederick County by providing quality credit and non-credit programs that train high-tech workers at both entry level and advanced certifications. Through its participation in Maryland Online, Frederick Community College also expands access to educational experiences for time or place-bound citizens via credit and non-credit online offerings.

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 degrees. Additionally, it provides 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, and is the County provider for its Adult Basic Education experiences.

A singular characteristic of Frederick Community College is its commitment to student achievement. The College emphasizes comprehensive support services, creative partnerships, and leading-edge technology to support that commitment, and monitors its students' learning through systematic learning outcomes assessments. A corresponding and supporting commitment to faculty excellence is also maintained through professional development and a rigorous, peer-driven evaluation process.

To further advance its overall mission, the College prepares students to meet the challenges of a global society through infusion of global perspectives into the curriculum, its London Work/Study and Summer Russia Study Abroad programs, and through participation in the Maryland Community College International Education Consortium.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The 2009 Maryland State Plan for Higher Education focuses on several distinct areas: recognition of institutions for academic excellence and effectiveness; accessibility and affordability of education to students; equal opportunity for education for a diverse citizenry; a student-centered system of learning; and the advancement of a highly qualified workforce. Each is reflected to some degree in Frederick Community College's mission, vision and core values. All are supported by the College's current Strategic Plan and associated objectives.

Strategic Goal 1 of the College's Strategic Plan, Enhance Student Learning, directly addresses the State's orientation toward excellence and effectiveness expressed in the State Plan, Goal One. Strategic Plan objectives that are aimed at ensuring that College programs support individual student needs, promote academic success, and contain appropriate learning outcomes advance the College's progress in this area.

Strategic Plan Goal 2, Foster a Climate That Values and Promotes Diversity, corresponds with the State's Goal 3 of ensuring equal opportunity for Maryland's diverse citizenry. Objectives that call for the College to demonstrate a culture of inclusion and improve representation of under-represented populations in its faculty and staff create an educational climate that welcomes diverse populations. The College's open door admissions policy makes that possible.

Strategic Plan Goal 3, Enhance Employee Work-Life to Promote Learning, supports the learning process with objectives that reward faculty excellence, provide opportunities for their continued professional development, and plan for their succession. In doing so, it indirectly addresses the State's Goal 5 of promoting a qualified workforce.

Strategic Plan Goal 4, Ensure that College Systems and Practices Support Learning, advances the College in its orientation as a Learning College, and in its objective of creating intentional learners who are self-directed and self-motivated. Specific Plan objectives that call for institutional improvement through strategic use of assessment data, streamlined procedures, and effective unit-level planning create the structures and processes for directly addressing State intentions expressed in the State Plan, Goal 4 to promote student-centered systems of learning.

Finally, Strategic Plan Goal five, Improve the College's Enrollment, Finances, Technology and Facilities, moves the College toward ensuring its future viability and its continued ability to carry out the overall spirit of the State's Plan.

Frederick Community College, a Middle States accredited institution, continues to demonstrate strong performance on its State accountability indicators regarding access, diversity, quality and effectiveness, economic growth and vitality, workforce development and community outreach.

Frederick Community College Strategic Plan

Mission

Frederick Community College is a student-centered; community- focused Learning College, preparing individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning.

The College offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, Frederick Community College enhances the quality of life and economic vitality of Frederick County.

Vision

Frederick Community College is a premier student-centered learning college where students, faculty, and staff work together for student success.

Values

Frederick Community College values:

Learning

Promoting the lifelong acquisition of knowledge and skills.

Innovation

Applying creative thinking and business processes to enhance learning and support continuous improvement.

Diversity

Respecting the visible and invisible human differences that affect the success of students, staff, and members of the community.

Excellence

Upholding high academic standards by providing a quality educational environment.

Community

Encouraging the engagement of all internal and external stakeholders through communication and collaboration.

Integrity

Adopting fair and ethical standards in all policies, procedures, and practices.

GOAL 1

Enhance Student Learning.**College-wide Objective 1:**

The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support students' individual needs.

College-wide Objective 2:

Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.

College-wide Objective 3:

Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.

GOAL 2

Foster an inclusive climate that values and promotes diversity.**College-wide Objective 4:**

The College demonstrates a culture of inclusion that respects and appreciates the human condition.

College-wide Objective 5:

Maintain institutional vitality in an increasingly diverse society by improving the representation of employees of color in faculty, administrative, and support staff positions.

GOAL 3

Enhance employee work life to promote learning.

College-wide Objective 6:

An employee renewal, retention, and replacement plan meets the projected demand for new employees over the next five to ten years.

College-wide Objective 7:

The Employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.

College-wide Objective 8:

Compensation is appropriate and promotes a climate where employees are rewarded and recognized for their contributions.

GOAL 4

Ensure that College systems and practices support learning.

College-wide Objective 9:

Institutional improvement is facilitated by strategic use of assessment data.

College-wide Objective 10:

Streamlined policies and procedures are disseminated and consistent at college and unit levels.

College-wide Objective 11:

Unit level planning is effective at all levels of the organization and integrated with the Strategic Plan.

GOAL 5

Improve the College's enrollment, facilities, community linkages, technology, and financial viability.

College-wide Objective 12:

Credit and CE/CT enrollment reflect growth that ensures quality and serves the community.

College-wide Objective 13:

High quality facilities and innovative technologies are evident across the entire campus and in all areas.

College-wide Objective 14:

Public and private funding is effectively balanced to strengthen and maintain a quality learning environment.

GARRETT COLLEGE

2010 MISSION AND GOALS STATEMENT

Prepared for the Maryland Higher Education Commission

I. SUMMARY MISSION AND GOALS STATEMENT:

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

The College strives to attain six primary goals:

- **Accessibility:** Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.
- **Student Satisfaction and Success:** Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.
- **Educational Effectiveness:** Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.
- **Workforce Development:** Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation

courses; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.

- **Community Service:** Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.
- **Effective Use of Financial, Human, and Physical Resources:** Ensure, through the application of “best practices”, that financial, human, and physical resources are managed effectively and efficiently for optimal results.

II. INSTITUTIONAL IDENTITY:

Garrett College serves the higher education and lifelong learning needs of Garrett County, Maryland and adjacent portions of West Virginia and Pennsylvania. Maryland's smallest community college, Garrett College is dedicated to learner centeredness, accessible postsecondary education for all Garrett County residents, and community and economic development. Its Carnegie Classification is Associate's - Colleges. The primary functional emphasis of the College is learning and personal attention, support, and encouragement are hallmarks of the Garrett College learning experience.

The distinctive features of Garrett College reflect the characteristics of its service region, which is rural, sparsely populated, and somewhat isolated. Garrett is the state's westernmost county, an Appalachian mountain community with roots in agriculture, logging, and mining that is known for its scenic natural beauty. Garrett County lies outside the orbit of the State's commercial centers and has suffered chronic high unemployment; however, through much of the past decade it has experienced historically high employment rates albeit below the statewide average. Even though this change augurs well, out-migration of all population cohorts other than senior citizens has continued and forecasts of high school class-size show a downward trend for much of the next decade. The County currently has a population of approximately 30,000 full-time residents, 98 percent of who are Caucasian. 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 steadily, and wages have started to creep up.

As an open enrollment comprehensive community college, Garrett provides career and transfer education, developmental studies for students who are underprepared for college-level work, continuing education, and workforce development courses and

programs. Garrett College's small size is one of its greatest strengths. It has enabled the College to provide a learner-centered and nurturing environment noted for personal interaction between teacher and student. Garrett's students have consistently performed significantly better than the statewide average for community college transfers. Many of the students whom the College serves are first-generation college students who are either traditional students wishing to continue their education, or nontraditional students seeking job training or retraining.

Garrett offers a comprehensive and diversified range of career and transfer programs despite its small size; Associate in Arts, Associate of Arts in Teaching, and Associate in Applied Science degrees are offered as well as certificates (both credit and noncredit) for shorter-term career preparation. The College is also a recognized leader in Garrett County's economic development. It has taken an active role in promoting an information technology sector of the local economy and 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 adventure recreation, natural resources and wildlife management, and computer and information technology, all of which support economic and community development.

During the past decade, despite the fact that there have been few if any increases in state funding and only modest increases in tuition revenue, the College has nevertheless experienced a period of significant growth and expansion. Several new buildings have been added to the campus and significant improvements have also been made to some of the College's existing facilities. The College has also expanded its capacity for community outreach by relocating its Northern Outreach Center, which serves the northern portion of Garrett County, into a larger, better equipped facility. In September 2011, after almost a decade of planning, the College is scheduled to open the aquatic and fitness portion of the Community and Athletic Recreation Center (CARC). This \$23 million dollar facility has been planned to not only serve the needs of the College, but the recreational needs of the community as well. Completion of the gymnasium portion of the complex is projected for spring 2012. In August 2010, Garrett College officially opened its new Career Technology and Training Center (CTTC). Operated by the College, the CTTC is an initiative funded by Garrett County government to provide vocational training to the residents of Garrett County and the surrounding region. The College's Division of Continuing Education and Workforce Development will use the CTTC to offer a variety of job training programs and courses.

Since fall 2006, the College has also seen significant increases in enrollment, due in large part to the initiation of a county-funded scholarship program that provides free tuition to all qualifying Garrett County high school graduates. The addition of more on-campus housing has also led to growth in the College's residential student population, most of whom are out-of-county or out-of-state residents. More recently, the College has begun to experience an increase in non-credit enrollment as a result of the extension of the Garrett County Scholarship Program (in fall 2010) to include

graduating high school students who prefer to pursue postsecondary job training instead of a college degree.

Over the next several years, under the leadership of a new president, Garrett College envisions significant curricular development (both credit and noncredit), which will be guided by a comprehensive and fully integrated planning process that is just now getting underway. As part of this undertaking the College also envisions significant growth in its distance learning offerings due to planned improvements in the County's communications infrastructure.

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.

Based on available data comparing the performance of community college transfer students, Garrett College graduates frequently outperform all other Maryland community college graduates. Its transfer students normally hold very high cumulative averages after one year at the receiving institution. In fact, data for the AY08-09 cohort indicate that among Maryland community colleges, Garrett's transfer students held the highest cumulative average with a mean grade point average of 3.05, and 94.4 percent of Garrett College students who transferred to a Maryland public four-year institution earned a cumulative GPA of 2.0 or above. Garrett College also administers the Collegiate Assessment of Academic Proficiency (CAAP) test to all degree candidates in order to evaluate the extent to which they have attained the desired learning outcomes for critical thinking, mathematics, and written communication. For spring 2010, overall performance on the individual tests was down slightly from the previous year, but Garrett students still performed well, with 63 percent scoring at or above the national mean in Mathematics; 67 percent in Writing; and 53 percent in Critical Thinking. Students scoring at or above the national mean on one or more subtests are also awarded a certificate by ACT. Over one-third of the students received a certificate for all three exams; 19 percent received certificates for two of the exams; 84 percent of the students received a certificate for one or more exams

Garrett College has two career 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. A partnership with the Adventure Sports Center International (ASCI), which is located in close proximity to the College, offers Adventure Sports majors ample opportunities to gain valuable work-based learning experience.
- **Natural Resources and Wildlife Technology:** Unique in Maryland, the Natural Resources and Wildlife Technology program takes advantage of Garrett County's natural environment to prepare technicians who understand the interrelationships among soil, water, forests, 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 by acid mine drainage and creation of maps using GPS/GIS technology. Most of these projects are grant funded and permit students to gain significant work-based learning experience.

ACCESS AND AFFORDABILITY - STATE PLAN GOAL 2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

The percentage of Garrett students receiving some form of financial aid has risen dramatically from 57.7percent in FY2006 to 80.1percent in FY2009, an increase largely attributable to the introduction of the Garrett County Scholarship Program in fall 2006. This program covers tuition for all graduating Garrett County high school students. Since a large majority of the 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. The Garrett College Foundation also contributes need-based scholarships to eligible applicants. As an additional measure aimed at keeping education affordable, the Garrett College Board of Trustees has adopted a guideline stating its intent to keep Garrett College's tuition and fees in the range of the statewide median. For fall 2009, almost 80 percent of the College's service area residents attending higher education in Maryland as first-time, full-time freshmen enrolled at Garrett. The College also continues to work with the Garrett County Schools to offer programs and activities which are designed to encourage students to consider postsecondary education, to make them aware of the steps necessary to prepare for it, and to let them know that financial aid is available.

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. Distance learning offers particular benefits in this type of environment.

Through FY2007, Garrett's enrollments in both credit and noncredit online courses experienced significant increases, but have since declined significantly as the College curtailed on-line course offerings amid concerns about cost effectiveness and quality control. These concerns are being addressed and the FY2010-2013 Strategic Plan reaffirms the College's commitment to increasing its distance learning capability and online course offerings.

DIVERSITY - STATE PLAN GOAL 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. For example, in order to provide a multi-cultural learning experience, the College has integrated diversity and multi-cultural activities into the curricula of selected general education courses. All students must complete one of these "Identity and Difference" courses in order to graduate. Because of Garrett County's very small minority population, the College must look to other geographic areas to recruit minority students, faculty, and staff. In fall 2009, minority student enrollment was 13.4 percent, just slightly below the record high of 14.7 percent set the previous year. This percentage far exceeds the representation of minorities within the College's service area, which is currently 2 percent. Due to a variety of factors, the College has been less successful in attracting minority faculty and staff.

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 relatively low 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. Two of the "Benchmarks for Effective Educational Practice" as determined from the *Community College Survey of Student Engagement (CCSSE)*: Student-Faculty Interaction and Support for Learners, can be considered indicators of the extent to which an institution is student-centered. With respect to "Student-Faculty Interaction, on the 2010 CCSSE Garrett College scored well above average, falling just slightly below the score for the 2010 Top Performing Colleges. With respect to "Support for Learners" Garrett scored just about on par with the three-

year cohort of participating colleges.

The College also provides a developmental studies program that is highly successful in preparing students for achievement in college-level course work. The developmental math and English sequences were recently revised in order to decrease the number of semesters a student must remain in developmental coursework and to decrease the time in which a student can complete both developmental coursework and the first college-level GER in math and English. In addition to decreasing time spent in courses that will not count toward a degree, students are able to complete prerequisites for college-level courses more quickly thereby increasing the rate of progression. Students placing in the lowest developmental math or English levels can complete their developmental sequence and GER math or English in as few as two semesters. All developmental math and English courses are taught in computer instruction laboratories so that computer software can be used in instruction. The computer programs are web-based and are used in class during instruction and in scheduled lab time that is part of the class. Students may also access these web-based programs during tutoring sessions and for self-study anywhere they can access the Internet.

Garrett College offers an Associate of Arts in Teaching degree and its elementary and secondary education programs are fully articulated with those at Frostburg State University. The recent creation of a full-time Director of Education and Teacher Preparation position is further evidence of the College's commitment to teacher preparation and education. Garrett has also been very active in promoting a close collaborative relationship with the Garrett County Public Schools. The history of local collaboration has translated into significant curricular enrichment for the benefit of students in the local school system. Garrett College transmits college-level English and mathematics courses to Garrett County's two high schools via interactive television and operates a computer academy for high school seniors on its McHenry campus. Students enrolled in the computer academy complete a total of 12 college credits in computer repair and computer network administration. For many years, the Garrett County Board of Education and Garrett College have jointly sponsored College and Me, a nationally recognized program designed to give elementary school students a favorable early impression of college. All fifth grade classes spend several days at the College and, in addition to their regular studies, the students participate in a program of enrichment activities that have been designed to stimulate their interest in attending college.

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 continues to work towards the *State Plan* goal to “promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.” As part of this mission the College offers Associate degree and credit certificate programs and noncredit job training. Garrett College also uses its institutional resources to promote regional economic development through partnerships with regional and local government, business and industry, the Garrett County Schools, and economic agencies (both public and private) in order to foster strength and prosperity among Garrett County’s various economic sectors.

In FY2009, the College awarded a total of 86 degrees or certificates in four general occupational categories: business, data processing, natural science, and public service. Employers of Garrett graduates have consistently indicated a high degree satisfaction with the career preparation those graduates receive. Workforce development courses support the *State Plan*’s objective of providing ongoing educational programs and services that employees and employers require for upgrading skills. Garrett College had 5,114 enrollments in non-credit workforce development courses in FY 2009 out of a community of approximately 11,000 households. The College’s Division of Continuing Education and Workforce Development also plans courses and customized training in response to the needs of businesses, governmental and non-profit agencies, and other organizations.

The following examples demonstrate Garrett College’s commitment to and support for local and regional job creation and economic development:

Adventure Sports Program: 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.

Garrett Information Enterprise Center: Garrett College was instrumental in helping to establish a telecommunications infrastructure in Garrett County which was capable of supporting the information technology needs of local businesses and which could potentially attract new information-based businesses to the area. To further support this effort, the College subsequently constructed an information technology business incubator building on its campus.

Mountaintop Truck Driving Institute (MTDI): 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. MTDI prepares students to pass their Commercial Drivers License examinations. A shortage of truck drivers exists in Maryland and nationally.

Career and Technology Training Center (CTTC): The Career and Technology Training Center is Garrett College's newest initiative directed toward job preparation and workforce development. Operated by the College, the CTTC is an initiative funded by Garrett County government to provide vocational training to the residents of Garrett County and the surrounding region. The CTTC, which opened in August 2010, is located in a renovated former manufacturing facility and contains a welding lab, electronics and automation lab, three classrooms, conference room, and administrative space. Renovations to a second portion of the facility, which are underway, will result in a flexible classroom space designed to accommodate energy, technology and trades related courses and programs. The College's Division of Continuing Education and Workforce Development plans to offer a variety of job training programs and courses at the CTTC, including programming in various construction trades, CAD/CAM, and green technologies.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES:

GOALS AND OBJECTIVES

The goals and objectives listed below are drawn from Garrett College's FY2010-2013 Strategic Plan. The College does not anticipate any change in its goals during the next five-year period (2011-2015), but it is likely that some of the objectives will change as the College moves into its next planning cycle. The College's goals are consistent with the goals outlined in the State's Plan for Postsecondary Education.

Goal 1 - Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.

Objective 1-A. Increase each year the number of students served by Garrett College in credit-bearing programs.

Objective 1-B. Ensure that each student at Garrett College receives the maximum financial aid that is available and allowable to meet his or her need.

Objective 1-C. Develop and implement a comprehensive distance learning plan.

Goal 2 - Student Satisfaction and Success: Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.

Objective 2-A. Ensure that developmental studies are effective and facilitate a student's progress toward degree completion.

Objective 2-B. Increase the graduation and transfer rates for each cohort of full-time, first-time, degree or certificate students.

Goal 3 - Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

Objective 3-A. Implement a process of program review that focuses on student outcomes.

Objective 3-B. Commit to continuous improvement in teaching effectiveness.

Objective 3-C. Create campus environments that support learning goals.

Goal 4 - Effective Use of Financial, Human, and Physical Resources: Ensure, through the application of "best practices", that financial, human, and physical resources are managed effectively and efficiently for optimal results.

Objective 4-A. Maintain a resilient and reliable system of strategic financial planning and fiscal controls.

Objective 4-B. Develop the employee community as a confident, effective strategic team.

Objective 4-C. Put in place the support mechanisms necessary to sustain forward momentum.

Goal 5 - Workforce Development: Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation courses; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.

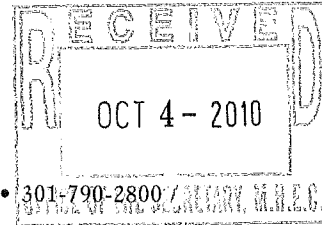
- Objective 5-A. Within the next three years, add 2-3 new or substantially redesigned degree or certificate programs in career advancement fields.
- Objective 5-B. With the addition of the Career and Technology Training Center (CTTC), expand opportunities for short-term workforce training in a model that can respond quickly to changing needs and ensure full use of the facility.
- Objective 5-C. Implement an assessment model for workforce training programs that focuses on proficiency outcomes. Use the model to target programs for expansion, improvement, or elimination.
- Objective 5-D. Increase each year the number of employers utilizing Garrett College for contract and customized training.
- Objective 5-E. Maintain the Garrett Information Enterprise Center (GIEC) business incubator facility at full capacity.

Goal 6 - Community Service: Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.

- Objective 6-A. Work with County officials and community groups to construct and support a Community Athletic and Recreation Center for College and public use that is cost-effective for the College and the County.
- Objective 6-B. Expand collaborations with Garrett County schools and those in other nearby school districts to better serve children in the region.
- Objective 6-C. Conduct joint planning among the Adventure Sports Center International (ASCI) and the College's Adventure Sports Institute (ASI) and Adventure Sports degree program to broaden the audiences served.
- Objective 6-D. Develop sustainable programs for retirees, including Elderhostel options and other lifelong learning activities.

Objective 6-E. With local arts organizations, enlarge the College's role as a central cultural resource and create a persuasive vision for a future Community Arts Center.

Objective 6-F. Play a leadership role within the Garrett County Chamber of Commerce and other organizations that promote the economic development of the region.



11400 Robinwood Drive • Hagerstown, Maryland 21742-6514 • 301-790-2800 / OFFICE OF THE SECRETARY, M.H.E.C.

Office of the President

September 28, 2010

Dr. James E. Lyons, Sr.
Secretary
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Secretary Lyons:

In response to your letter dated June 15, 2010, enclosed is the mission statement report for Hagerstown Community College. At their September 21, 2010 meeting, the Board of Trustees reviewed and approved this document

Sincerely,

Guy Altieri, Ed.D.
President

GA/bwr
Enclosure

Stay close. Go far.

www.hagerstowncc.edu



2010 Mission and Goals Statement

“Hagerstown Community College promotes student success through educational excellence and fosters regional development through community service and collaboration.”

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 surrounding regions. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. HCC collaborates with community constituencies in fostering regional economic and cultural development.

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.

HCC’s 319 acre campus is uniquely located in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Additionally, the area in which the College is located is designated as an “Urban Growth Area.” Much of the area’s growth is driven by the increase of population migrating from expensive metropolitan areas to the more affordable Washington County. Historically an agricultural region and now largely service industry based, Washington County is a commercial and major transportation “hub” in the mid-Atlantic region with its unique location at the intersection of Interstates 70 and 81.

Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education/training options in the region. Washington County residents accounted for 76% of enrollment, while 4% were residents from other Maryland counties. Out-of-state residents accounted for 20% of the Fall 2009 credit enrollment (15% from Pennsylvania,

4% from West Virginia and 1% from other states). In terms of age, 65% of all credit students in Fall 2009 were 25 years of age or younger. Approximately 14.5% of all students are minorities, with approximately half being African-American. Half of HCC's students report that they are employed at least 20 hours per week. Part-time enrollments accounted for 65% of all enrollments.

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. The University of Maryland – Hagerstown (UM-H), located in downtown Hagerstown, 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.

As of Fall 2010, HCC curricula includes 117 programs of study, spanning both transfer and occupational programs. Assessment is occurring in all curricular areas including general, developmental, transfer, and occupational education. Expanded program development is occurring in the areas of alternative energy technologies, cybersecurity. Committed to instructional excellence, the College launched a special initiative in FY 10 called the "Curriculum Excellence Project." This faculty and academic officer lead multi-year curriculum project will continue into FY 12. The central goal of this project is to conduct a comprehensive review of all aspects of curriculum quality, including general education requirements and related course outcomes, credit to contact hour ratios for various instructional designs, course and program guidelines, and outcomes assessment standards. This project will also address enhancements to the curriculum approval process and the methods, such as periodic program review, to assure ongoing curriculum quality and currency.

College facilities must change and adapt to meet both student and teacher expectations, utilize up-to-date technology to enhance today's new teaching techniques and learning styles, while incorporating modern construction methods, material and equipment to meet energy efficiency and environmental requirements. Built in 1966 and 1967, Hagerstown Community College's (HCC) physical plant and original buildings are over 40 years old and many of other buildings are at least 25 years old. All of these buildings have reached the age where major renovation is necessary. To better meet the needs of its community and to remain competitive, HCC is undergoing significant, comprehensive and coordinated facilities renewal and renovation. Renovation of one of the oldest building on campus, the 40-year old Career Programs Building (CPB), was completed in 2008. The building houses the College's nursing and allied health programs, as well as some business services, Continuing Education and a large conference center. The renovation greatly expanded square footage for nursing and allied health instruction includes four skills laboratories, totaling 32 beds, in support of nursing fundamentals, maternal child health care, medical surgical nursing, and mental health care, creating the largest and most sophisticated nursing training facility in Western Maryland. Construction is underway

for an extensive multi-phased Arts and Sciences Complex (ASC). The first phase will be the construction of a five-story Science, Technology, Engineering and Mathematics (STEM) building. The second phase will include relocating the classes and staff from the current science building to the new building, performing a complete renewal of the old building for the Learning Center and academic support space. The third phase will be the renovation of the Classroom Building, modernizing and bringing it up to code. Concurrent with the first phase will be the renovation of the Kepler Theater, with an addition of the Performing and Visual Arts Education Center, to complete the Arts and Sciences Complex.

It is clearly part of HCC'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.

Supporting the College mission of lifelong learning, the needs of younger learners are addressed through College for Kids (CFK). 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 2010, 952 children participated in 65 CFK course sections. In Summer 2009, representatives of all city and county law enforcement and fire organizations met at HCC to begin a feasibility study regarding the establishment and operation of a consolidated training center on the campus of Hagerstown Community College.

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. Efforts to retain these students upon high school graduation are a priority in enrollment planning and management at HCC. ESSENCE students accounted for 5% of credit hours generated in FY 10. The second initiative that attracts high school graduates is the Job Training Student Resources program, which provides support services for those who enroll in short-term education and training for basic entry level job skills in career areas with projected job growth (State Plan: Goals 2, 3, 4, and 5).

Another important K-16 partnership activity is the Learning Community with Washington County Public Schools (WCPS). Comprised of representatives 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. 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 career exploration activities for high schools students conferences sponsored by the HCC Learning Community and have included 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. Additionally, the Student Leadership Hagerstown Program was developed by the Learning Community in 2004 to build leadership skills of students and emphasizes the academic content of the Phi Theta Kappa International Leadership Program.

Along with developing and maintaining articulation agreements with regional secondary schools, as well as four-year institutions, strengthening partnership activities with the USM – Hagerstown (USM-H) is a priority. HCC supports and advocates for 2 + 2 nursing, education, business, information technology, social science and humanities bachelors' degree programs offered at USM-H.

In 2008, the award of Base Realignment and Closure Act (BRAC) Higher Education Investment Funds enables HCC's Biotechnology program to create a secondary/postsecondary pathway, to train secondary science teachers in a summer institute. The funds provided a credit-bearing summer institute for high school students, as well as internship opportunities for HCC Biotechnology students in Fort Detrick bioscience laboratories. In 2009, the same grant program awarded BRAC funds to the College to implement its Innova-Bio Maryland program. This program enables high school and college biotechnology students to work together in an on-campus laboratory, supervised by a senior scientist. Students work on actual research projects provided by Fort Detrick agencies.

Partnerships with Government, Business and Industry (Supports State Plan Goals 1, 2, 4, 5)

The 2004 and 2009 Maryland State Plans for Postsecondary Education strongly supports, through its goals and objectives, the role of Maryland community colleges in economic development. 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 educate and train a significant portion of the regional workforce by developing flexible credit and continuing education programs. As a partner in economic development of the region, HCC educates and trains a significant portion of the regional workforce. An institutional priority, strong partnerships with business and industry support the College's ability to offer degrees and certificates to meet specific needs of employers.

In an effort to bring more high skill/high wage jobs to the area, local economic development commissions are actively pursuing technology-oriented companies to encourage

them to establish themselves in or relocate to the area. As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. The College has several high skill/high wage occupational programs that include career ladder programs in Nursing, Phlebotomy, and Medical Assisting; Commercial Vehicle Transportation; Web Design and Simulation and Digital Entertainment; and Biotechnology.

Emerging industries in biotechnology developing along the Baltimore-Washington corridor and within Washington County will require specially trained workers. Over the next decade, approximately 10,000 new jobs are projected at Fort Detrick in Frederick, Maryland and the surrounding areas. The College developed in 2007 and expanded in subsequent years its biotechnology programs through partnerships with local employers and biotechnology tenants renting space in the TIC. To meet their needs, the College added 11 “wet labs” to the Technical Innovation Center in 2007-2008 to provide research facilities for labs to support bio-science start-up firms. Additionally, the College is aligning and connecting its biotechnology degree program with area university programs to increase and improve articulation opportunities for graduates to smoothly transfer into and complete bachelors’ degrees.

To ensure that HCC’s programs align with the community’s current and future needs, the College utilizes a variety of methods involving employers. Employers are surveyed occasionally to determine need for a new program, as was the case with the development of the Pharmacy Technician program. Most often, when a new program is contemplated, HCC uses either a formal DACUM (Develop a Curriculum) process. The DACUM process is a structured facilitated process and consists of three separate but related steps: the Tech Scan; the Occupational Analysis, and Curriculum Planning. In the Tech Scan, a panel of employers surveys an entire field for job titles, education, skills, knowledge, and emerging trends. A panel of “expert workers” then analyses and identifies duties and tasks, skills and knowledge for the proposed program. Finally, a panel of workers and faculty identifies elements to include in curriculum; faculty then incorporates the information into curriculum planning. This approach was used to launch several new programs, including Graphic Design, Web and Multimedia Design, Dental Assisting, and Biotechnology. As a result of focus group findings, the College decided not proceed with development of a Landscaping program. The DACUM process is sometimes used to review existing programs for currency and relevance.

Employer focus groups are sometimes used to assess needs and are conducted with less formality than the DACUM process. A group of employers is asked a series of questions about the need for a particular program. Recommendations are sought on curriculum elements to include, as well as equipment and facility needs for the program.

Each occupational/career program has a curriculum advisory committee comprised of business and industry representatives that meets at least once every semester. Advisory committee members provide an important feedback loop to faculty who are preparing their students to achieve program outcomes as they prepare to enter the workforce. The input of these individuals makes the College aware of new and emerging occupational trends, provides guidance on matters of curriculum, equipment, required skills and competencies, and helps

ensure that program changes align with the needs and goals of the community.

In 2010-2011, Washington County government will build and lease a Senior Center on the College campus. The County will fund the project and the operating budget for the center, which will have the benefit of sharing some of the College's facilities, such as its Athletic and Recreation Community Center, as well offering opportunities to participate in Continuing Education programming.

In contrast to most other counties in Maryland, Washington County's facilities, and to a lesser extent program options, for law enforcement, fire and emergency medical services (EMS) training are inefficient for a rapidly growing county and must be improved in a cost effective manner. In Summer 2009, representatives of all city and county law enforcement and fire organizations met at HCC to begin a feasibility study regarding the establishment and operation of a consolidated training center on the campus of Hagerstown Community College. County government was supportive of these discussions. All participants and their constituent groups endorsed the study, completed in May 2010. Such a facility will allow public safety agencies to pool their resources in support of joint training opportunities, thereby greater integration and coordination of services and training. Not only is this cost effective for the citizenry of Washington County, but public safety professionals will benefit from cross training and strengthening working relationships among and between groups. The work group will begin looking at financial models for construction and operations this fall and will move the concept forward after the fall elections.

Recognizing the importance of working with the community on its assessment of HCC, the College began a strategic planning initiative in Summer 2010 by convening a 30-member "Commission on the Future of Hagerstown Community College." The Commission's purpose is to identify local needs and suggested responses in helping to position HCC for continued success in addressing its educational mission, vision, and values in serving the local community. The Commission is composed of community members, alumni, students, faculty members, and administrators. This futuring body is providing major input regarding community perspectives on how HCC can best serve local citizens.

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.

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 goals and action plans are based upon the State Plan goals of quality and effectiveness; access and affordability; diversity; student centered learning; and economic growth and vitality. The President annually identifies major institutional areas/priorities targeted for special attention during that particular fiscal year. These priorities are aligned with HCC's Strategic Plan and help shape HCC's plan and budget as well. The areas of emphasis require collaboration among many units of the College and often multi-year in nature. HCC annually updates its strategic plan, revising and adding sub-goals and action plans as institutional priorities change or are added.

The College strives to provide academic programs and services to individuals who reflect racial and ethnic diversity as stated in Goal 3 of the State Plan. As 2012 Strategic Plan and the College's Cultural Diversity Plan goals continue to be implemented, HCC is making progress. *Note: Italicized are the goals, sub-goals and actions plans related to equal education opportunities, multiculturalism and diversity.*

Strategic Goal 1 - Adopt Strategic Change and Continuous Quality Improvement Systems, Including Enhancements to Employee Involvement, Communication, and Celebrations

- 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
 - 1.1b Adopt and refine curriculum planning and management processes and systems
 - 1.1c Provide quality assurance through continuous review of all student administrative core processes
- 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 (PAR) Committee activities and initiatives
 - 1.2b Enhance communications and involvement through shared governance activities
 - 1.2c Enhance use of GroupWise and the HCC Intranet for improved internal communications
 - 1.2d Conduct campus climate surveys biennially and implement strategies to address areas of employee concern
 - 1.2e Continue and expand annual campus celebration activities
- 1.3 Support and promote shared campus governance and open and timely decision making
Action Plans:
 - 1.3a Refine/improve the shared governance model
 - 1.3b Encourage staff participation in open forums and other shared governance activities
 - 1.3c Prepare annual governance reports that highlight accomplishments and challenges

- 1.4 Utilize program and institutional self-studies and external research to bring about needed changes

Action Plans:

- 1.4a Apply outcomes of self-studies and assessments to refine the Institutional Effectiveness model, IT Strategic Plan, Student Learning Outcomes Assessment Plan (SLOA), Facilities Master Plan, and Long-Range Financial Plan to make positive changes and quality improvements
- 1.4b Based upon finding of the Periodic Review Report submitted in FY 10, continue to implement internal and Middle States recommendations/findings
- 1.4c Utilize benchmark data as a component of continuous quality improvement work and annual planning
- 1.4d Secure, distribute, and use more environmental scanning data for planning and decision-making

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 biennial student satisfaction surveys and assessments, such as the Community College Survey of Student Engagement, and plan improvements
 - 2.1b Support and fund faculty professional development, especially in areas that are suggested from student and supervisor evaluations and outcomes studies that may point to area of needed improvement in instruction
 - 2.1c Establish and maintain the academic standards enumerated by shared governance committees, the Academic Council, and the faculty divisions
 - 2.1d Provide greater visibility for and strengthen transfer programs with area colleges and universities
 - 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
 - 2.1f Use faculty evaluation data and other information to develop recommendations that support enhancements for teaching and learning
 - 2.1g Conduct a study using existing data from internal databases in support areas of teaching, including supplemental instruction and tutorial support, to determine appropriate staffing levels to maintain teaching-learning excellence
 - 2.1h Engage in proactive assessments and related improvements in the use of instructional technology led by the Academic Council
 - 2.1i Plan HCC's first December commencement

- 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
 - 2.2b Conduct environmental scans and feasibility studies to help decide the future of curriculum delivery systems, for both credit and noncredit courses
 - 2.2c Create new partnerships and alliances with the business community in support of the educational programs
 - 2.2d Expand the number and variety of distance learning (DL) courses and consider a DL graduation requirement for associate's degrees, such as the successful completion of one DL course
 - 2.2e Continue to expand student opportunities for workplace and service learning experiences at off-campus locations
 - 2.2f Study the comparable achievement of student learning outcomes of on-campus versus off-campus and traditional versus distance learning course sections
- 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
 - 2.3b Maintain and apply curriculum development funds to priority initiatives, focusing on biotechnology, computer simulation, web design, industrial technology, facility maintenance, alternative energy, phlebotomy and ultrasound
 - 2.3c Assess through the Curriculum Development and Review Committee new programs and courses to ensure that they meet the College's standards
 - 2.3d Measure outcomes of student success, such as completion rates, job placement and transfer
 - 2.3e Continue to develop and refine academic program ladders
 - 2.3f Continue to review, develop, and improve short-term training curricula for area employers and deliver these programs through the Job Training Student Resources and the continuing education department as program centers
 - 2.3g Conduct continuous curriculum studies to determine future markets
 - 2.3h Implement the business curriculum and schedule courses on the HCC campus for Greencastle-Antrim high school students
- 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
- 2.5 Engage in the 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
 - 2.5b Develop models to assess student learning at the program level
 - 2.5c Assess student learning in the General Education

- 2.5d Develop and conduct projects to assess student learning in individual General Education courses
- 2.5e Modify the SLOA plan to reflect accomplishments and establish new goals.
- 2.5f Determine academic programs for program review cycle
- 2.6 *Create a learning environment that is respectful of multicultural values*
Action Plans:
 - 2.6a *Structure professional development activities that focus on multicultural responsiveness, including teaching multiculturalism,*
 - 2.6b *Promote multicultural sensitivity in the classroom among faculty and students*
 - 2.6c *Develop interactive teaching and learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc.*

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*
 - 3.1b *Develop strategies to reach more prospective students*
 - 3.1c *Improve systems for assessing student prior learning competencies (portfolios) for credit in compliance with the Board policy*
 - 3.1d *Increase ESSENCE course offerings in area high schools*
 - 3.1e *Strengthen student advising relationships with the Washington County and Franklin County schools, particularly middle and high school guidance counselors, as well as faculty*
 - 3.1f *Expand Learning Community initiatives to interface with the needs of K-12 students and their teachers*
 - 3.1g *Promote and market the College's Opportunity Fund as another student financial assistance source*
 - 3.1h *Develop strategies to increase enrollment through a data driven review of academic programs with low enrollments which may result in targeted recruitment and marketing efforts*
 - 3.1i *Explore the feasibility of complete weekend college programs, e.g. Nursing, Accounting and Business, etc.*
 - 3.1j *Develop an automated feedback system for students satisfaction regarding admissions, placement testing, registration, advising, and financial aid services*
 - 3.1k *Develop specific marketing strategies at the program level to address projected enrollment*
 - 3.1l *Develop recruitment initiatives to enhance the efforts of the Recruitment*

Coordinator and to parallel institutional marketing strategies

3.1m *In collaboration with the Multicultural Committee, develop strategies to continue the growth of minority enrollments*

3.1n *Develop and maintain ESL curricula in ABE, developmental and college level courses*

3.1o *Continue to improve the master schedule of credit and continuing education course offerings*

3.1o Increase enrollment of veterans by continuing to market recently enacted financial benefits

3.1q Increase marketing for STEM programming and performing and visual arts as the ASC nears completion

3.2 *Increase the retention of students who have not completed their educational goals*

Action Plans:

3.2a Develop and implement strategies to increase completion rates before transfer

3.2b Develop strategies to reduce the time it takes for students to obtain their degree, including the conversion of part-time students to full-time status

3.2 c Increase the amount and variety of student financial aid and provide more information to students on what is available

3.2d Offer more flexible programs, as well as increase the variety in course scheduling and delivery options to match the needs of various student groups

3.2e Refine the student success model to track students from admission through registration and subsequent course work

3.2f Develop strategies to improve retention through a data driven review of academic programs with low retention and completion rates as well as in selected student service programs

3.2g *Implement strategies within the enrollment management system to improve retention, with emphasis on "at risk" students*

3.2h *Implement the approved recommendations of the Ad Hoc Retention Committee's final report*

3.2i *Implement the awarded TRIO grant to increase retention, graduation, and transfer rates of first-generation college students, low-income students, and students with documented disabilities, who demonstrate academic need.*

3.2 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, particularly for veterans

3.3b Develop marketing materials and activities in support of the recruitment of Franklin County high school students for the Greencastle College Academy

3.3c Utilize the ESSENCE programs and the Opportunity Fund as recruiting tools for "middle class" student populations

3.3d Establish comprehensive, integrated strategies for marketing that include an increased Web presence and greater use of electronic communication

- methods
 - 3.3e Conduct advertising effectiveness studies to determine the best choice of media placement, with emphasis on both traditional media and selected Web-based advertising
 - 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 *Maintain ESSENCE student enrollments*
 - 3.4b *Implement marketing initiatives specifically targeted at underserved populations*
 - 3.4c *Develop and refine career program offerings to meet growing student markets*
 - 3.4d *Continue to offer and strengthen the ABE/GED/EDP programs*
 - 3.4e *Expand training programs for individuals entering the job market or making a career change*
 - 3.4f *Review student markets to ascertain that appropriate programs and support services exist for each market*
 - 3.4g *Continue to serve the diverse prison population at MCTC with college credit courses and adult vocational training*
 - 3.4h *Enhance library support for adult literacy programs and ESOL*
 - 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
 - 3.5b Expand student participation in extracurricular activities through the leadership of SGA, Student Services, and faculty members
 - 3.5c Encourage student support of the intercollegiate athletics program and encourage athletes to be involved in other types of student activities
 - 3.5d Expand the types and publication frequency of student publications and increase student participation in this type of co-curricular activity

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 Build and equip the new STEM building to support classroom, laboratory and office needs for faculty, students and staff.
 - 4.1b Renovate the existing Classroom building and the existing Science building into the Learning Center to better serve the classroom, office and learning center needs of faculty, students and staff.
 - 4.1c Complete the remaining design elements of the Performing and Visual Arts Education Center at Kepler Theater by working with faculty, staff and the architects.
 - 4.1d Plan in collaboration with the Alumni Association for its gift of the Alumni Center

- 4.1e Plan the design and renovate/expand the Student Center
- 4.1f Plan the renovation and expansion of the current Robinwood Center into the new Children's Learning Center
- 4.2 Align operational priorities in facilities management to directly support strategic directions, particularly in the areas of instruction and enrollment
Action Plans:
 - 4.2a Align mission based activities, academic planning and enrollment management with the identification of facilities needs
 - 4.2b Monitor energy use of individual buildings
 - 4.2c Review and update the campus safety and emergency plans
- 4.3 Refine and maintain the Campus Development Plan and Facilities Master Plan to address long term college facility needs and related funding requests.
Action Plans:
 - 4.3a Update the CIP to include detailed funding projections by source and amount
 - 4.3b Assess academic, student services, and community use of facilities and channel results into updated facilities plan
 - 4.3c Refine long-range facility maintenance and operational funding projections
 - 4.3d Continue to communicate to the public the College's need to increase facilities funding to match enrollment increases
 - 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
 - 4.3f Increase communication between HCC and funding sources to deepen understanding of the College's capital needs
 - 4.3g Explore improvements and back-up systems to the campus infrastructure

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 Continue to improve the HCC Web site and greatly expand interactive features on the site, as well as guidelines and procedures to facilitate growth and usability
 - 5.1b Upgrade outdated technology equipment and tools to ensure efficiency and effectiveness
 - 5.1c Expand and enhance presence of division and faculty Web pages including the use of video to promote programs
 - 5.1d Provide more online services to students by publishing information and interactive forms, explaining procedures, and providing virtual advising and chat rooms
 - 5.1e Expand the use of WebAdvisor to include online registration for Continuing Education offerings
- 5.2 Enhance technology infrastructure in support of future growth and needs
Action Plans:
 - 5.2a Develop guidelines, procedures and a lifecycle management plan to

- support the maintenance of a strong IT infrastructure and enhance and maintain quality technology services
 - 5.2b Implement technology improvements based upon the IT Strategic Plan and the work of the Technology Planning Council
 - 5.2c Utilize planning tools, including unit planning meetings, to ensure adequate resource allocation and reallocation in support of technology enhancements
 - 5.2d Conduct periodic IT infrastructure studies utilizing external consultants, focusing on network security
 - 5.2e Plan for implementation of recommendations made by external consultants
 - 5.2f Move to an active directory Windows environment to provide a variety of improved network services including single sign-on for user access, information security and storage, and improved network administration
- 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 IT and Administrative Services Committee and Technology Planning Council
 - 5.3b Plan and implement various learning technologies to support instruction including improved functionality of course management software
 - 5.3c Continue to make improvements to emergency communication systems
 - 5.3d Continue to develop databases to improve the effectiveness of institutional support services such as Human Resources and Campus Police and Safety
- 5.4 Promote and support faculty, student, and staff technology training
- Action Plans:
- 5.4a Provide employee technology training and practices
 - 5.4b Provide faculty training in various instructional technologies
 - 5.4c Provide faculty and staff training regarding effective and appropriate use of social networking tools as a means of teaching, learning and communicating with students
- 5.5 Improve policy and documentation addressing computer use
- Action Plans:
- 5.5a Prepare and distribute electronically computing documentation manuals to enable employees to be more self-reliant when using the College's computer systems
 - 5.5b Conduct periodic forums, including annual retreats, specifically dedicated to IT issues
 - 5.5c Develop and communicate policies related to information assurance and privacy requirements

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*
 - 6.1b *Continue recruitment visitations to historically black institutions*
 - 6.1c *Incorporate Hispanic culture and language into the College's professional development program*
 - 6.1d Continue to improve and expand the mentoring program for new faculty and staff
 - 6.1e Develop a more comprehensive new employee orientation, to include CD-ROM and on-line components
 - 6.1f Offer on-going sexual harassment prevention training workshops for supervisors and all employee groups
- 6.2 Maintain employee development and evaluation systems which are supportive of the College's mission, vision, and strategic directions
Action Plans:
- 6.2a Continue to improve the employee performance evaluation systems
 - 6.2c Support quality staff development by providing the necessary training to empower employees to strive for excellence and incorporate best practices
 - 6.2d Explore collaboration with the Fitness Center and strategic partners to institute a wellness council that will develop and implement a campus-wide wellness program that is holistic in approach and is complimentary to the College's health and welfare programs.
- 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 that address specific issues related to College employment, benefits, and compensation
 - 6.3b Conduct a comprehensive compensation studies to determine the College's competitive edge in relation to the external market
 - 6.3c Refine procedures for position grading, processing promotion requests, salary administration, and approvals for comp time and overtime
- 6.4 Maintain human resources policies and procedures that meet legal requirements and communication with employees concerning any policy or procedural change such as deletions, additions or revisions.
Action Plans:
- 6.4a Provide regular updates to the Employee Handbook

- 6.4b Conduct regular reviews of selected job descriptions
- 6.5 Plan for changes to the Benefits Package in accordance to any Federal Health Care Reform.
 - 6.5a Conduct evaluation of Federal Policy review and impact to the College
 - 6.5b. Enhance current open enrollment process to include enrollment of all new qualifying employees and develop process for employees to “opt” out based on Federal guidelines.
 - 6.5c. Explore electronic options to conduct open enrollment and outsourcing of COBRA to ensure compliance under current and pending regulations
 - 6.5d. Provide the President, Executive Officers and the Board of Trustees with regular updates to the Health Care Reform and financial impact to the College
 - 6.5e Study the current model for retiree benefits and explore options that may be more fiscally responsible

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
 - 7.1b Refine and further integrate the College’s financial planning and assessment systems such that needed improvements are adequately funded
 - 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
- 7.2 Conduct regular cost-benefit studies and make resource reallocations as needed
 - Action Plans:
 - 7.2a Continue cost-benefit studies led by executive officers
 - 7.2b Continue to study and monitor revenues and expenditures and make revisions as needed
 - 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
 - 7.2d Add new faculty and staff positions to high priority areas as funds become available
- 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

- 7.3b As a primary strategy for enhancing revenue, pursue grant opportunities, particularly those that are “transformational” in nature
- 7.3c Continue work through the Grants Council to expand efforts to obtain grants in areas of projected growth
- 7.3d Seek support and donations from Alumni Association for Alumni Center for various phases of the project
- 7.3e Seek the assistance of County economic development groups to lobby for increased county and state funding
- 7.3f Develop a long-range financial model to support the College’s strategic plans
- 7.3g Develop and facilitate community partnerships for resource development
- 7.4 Continue Institutional Advancement fundraising initiatives
 - Action Plans:
 - 7.4a Aggressively seek donations and in-kind gifts to maintain quality of faculty, staff, technology and equipment
 - 7.4b Continue to maintain and expand scholarship funding through the HCC Foundation and other sources
 - 7.4c Continue to develop the opportunities for online giving to the Hagerstown Community College Foundation, Inc.

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 Convene “The Commission on the Future of HCC” to identify major emerging strategic issues and recommendations to position the College for continued success as it transitions from Strategic Plan, 2012 to Strategic Plan, 2016
 - 8.1b Continue to 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
 - 8.1c Conduct focus groups with selected area employers and program advisory committees to better understand their anticipated needs and develop credit and non-credit programs accordingly
 - 8.1d Maintain memberships in selected regional and national educational organizations as well as program accreditation bodies
 - 8.1e Explore with major regional employers interest in establishing new joint education/training programs for college credit
- 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
 - 8.2b Increase and strengthen articulation opportunities with area four-year transfer institutions
 - 8.2c Broaden and enhance Learning Community initiatives and professional

development for area high school teachers and guidance counselors and extend these activities to include Franklin County, PA

- 8.2d Through surveys and focus groups, expand employer partnerships through experiential learning and job placement for students and externships for faculty and staff
- 8.2e Explore interest of local employers in new non-credit customized training programs
- 8.2f Become a more active partner in County economic development initiatives via partnerships with business and government groups
- 8.2g Build upon the HCC Foundation's partnership with community groups to increase the endowment
- 8.2h Expand/improve coordination and recognition activities for campus volunteers

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
- 8.3b Maintain a presence in community leadership groups, including but not limited to the Economic Development Commission, CHIEF, Chamber of Commerce, Leadership Hagerstown and area groups
- 8.3c Meet and collaborate with state and local government officials on an annual basis
- 8.3d *Continue to collaborate with local social service agencies in recruiting students*
- 8.3e Expand the utilization of the College's Technical Innovation Center (TIC) for both community economic development and as an educational resource for both student and faculty development
- 8.3f Work with community, government, and business entities to jointly support the development and expansion of leadership development programs in Washington County
- 8.3g Participate in the State's new Skills2Compete-Maryland workforce development initiative

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 clinical placements) and the development of programs (e.g., advisory committees)
- 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
- 8.4c *Plan and sponsor community information forums on issues facing the HCC service area*

- 8.4d *Continue to provide County leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus*
- 8.4e *Plan activities throughout the year that promote multiculturalism*

As a learner-centered, accessible, life-long learning institution, HCC will continue to concentrate resources on the needs of students and the community through its programs, services, policies, and practices. Emphasis will remain on teaching excellence as measured by verifiable student academic achievement. The College is committed to staff success through planning and learning, the promotion of internal and external partnerships, and making the necessary strategic changes to assure it successfully addresses its mission, functions, and values.



October 13, 2010

Ms. Ann Walker
Executive Associate
Maryland Higher Education Commission
Planning and Academic Affairs
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Ms. Walker:

In response to your recent correspondence, Harford Community College completed the mission review process and presented the Mission and Goals Statement to the Board of Trustees. At its October 12, 2010, meeting, the Board of Trustees of Harford Community College unanimously approved the attached statement.

We understand that the Commission will circulate proposed mission statements to all institutions for comment. Following the comment period, the Commission will review each statement to determine its consistency with the State Plan for Higher Education.

If you have questions, please contact me at 443.412.2475 or email dgolladay@harford.edu.

Sincerely,

D. Golladay, Ph.D.
President

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Enclosure: 1

c: A. Haggray (with enclosure)
D. Cruise (with enclosure)
File



MHEC MISSION REVIEW PROCESS 2010
MISSION AND GOALS STATEMENT
HARFORD COMMUNITY COLLEGE
October 2010

I. SUMMARY MISSION STATEMENT

The Harford Community College Mission Statement, approved by the Board of Trustees on August 14, 2007, affirms:

Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment.

The Vision Statement sets the following direction:

We aspire to make our great college even better.

II. INSTITUTIONAL IDENTITY

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 the life in a multicultural community. The College supports the **2009 Maryland State Plan for Higher 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 minorities particularly in relation to Title VI of the Civil Rights Act [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.

Harford is a highly respected institution of higher education that addresses the diverse educational needs of Harford County by offering small classes, well-equipped facilities, and instructors who are experts in their field. The faculty is composed of full-time and adjunct professors who specialize in teaching, and integrate their professional experience into their classrooms. Harford provides a supportive environment – staff members are available to help students achieve their goals and realize their dreams.

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. Classified as a medium-sized two-year college, HCC's FY 2010 credit enrollment totaled 9,720 students.

Currently during Fall 2010, credit enrollment is composed of 45% full-time and 55% part-time students. Approximately 61% of HCC students are female and 39% are male. On average, 65% of Harford County recent high school graduates choose to attend HCC. Nearly 25% of the students are members of minority groups. Additionally, during FY 2010, Harford enrolled 14,418 students in noncredit courses.

Harford Community College offers a diverse curriculum in 59 associate degree and certificate programs including Associate of Arts (AA), Associate of Sciences (AS), Associate of Applied Sciences (AAS), and Associate of Arts in Teaching (AAT) degrees. The College also offers more than 17 noncredit certification programs. Upper division and graduate programs are brokered by HCC with other colleges/universities at the Higher Education and Conference Center @ HEAT.

Harford Community College employees are accountable to students, the community, and each other, and employees hold the following values to be fundamental:

Lifelong Learning – We value lifelong learning as the foundation for a better life. We prepare our students to contribute to their community and the world as knowledgeable, creative problem solvers and critical thinkers. We believe that learning should be engaging, stimulating, and enjoyable.

Integrity – We believe that honesty, sincerity, fairness, respect, and trust are the foundation of everything we do.

Excellence – We are creative, flexible, innovative, and passionate in our work and provide leadership in the community. Our highly qualified faculty and staff, and our exceptional programs and services reflect our commitment to excellence.

Diversity – We respect individual points of view, embrace differences, respect intellectual freedom, and promote critical discourse. We are open and inclusive in our attitudes, enrollment policies, and hiring practices.

Communication and Collaboration – We are committed to teamwork, open and effective communication, and building internal and external partnerships.

Service – We believe in helping others, and we provide a safe and supportive environment. We are accessible and responsive to our students, our community, and each other.

III. INSTITUTIONAL CAPABILITIES

As an open enrollment community college, Harford Community College places primary emphasis on teaching and learning, as well as public service. Within the context of the *2009 Maryland State Plan for Higher Education*, the following describes the College's unique strengths and areas of emphasis.

Quality and Effectiveness

Harford Community College is accredited by the Middle States Association Commission on Higher Education (MSCHE). The Associate of Sciences Degree Nursing Program is accredited by the National League for Nursing (NLN). The Histotechnology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Paralegal Studies Program is approved by the American Bar Association (ABA). 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.

Ninety-eight percent of full-time faculty (103) and 81% of administrators (33) have attained at least the master's degree as the highest degree earned. In addition, 23% of full-time faculty and 28% of administrators have attained the doctoral degree as the highest degree earned. Of the 103 full-time faculty, 47% are male and 53% are female.

In support of the *2009 Maryland State Plan for Higher Education*, Goal 1 (Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation), academic divisions are modifying curriculum and enhancing support for students who are academically at risk. For example, a major effort to date has been to combine developmental offerings to shorten the length of time necessary to move into college-level coursework, which has been shown to improve student retention. The two lowest levels of developmental mathematics, Math 001 and 002, have been combined into one course, Math 010; Math 002 and 017 (the highest level of developmental mathematics) have been combined into one course, Math 018. Two developmental English courses, Eng 003 and Eng 012, have also been combined into one course, Eng 018. Course content is integrated, reinforcing concepts taught in both courses. These newly developed combined courses are four-equivalent credits, whereas the original courses were designed only as three-equivalent credits, meaning students meet on average four hours per week in the combined courses, rather than just three hours per week in the original single courses. This design enables students to complete the developmental sequence in fewer semesters. In addition, two developmental writing courses for ESL students have been created.

To enhance student success and retention efforts, in Fall 2010, HCC launched a new First Year Experience (FYE) task force. Given the increasing growth rate of full-time freshman students at HCC, an FYE program will be an asset to students, providing them with critical college survival skills and resources necessary for ongoing academic success. The task force will consider FYE options such as a freshman seminar, critical support, and focused guidance for first year college students.

HCC has implemented several initiatives which will positively impact the graduation-transfer rate over time. For example, the STEM Scholars STEP UP program, supported by an MHEC grant, was launched in Summer 2009 with 20 first-year engineering and science majors. The program focused on strengthening academic skills with a focus on math, science, and research and career awareness. Fifteen scientists from the region participated as guest presenters. Partnerships with business and industry resulted in support for STEM scholarships and equipment.

Access and Affordability

In support of the *2009 Maryland State Plan for Higher Education*, Goal 2 (Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders), Harford's tuition continues to be the lowest for all community colleges in the State, allowing students from all socioeconomic levels to enroll. Additionally, Harford's tuition and fees as a percent of tuition and fees at Maryland public four-year institutions continue to decrease. Tuition and fees at Harford cost only 35.5% of tuition and fees at Maryland public four-year institutions making HCC very accessible and affordable. The market share of recent, college-bound Harford County high school graduates enrolled at HCC remains steady at 67% demonstrating our continued recognition as a first choice for county residents.

In 2010-2011 the recommendation of the HCC Space Utilization Task Force to revise the weekly class schedule to include classes that meet Monday, Wednesday, and Friday (as well as Tuesday and Thursday), has been implemented. This revised class schedule more efficiently uses available campus space by increasing the number of class sections that can be taught each week by two. An assessment of this new class schedule will be conducted at the conclusion of the 2010-2011 academic year.

MHEC projects HCC headcount enrollment to increase 24% and FTE enrollment to increase 27% by FY 2020. This growth outpaces that projected on average for all community colleges (headcount average 21%; FTE average 24%). Harford continues to move forward with an active Facilities Master Plan to increase student capacity. The College has constructed new buildings and additions to existing buildings as well as completed many building renovations. The upgraded quality of the facilities provides the foundation necessary to attract 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 2008-2028 Campus Master Plan identified four major zones on the campus to guide future campus development. The Academic Core comprises the most intensively developed area of the campus and future growth will be concentrated within this area. The Recreation Zone encompasses the HCC Sports Complex and the Susquehanna Center. The College and Community Zone consists of 121 acres of land on the opposite side of the road from the main campus and provides opportunities for new partnerships between the College and the community. The Conservation Zone comprises approximately 50% of the campus and includes wooded areas, wetlands, and a pond.

Diversity

In support of the *2009 Maryland State Plan for Higher Education*, Goal 3 (Ensure equal opportunity for Maryland's diverse citizenry), HCC has a strong commitment to recruiting students from diverse backgrounds, learning styles and needs. The diversity of the HCC student population creates a rich teaching and learning environment that fosters greater awareness and engagement in the global community. Removing barriers to student success is a fundamental principle of Harford Community College.

The Rites of Passage (ROP) is a recruitment and retention outreach program designed to enhance the academic success of minority students. The program continues to provide critical support for minority students through targeted academic support, cultural programs, and mentoring. The goal is to encourage student retention to completion. Administrators, faculty, and staff of varied backgrounds serve as role models and mentors to students. Since 2007, four Alpha Phi Alpha Fraternity Scholarships in memory of Donald J. Waldon, have been awarded to ROP mentees. In addition to being award recipients, ROP mentees and mentors are afforded the opportunity to attend the scholarship banquet. For 2010-2011, additional peer leaders will be hired to assist with the engagement of students in ROP activities. The goal is to hire 4-6 students prior to the start of the school year.

Another example of the College's efforts to improve the persistence of African American students is HCC's nursing program, which continues to expand opportunities for minority students in general. Targeted strategies have been implemented to improve retention rates. The program, *Student Success in Nursing*, is designed to improve the retention and graduation rates of ESL and other minority graduates by 50% over a five-year period.

Student-Centered Learning

In support of the *2009 Maryland State Plan for Higher Education*, Goal 4 (Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders), academic divisions are also partnering with student services support staff to increase student access to and use of tutoring and related support services. Since Spring 2008, Tutoring Support Services has increased outreach to all developmental courses. Tutors visited all developmental math and English courses at the start of the semester and established open communication with the students and instructors. From Fall 2008 to Fall 2009 use of the walk-in tutoring centers increased dramatically from 5,465 visits to 6,324 visits, a 15.7% increase in use.

Tutoring Support Services collaborates with the faculty to offer a learning community linking MATH 002 and HD 110 (*Success in College and Beyond*). The course pass rate for all students in MATH 002 is 34.2% and the pass rate for the 18 students enrolled in the learning community is, on average, significantly greater at 67%. In the future, this initiative will be implemented more broadly.

The future construction of an educational facility by Towson University (TU) near the HCC campus is expected to enhance transfer opportunities for HCC students. The facility is anticipated to open in 2012. The majority of HCC students transfer to TU. The goal of this

partnership is to provide accessible, upper-level undergraduate education that will enable students to complete their associate degrees at HCC and bachelor's degrees at the TU location, all locally. Community residents will also benefit from this increased access to higher education. In addition, transfer opportunities have been enhanced through the undergraduate and graduate offerings by 4-year colleges and universities at the Higher Education and Conference Center @ HEAT in Aberdeen. One example is the first cohort of students in TU's bachelor's degree program in Elementary/Special Education offered at the Higher Education and Conference Center @ HEAT who graduated in May 2010.

HCC's partnership with Harford County Public Schools (HCPS) is also critical in creating opportunities to encourage students to attend and persist in college. Among the collaborative efforts between HCC and HCPS are an articulation agreement for the International Baccalaureate program and development of eleven pathways to accelerate completion of certificates and degrees in selected disciplines. In addition, this year, incoming high school Bio-Medical freshmen attended a one-week summer orientation to HCC's biomedical program and several HCC faculty served as sponsors for students in the HCPS Science and Math Academy in biotechnology, environmental studies and physiology. HCC faculty have also co-developed courses and engaged in in-service training with HCPS faculty.

Economic Growth and Vitality

The HCC Continuing Education and Training Division continues to serve key constituencies in Harford County and the larger service area. As strategic partners in the County's preparation for BRAC, and in support of the *2009 Maryland State Plan for Higher Education*, Goal 5 (Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce), the Business and Industry Training Department was reorganized to better serve Harford County organizations. A Director for Government, Contractor, and IT training was appointed and a coordinator was added to support this effort. *Harford Community College at the GATE* opened on September 1, 2010, and will serve as a convenient educational site for employees working on the Aberdeen Proving Ground (APG) Post.

The Regional Community College Workforce Training Initiative was completed by Beacon Associates, providing the first detailed analysis of the educational requirements at APG due to BRAC. The study has been used by educational institutions throughout the state as a planning resource.

The HCC Higher Education and Conference Center @ HEAT coordinated and hosted the first Advance Planned Briefing for Education, providing a venue for APG to communicate with twelve institutions of higher education in Maryland. Important relationships have been established as a result of this briefing.

The HCC Small Business Development Center offers Specific Topics Training in Accounting, Financing, Loan Proposal, Cash Flow, Franchising, Legal Issues, Managing a Business, Marketing, and Strategic Planning. The sessions served 1,143 people interested in starting or expanding their small businesses. HCC worked with local community groups to offer

professionals in the fields of Allied Health and Nursing a Caregiver Training Conference in November 2009. The conference was supported by a grant from MetLife.

Also in support of the *2009 Maryland State Plan for Higher Education*, Goal 5, HCC offers a number of initiatives to support workforce development for people with disabilities. HCC Adult Literacy Department offers a webinar series on essential workplace skills for individuals with disabilities in collaboration with Maryland Department of Disabilities and the Maryland Department of Labor, Licensing, and Regulation. The webinar series was funded by the Maryland Department of Disabilities through a Medicaid Infrastructure Grant from the Centers for Medicaid and Medicare CFDA 93.768 and the Office of Disability Employment Policy, U.S. Department of Labor. HCC also participates in the Federal Workforce Recruitment Program for College Students with Disabilities, coordinated by the Office of Disability Employment Policy and the U.S. Department of Defense. The program provides summer work experience, and in some cases full-time employment, for college students with disabilities.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

The Harford Community College Strategic Plan, containing the College's goals and initiatives for 2007-2012, was approved by the College's Board of Trustees on August 14, 2007. The Plan was developed by a college-wide committee of diverse employees, students, and community members. All employees and students were invited to participate at different points throughout the year-long process. The results of the many meetings, research, surveys, and reports provided the basis for the major strategic themes and initiatives that shape the direction of the College. These goals and initiatives are being reviewed as a part of the College's current Self-Study process leading to re-accreditation in 2012. Renewed and refocused mission, vision, values, and strategic plan goals and initiatives are expected for 2013.

- I. Harford Community College exemplifies educational excellence and effectiveness.**
 - A. Ensure a learning-centered culture that fosters student success.
 - B. Assess, improve, and advance program design, content, and delivery of educational programs.
 - C. Assess, improve, and advance College policies, procedures, and practices to promote successful teaching and learning.
 - D. Incorporate environmentally sustainable practices into teaching and learning.

Measurable outcomes include next term persistence, fall-to-fall persistence, graduate and transfer rates, GPA, and course completion rates.

- II. Harford Community College provides comprehensive support to advance student success.**
 - A. Enrich support services for students throughout the College community.
 - B. Provide students with the appropriate services to enhance their marketability in career fields and/or ensure seamless transfer opportunities.
 - C. Create a campus climate where students enjoy high levels of satisfaction with their college experience.

- D. Enhance opportunities for personal development through superior programs and activities for students.

Measurable outcomes include student satisfaction, active and collaborative learning performance, student effort reports, student perception of academic challenge, student-faculty interaction, and support for learners.

III. Harford Community College embraces a diverse culture of learning.

- A. Promote and sustain a welcoming environment that embraces diversity.
- B. Increase diversity throughout the campus population.
- C. Broaden the global perspective of the campus community.

Measurable outcomes include diversity of student enrollment, admitted-to-enrolled conversion rates, next term persistence rates, fall-to-fall persistence rates, and student perception of interaction with others different from self.

IV. Harford Community College engages and collaborates with education, business, government, and community.

- A. Engage with business, government, education, and community to review, develop, and improve College programs and initiatives.
- B. Create and enhance workforce development programs in response to emerging labor market needs, such as those created by the Base Realignment and Closure.
- C. Coordinate higher education partnerships to provide educational opportunities and economic development for the region.
- D. Pursue opportunities for collaborative initiatives through expanded relationships with K-12 educational partners.
- E. Foster partnerships to enrich the cultural, recreational, and lifelong learning opportunities offered by the College.

Measurable outcomes include enrollment and completion in workforce development, certification, licensure, contract training, lifelong learning, literacy, business/industry, apprentice training courses and programs as well as employee involvement in community organizations and boards.

V. Harford Community College develops resources and infrastructure to support its mission and vision.

- A. Attract, develop, and retain talented, committed, and diverse employees.
- B. Promote a collegial environment that values shared governance and improves campus climate.
- C. Maximize and expand financial resources.
- D. Strengthen the College infrastructure to support growth.
- E. Strengthen the College-wide assessment of institutional effectiveness.
- F. Adopt and maintain technology appropriate to the needs of the College.
- G. Model environmentally sustainable practices.

Measurable outcomes include turnover rate of HCC employees, employee involvement in campus meetings/programs, funds expended on employee professional development, funds received in grants, HCC Foundation funds allocated to HCC, results of external audits, tuition and fees as a percent of Maryland 4-year institution tuition/fees, and employee perceptions.

VI. Harford Community College advances an understanding of its programs and opportunities.

- A. Promote the College as a primary resource for the community.
- B. Celebrate and promote the College community's successes internally and externally.
- C. Improve the perception of the community college experience.

Measurable outcomes include family and friend referrals to HCC, attendance at cultural activities, applicant to enrollment conversion rates, market share of recent high school graduates, numbers of press releases, HCC website hits, and numbers of promotional mailings.

HOWARD COMMUNITY COLLEGE

2010 Mission and Goals Statements for MHEC

Summary Mission Statement

The mission statement for Howard Community College (HCC) is: *Providing Pathways to Success.*

The college's vision is: *A place to discover greatness in yourself and others,* and its values *INSPIRE* all who are associated with the college: **I**nnovation, **N**urturing, **S**ustainability, **P**artnerships, **I**ntegrity, **R**espect, **E**xcellence, and **S**ervice.

These were chosen to allow the 29,000 students, the nearly 2,500 full and part-time employees, and the multitude of community members that use the campus every year to give focus to our primary purpose.

Institutional Identity

Howard Community College's seeks to meet the educational needs of its students by providing 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 and maintains open admissions. The college provides multiple teaching strategies and support services and calls upon students to accept responsibility for their individual growth. Howard Community College 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 - public suburban-serving single campus" in the 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 and values its partnerships at the Laurel College Center (LCC), providing credit and noncredit courses that advance workforce development, provide for personal enrichment, and support the attainment of degrees of all levels.

Howard Community College emphasizes three broad areas of instruction: transfer programs, career programs, and continuing education. In fall 2010, 9,569 credit students attended HCC and the proportion of those in transfer programs was 79 percent. Thirteen percent enrolled in occupational programs to prepare for employment or to update career skills, and approximately 7.5 percent of the students did not declare majors because they are either undecided or are attending college for personal enrichment. In response to its growing enrollment and its location in one of the most highly educated counties in the country (ranked first in the state and second nationally in percent of adults with a bachelor's degree in the 2008 Census Bureau estimates

based on the American Community Survey), HCC has recently increased its credit program offerings. The college primarily offers nine transfer Associate of Arts (AA) degree programs, seven Associate of Arts in Teaching (AAT) degree transfer programs and 26 Associate of Applied Science (AAS) career programs. Additionally, a limited number of students pursue 42 Certificates of Proficiency, 11 Letters of Recognition and two Professional Certification Training programs. Credit courses that individually transfer to 4-year colleges and a series of developmental mathematics and English courses providing pathways to the transferable courses are offered. HCC also offers programs designed specifically to prepare students to go directly into the workforce.

Howard Community College annually enrolls over 17,000 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, English as a second language (ESL), general education development (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 Ecker Business Training Center, which offers 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 college partners with Carroll and Frederick community colleges to share high-cost allied health programs and help address critical workforce shortages in the area through the Mid-Maryland Allied Healthcare Education Consortium. Built on this partnership and to enhance educational opportunities, plans are underway for the Mount Airy College Center for Health Care Education, where the colleges will partner with health providers to offer education in specific health care fields in Mount Airy, Maryland.

In fiscal year 2008, Howard Community College began a campaign to raise \$4 million for endowments and scholarships in celebration of the college's 40th anniversary, which will be observed in fiscal year 2011. To date over \$2.2 million has been raised. Since the campaign's inception, faculty and staff have contributed more than \$151,792 with participation rates ranging from 40 percent to 45 percent annually. Special fund-raising events, including HCC Educational Foundation events, generated more than \$524,225 in FY10. The foundation's net assets base increased from \$6,998,713 in FY09 to \$7,849,905 in FY10. Overall support from the foundation to Howard Community College for scholarships, programs, and other services was \$1,073,838. Grants, both competitive and non-competitive, generated \$11,168,671. The total amount of private gifts received through the foundation was \$1,462,820.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of these programs on the campus climate. The college-wide diversity committee periodically updates the campus

diversity plan and the administration reviews it. HCC offers study-abroad opportunities for students and community members to a variety of countries, including England, France, Italy, China, Scotland, Turkey, and the Netherlands. One international partnership that fostered student engagement was part of a unique, high-profile international research project sponsored by the French government. HCC students were the only American students to join undergraduate and postgraduate students from nine European universities in a unique archaeological excavation at the Iron Age oppidum (main settlement in an administrative area of ancient Rome) of Bibracte, France.

In the noncredit arena, responsiveness to market demand is well illustrated by the continuing education division's Kids On Campus (KOC) program. Serving younger students in the community, the college's Kids on Campus program, along with the HCC Sports School, are certified by the Maryland Department of Health and Mental Hygiene. The Children's Learning Center is an accredited full-year educational program for the children of HCC students and employees as well as the local community.

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: technical writing, creative writing, digital arts, music technology, graphic design, start up of casino management, accounting, bookkeeping, business and technology, mobile applications, social media, mobile design, and mobile interface. 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.

Institutional Capabilities

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. HCC facilitates and rewards excellence in teaching and service to students through the college's performance management system. (*State Goals 1, 4*)

HCC continues to expand educational opportunities by increasing programs, delivery methods, sections and space, and analyzes the impact of these improvements to ensure effectiveness. HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion or take courses offered online, through campus web and teleweb, telecourses, or via two-way interactive courses, fast track, and express courses. The college is committed to 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 Goals 2, 3*)

HCC has put into place a number of programs designed to improve student success. “Step UP!” is a coaching program with the goal of helping 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, initiatives such as teacher education and PRAXIS I information sessions for entering freshmen have been undertaken. 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. 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 Goals 3, 4*)

The college uses technology to improve access and 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 across a variety of student learning styles and needs. The college provides the latest in technology and learning support systems, such as wireless internet capability, smart classrooms, and increased bandwidth to individual desktops. Additionally, the college maintains 76 computer labs to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. The college’s business processes and operations are managed through a centralized administrative management database and access to registration, grades, financial aid, schedule information, and communication is provided on the web. 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. Approximately 300 new computer desktops were deployed to offices and classrooms as part of the college’s hardware refresh schedule and redevelopment of the college’s foundation website supported the campaign for students. Installation of new office copiers with enhanced security and completion of external computer security audits reduces potential threats and vulnerabilities. The college also upgraded its internet access to provide enhanced capability for students and staff. The college launched an official HCC Facebook page to expand awareness and outreach and strengthen its connections with students, faculty, staff, and friends. From posting photos and streaming video to providing key links, the page enables HCC to enhance student and stakeholder engagement. The Center for Digital Education, in connection with the American Association of Community Colleges, ranked Howard Community College fifth in the

country (within the category of large community colleges) for use and deployment of technology services to students, faculty, and staff. Together, these technology initiatives and improvements have significantly contributed to facilitating and enriching students' learning experiences and improving access. (*State Goals 1, 2, 4*)

The college partners with both four-year institutions and public high schools to enhance its student-centered teacher education learning programs. In addition to the College of Notre Dame of Maryland at the Laurel College Center (LCC), HCC partners with the Howard County Public School System (HCPSS) to provide over 600 students each year with field experience required for teacher education courses. HCC continues outreach to students in teacher academy classes at 11 Howard County high schools and accepts up to six articulated credits for students who complete the high school teacher academy or early childhood development coursework and then enroll at HCC as a teacher education major. HCC offers three majors that allow students to pursue teaching degrees in science, technology, engineering, and mathematics (STEM) areas and provide seamless transfer to Maryland four-year teacher education programs in these areas. Last fall, more than 120 teacher education majors, HCPSS high school students in teacher academy classes, paraeducators, child care providers, and career changers attended a teacher education transfer fair with workshops on HCC's teacher education programs, the HCPSS hiring process, and financial aid information. As part of a student-centered learning system, HCC provides resources for teacher education, faculty development, and opportunities to share best practices. Faculty and staff across all disciplines share teaching ideas and best practices learned at conferences, professional organizations and affinity group meetings during convocation and within the faculty and staff development periods. (*State Goals 1, 4, 5*)

To enhance teaching and learning effectiveness, all faculty members at Howard Community College are annually required to undertake research projects centered on teaching and learning improvement. Additionally, the college supports selected faculty in multi-year externally benchmarked learning outcomes assessment projects. The learning outcomes assessment effort at HCC has progressed from course assessments to program assessments. At any given time, more than 60 faculty members are involved in 40+ assessment projects at varying stages of completion. Experts are consulted, nationally recognized instruments are employed, and partnership opportunities are explored. The overall effectiveness of educational programs is evaluated through graduate surveys. Faculty members use the results of the assessments to improve their teaching, to adjust program requirements, and to develop new learning strategies. Research activities are also carried out to identify the need for new student support programs. That information is integrated into the ongoing process of improvement for academic support programs. (*State Goals 1,4, 5*)

The college annually 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. Questions reflect the performance excellence standards of the Baldrige criteria. *(State Goal 1)*

To help manage growth and its accompanying challenges, the college continues efforts to improve through self-assessment. In 2008, HCC was the first Maryland community college to receive Maryland’s distinguished U.S. Senate Productivity Award, the highest award given to any Maryland business or organization. In FY09, HCC was the only community college in the state recognized with honor role distinction by the Chronicle of Higher Education as one of the **Great Colleges to Work For**. In FY10, the college received the award for the second consecutive year. 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)*

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 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:

Non-white Population, 18 or Older	
Howard Community College Credit Enrollment, Fall 2009	41.3%
Howard County Population Estimates <i>Maryland State Data Center, July 2009</i>	35.5%

(State Goal 3)

HCC’s affordability is undoubtedly a major reason for its enrollment growth (over 44 percent in full-time equivalent enrollment from fall 2005 to fall 2010). Although located in the county with the third highest median household income in the nation (2008 Census Bureau estimates based on the American Community Survey), 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 necessary to raise tuition for the first time since FY08 to meet budgetary obligations and to make up for declining state contributions. To improve affordability and minimize financial barriers to higher education, HCC processed more than \$13.2 million in funding, consisting of grants, scholarships, and student loans to more than 2,600 students in FY10. Over \$635,000 came from institutional operating funds allocated for need-based grants. In addition to funding from the U.S. Department of Education, the college provided more than \$75,000 to fund student employment opportunities and the HCC Educational Foundation provided over \$385,000 for student scholarships. In addition, a limited amount of financial aid is available for qualified county residents who are taking career-related noncredit classes.

On a recent college-wide survey, 60 percent of students indicated a need for financial aid. (State Goal 2)

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. HCC continues to plan with its Mid-Maryland Allied Healthcare Education Consortium partners, Carroll Community College and Frederick Community College, a shared health care education facility in Mt. Airy, which is scheduled to open in the fall of 2011. The consortium was fortunate to receive federal funding for this project totaling more than \$1,300,000. Also in FY10, the college received a federal STARTALK grant to continue to offer Arabic, Mandarin Chinese, and Hindi. In addition, the college received an MHEC BRAC grant to develop a virtual cyber security lab. 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 health care majors. Furthermore, HCC is partnering with several other Maryland community colleges and local workforce investment boards on a United States Department of Labor grant totaling \$4.9 million (HCC share = \$165,000) over three years to enhance cyber security programs. (*State Goal 1, 5*)

HCC partners with Prince George's Community College to offer associate degrees in business administration, criminal justice, early childhood education, elementary and special education, and general studies at the Laurel College Center (LCC). A partnership with the College of Notre Dame of Maryland offers bachelor's degree programs in an accelerated cohort format at the LCC in business administration, elementary education/liberal arts, and elementary education/liberal studies and special education certification. The University of Maryland University College offers courses toward bachelor's degree programs in criminal justice, information systems management, and social science at the LCC. Additionally, a partnership with Towson University offers a master's program in mathematics education, the University of Maryland, College Park offers a master's certification in elementary and secondary education at the LCC. In addition, HCC continues to partner with Excelsior College, Dickinson College, and Babson College, among others, to further expand education opportunities for traditional and adult learners. (*State Goals 1, 2, 4*)

HCC is committed to taking a leading role in workforce training and in supporting economic and workforce development efforts within the county. The college continues to plan for and implement the expert recommendations of its Commission on the Future, a group of civic and business leaders along with faculty, staff, and students who provide a community perspective about how the college can 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 new Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science in Engineering (ASE) degree programs are early childhood education/early childhood special education, elementary education/elementary special

education, hospitality management, culinary management, computer engineering, music technology, television and radio, digital arts, film and video pre-production, graphic design, and photography. (*State Goals 1, 5*)

The college's Division of Continuing Education and Workforce Development offers companies and individuals a wide variety of 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. 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 Goals 1, 5*)

The college's English Language Institute (ELI) assists 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. The college also meets the needs of county residents with its cultural arts programming, athletic events, and by making its facilities available to community groups. HCC seeks community partnerships to provide real-life opportunities through an extensive service learning program, which creates meaningful service experiences that extend classroom and co-curricular learning while encouraging civic engagement, community awareness, and personal development. Over 520 students engaged in curricular and co-curricular service learning projects this year. HCC's Alternative Break program, in partnership with national and international communities, provided training and immersed students in service experiences designed to enhance mutual awareness and lifelong learning. (*State Goals 3, 4*)

Each year, the college sponsors a number of joint community and cultural events on topics such as ethics, communication across cultures, and wellness. In ongoing exhibits, the college's art gallery featured a variety of contemporary artists working in different styles and media. 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's Wellness Center cooperates with numerous community partners to offer a variety of educational materials, health screenings and assessments, and seminars and workshops. This spring local health and wellness vendors provided demonstrations, information, and screenings around smoking cessation, blood pressure, diabetes, acupuncture, and nutrition for students and community members. To kick off Earth Month, over two thousand community members joined nearly 100 vendors, exhibits, and activities at the Howard County GreenFest 2010, held at HCC, in sponsorship with a number of service area businesses. The event provided participants with practical information to promote more ecologically sound lifestyles. The college's center for service learning welcomed representatives from nearly 20 community agencies to talk with students about volunteer opportunities and set up service learning placements, resulting in more than 50 students signing up to volunteer with these organizations. (*State Goals 1, 2, 3*)

Howard Community College is dedicated to joining its many community partners to make a valuable contribution to the learning needs of all citizens. The college hosts the Howard County Book Connection in partnership with the Howard County Library. Additionally, faculty and staff serve on community boards. 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.

Institutional Objectives and Outcomes

Howard Community College is committed to the goals identified in the 2009 Maryland State Plan for Postsecondary Education and MHEC's accountability process for community colleges and aligns these goals with its own strategic goals. In order to realize its mission statement, *Providing Pathways to Success*, Howard Community College (HCC) conducted a yearlong conversation with its stakeholders and established 3 long-term Strategic Goals for Fiscal Years 2010–2015. These are: Student Success and Lifelong Learning, Organizational Excellence, and Building Partnerships. For each strategic goal metrics were selected and targets set. Next, multi-year action plans (some short-term, some long-term) were developed to move those results forward. College units and participating individuals coordinate their plans with the major action plans. The action plans and the progress toward the targets are reviewed each year. Action plans may continue into the next year or be revised as needed. The HCC Board of Trustees last approved mission, vision, values, and goals: May 26, 2010.

HCC Strategic Goal #1. Student Success and Lifelong Learning

This work is aligned with the action recommendations under Maryland State

Goal #4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

A. Description

1.1	<i>Increase percentage of developmental completers, 4 years after entry to HCC, from 35.8% (fall 2003 cohort) to 40% (fall 2006 cohort).</i>	
	Lead	Action Plans for 2009–2011
1.1A	VPSS VPAA	Implement College Readiness Program by testing 11 th grade English “regular” students enrolled at all (12) HCPSS high schools and assisting student who fall short of being college ready.
1.1B	VPAA	Investigate best practice peers and formulate a plan to increase number of developmental completers.
1.2	<i>Increase student successful-persistence rate after 4 years for all students from 73.2% (fall 2003 cohort) to 80% (fall 2006 cohort).</i>	
1.2A	VPSS	Study impact of new academic standing policy.

1.2B	VPSS	Design an early warning tracking system to allow faculty and staff to flag at-risk students, notify appropriate personnel, and connect students to appropriate resources.
1.2C	VPAA	Develop outcomes for First Year Experience (FYE) courses and select metrics to track improved student learning.
1.3	Increase student graduation and transfer rate after 4 years for all students from 51.9% (fall 2003 cohort) to 60% (fall 2006 cohort).	
1.3A	VPAA	Identify gateway courses and pilot interventions to improve student success utilizing best practices from the <i>Achieve the Dream</i> project and others.
1.3B	VPAA	Revamp the general education core and track impact on degree completion.

Key: VPAA – Vice President for Academic Affairs
 VPSS – Vice President for Student Services
 VPAF – Vice President of Administration and Finance
 VPIT – Vice President of Information Technology

B. Relationship to Institutional Mission

The college provides an academic and nurturing environment that enables students of all ages and backgrounds to reach their goals. The college offers a wide variety of high quality programs and learning opportunities that will help to build a vibrant community, and allow students to discover their unique strengths. For many freshman, this relationship actually starts back the high school setting through HCC's college readiness program. Once at HCC, retention in the college's academic programs is monitored and corrective interactions are provided as needed. Assessment of outcomes and quality of learning are the hallmarks of credit and noncredit educational programs. The college's courses, its highly qualified faculty and staff, and efforts at continuous improvement make HCC a major positive force in the life of its students, to aid them along their pathway to success.

HCC Strategic Goal #2. Organizational Excellence

This work is aligned with the action recommendations under Maryland State

Goal #1: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation;

Goal #3: Ensure equal opportunity for Maryland's diverse citizenry.

Goal #4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders; and

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

A. Description

2.1	Increase percentage of minority employees to reflect county demographics from fall 2007 rates of 22.1% faculty and 20.9% staff to 23% by fall 2010 for both.	
	Lead	Action Plans for 2009-2011
2.1A	VPAF	Improve faculty and staff recruitment efforts and outcomes.
2.2	Increase stakeholder satisfaction for students from spring 2008 rates: 37.5% credit students choosing excellent on a four point scale; to spring 2012, rate of 43%, and for employees from fall 2007 rate of 4.29 to fall 2012 rate of 4.35 on a five-point scale.	
2.2A	VPAF VPSS	Examine workload, redistribute responsibilities, and create efficiencies to ensure continued quality service to students and one another given projected stationery staffing levels.
2.3	Increase development/training expenditure per FTE employee from \$828 in FY07 to TBA by FY12.	
2.3A	VPAF	Explore opportunities for faculty and staff to design, lead, and share professional development opportunities in-house and establish Maryland Occupational Safety and Health (MOSH) training benchmarks for areas.
2.4	Reduce HCC's carbon footprint from 3.7 MMBTUs*/FTE (fall 2007) to 3.1 MMBTUs/FTE (fall 2012). (*metric tons of carbon dioxide emissions)	
2.4A	VPAF	The Facilities and Sustainability Team (FAST) will define and implement metrics for sustainability.

B. Relationship to Institutional Mission

HCC uses several strategies to attract an employee pool that reflects the rich diversity of Howard County residents. HCC supports employee professional development and values efforts to continuously improve services and support for students along their pathways to success. Recognizing the interconnectedness of people and the impact of globalization, the college takes a leadership role in the county in identifying opportunities for preparing residents to be global citizens. Faculty, staff, and students support the college's environmental stewardship activities.

HCC Strategic Goal #3. Building Partnerships

This work is aligned with the action recommendations under Maryland State

Goal #2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylander, and

Goal #3: Ensure equal opportunity for Maryland's diverse citizenry.

A. Description

3.1	<i>Increase resources provided to provide scholarships and facilities to students.</i>	
	Lead	Action Plans for 2009–2011
3.1A	VPIT	Continue a \$4,000,000 capital campaign. Raise \$1,300,000 by the end of FY11 for scholarships, endowments, and capital projects.
3.1B	VPIT	Increase the competitive grant income from \$2,500,000 in FY11 to \$3,000,000 by the end of FY15.
3.2	<i>Increase opportunities to serve the regional needs.</i>	
3.2A	VPSS	Refine the adult learner initiative, involving the weekend college, veterans, and distance learning courses. Increase the percentage of enrollment of students between the ages of 25 and 44.
3.2B	VPAA	Implement the Southeast Healthcare Initiative Project.
3.2C	VPSS	Increase the draw rate of HCPSS recent high school graduates to 26 percent by continuing to promote the honors brand while also providing outreach to at-promise high school students and students in the middle.

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 continues to work with community, state, and national leaders to improve public funding for facilities and growth. It will work with its many community, corporate, and individual partners to ensure support that is adequate for the tasks that are undertaken. 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. Additional faculty, staff, 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.



Office of the President

September 12, 2011

Dr. Sue Blanshan
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Dr. Blanshan:

In accordance with MHEC's four-year review cycle for mission statements, and in response to a recommendation from the 2008 Middle States Self-Study, Montgomery College recently completed a process of reviewing and updating its current mission statement and in developing a new vision statement. Together, the new mission, vision and values statements reaffirm our community college mission, and serve to clarify the core purpose of our institution. In addition, they provide strategic direction that informs and focuses our institutional planning priorities.

This important project was undertaken by a twenty-six member task force, which included broad representation from the Board of Trustees, faculty, students, staff, academic and non-academic units, and many of our trustees also community and business partners.

After this extensive review, Montgomery College's focus remains unchanged. Although the mission statement wording has been revised, we remain focused on three key goals: empowering our students to change their lives, enriching the life of our community, and being accountable for our results. Please see attached document for your review.

Montgomery Colleges' Board of Trustees has approved the mission and vision statements.

Thank you for your assistance.

Sincerely,

DeRionne P. Pollard, Ph.D.
President

cc: Dr. Genny Segura, Senior Education Policy Analyst-Planning and Academic Affairs

Attachment

MONTGOMERY COLLEGE

OUR MISSION

We empower
our students to change their lives, and

We enrich
the life of our community.

We are accountable
for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

excellence | integrity | innovation | diversity | stewardship | sustainability

Adopted by the Montgomery College Board of Trustees, June 20, 2011

2010 Mission and Goals Statement
For Maryland Higher Education Commission

Montgomery College

Montgomery College

SUMMARY MISSION STATEMENT

The Mission Statement of Montgomery College was adopted in 2000. It is a mission statement 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 reaffirmed during the annual planning retreat attended by faculty, students, and staff. In the 2009 Collegewide Employee Engagement survey, over 94% of the survey respondents indicated that "they are proud of the College's mission."

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 and accredited by the Middle States Commission of Higher Education. 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 experienced record enrollment in 2009 with 35,604 students enrolled in credit-bearing courses and the average credit load increased from 9.14 to 9.27 – the largest increase in one-year. Non-credit students number close to 26,000. Student success, learning outcomes achievement, and quality instruction are the central activities of our faculty and staff. The College also offers a wide array of postsecondary career and transfer educational programs, career training, and support services at affordable cost to the residents, business partners, 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.

In Fall 2009, student and credit hour enrollments increased 6.9% and 8.5% respectively. There were 26,147 students taking 242,381 credit hours. Since Fall 2000, Montgomery College has experienced growth rates of 25% in student population and 37% in total credit hour enrollments, and has grown 17% in students and 22% in hours since Fall 2005. Montgomery College continues to enroll the largest number of credit students of any Maryland community college and is second in the state, behind the University of Maryland, College Park, in its total number of undergraduate students at Maryland higher education institutions.

Montgomery College serves a racially, ethnically, and economically diverse community. In fact the College is diverse by any measure imaginable, including race, ethnicity, age, socio-economic status, and 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 8,000 foreign-born students from almost 179 different countries. In the student body at Montgomery College in the Fall 2009, 35.4% of the credit students were White, 29.1% were African-American, 15.2% were Asian, 12.9 were

Hispanic and 7.1% were multi-racial. The data clearly supports the fact that 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 total number of full-time faculty has grown from 526 in Fall 2005 to 576 in Spring 2009, an increase of almost 10%. During the same period, the non-white population has increased from 29% to 31% of the total, exceeding the benchmark of 30%. Female faculty employees have increased from 56% of the total faculty to slightly under 58% from 2004 to 2008. For 2009 almost 42% of the new full-time faculty hires were non-white. Females represented 65% of the new hires. Across all categories of employees, non-white representation has increased from 40% to 44% over the five years— a 30% increase in nonwhite employees. The percent of minority full-time administrative and professional staff is on target to meet the benchmark of 39% for 2010, rising from almost 38% in Fall 2007 to just under 39% in fall 2008.

In 2009, Montgomery College developed a multi-year diversity plan to be implemented between academic years 2010 through 2012. The Plan identifies action-oriented diversity goals and objectives in five key areas – (a) Policies, Procedures and Practices; (b) College Climate; (c) Outreach and Recruitment; (d) Supporting Student Success; and (e) Professional Development. The Diversity Plan will further expand and sustain institutional diversity and inclusive excellence among the faculty, staff and students in Montgomery College.

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 education program also promote access for this extremely diverse student population and fully support the state goals to promote accessibility and affordability for all Marylanders thereby ensuring equal educational opportunity for Maryland's diverse citizenry. Access and affordability are also enhanced by the 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. Our newest Combat-to-College program (Combat2College), developed jointly by Montgomery College, National Rehabilitation Hospital, Washington, DC, National Center for PTSD, Palo Alto, CA, Veterans Administration Medical Center, Washington DC ., provides academic and social opportunities, as well as support services for veterans and active/reserve service members. The Project Portal to Success in Engineering is a STEM program to boost the numbers of women and minorities at the College who pursue engineering degrees and to increase minority and female transfers to four-year engineering programs. The program also includes the implementation of a model engineering education transition program comprising secondary education, community college, and four-

year college/university collaboration in the outreach and teaching efforts at the local high school level.

The College's commitment to the tenets of the Mission Statement was articulated and affirmed by the Montgomery College community in Fall 2007 during the annual planning retreat, which was designed to develop the three-year Strategic Goals for 2010-12, 'Montgomery College: 2010 and Beyond'. They are:

GOAL I: Maximize access, retention, and student success. The College's resources will accommodate the diverse needs of students in their pursuit of educational and career goals.

GOAL II: Strengthen and enhance internal and external collaboration and partnerships. The educational, economic, social, and cultural needs of the College's internal and external communities will be addressed.

GOAL III: Promote excellence, accountability, and continuous learning. All areas and employees of the College will facilitate innovation, implement best practices, and foster improvement utilizing assessment and continuous learning.

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 of the College, faculty remain active in their discipline-based 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 Paul Peck Institute for American Culture and Civic Engagement, the Humanities Institute, the Arts Institute, the Smithsonian Fellows program, the Montgomery Scholars program, the Honors programs, the Biomedical Scholars program, the Health Sciences Institute, the School of Education, the School of Art and Design, Information Technology Institute, American Film Institute, Hospitality Management Institute, and the Macklin Business Institute promote professional development and unique opportunities for student-faculty collaboration. Montgomery College is the only community college in the nation that has forged internship partnerships with the Smithsonian Institution, the Library of Congress, the National Gallery of Art, and the United States Holocaust Memorial Museum. In 2007, Montgomery College student Vanessa Coleman was named to the 2007 First Team of the All-USA Community and Junior College Academic Team. In 2009, students in Montgomery College's Computer Gaming and Simulation Program partnered with the National Oceanic and Atmospheric Administration (NOAA) to create a new online educational game, "WaterLife: Where Rivers Meet the Sea." NOAA launched the game at the annual meeting of the National Science Teachers Association.

Montgomery College values faculty development and continues to provide funding for scholarly activities, technological and pedagogical training through the Center for Teaching and Learning, the Office of Human Resources (Center of Professional and Organization Development), and sabbatical leave programs. Together with a host of other professional development activities, the College affords faculty and staff many avenues for developing and enhancing their techniques, enthusiasm, and abilities in their classrooms and for keeping current in their disciplines. Beginning in Spring 2006, Montgomery College offered the Make It Happen! Innovation Grants (MIHIG). MIHIG is a way for faculty and staff to get their creative ideas funded and for new possibilities in teaching students. The Innovation Grants provide opportunities for \$500-\$3,500 in monetary awards to individuals and teams supporting projects that foster student achievement and retention. Writing in the Disciplines, an outgrowth of a MIHIG, seeks to strengthen student writing skills and help faculty incorporate writing into their courses. Through events such as workshops, lectures, roundtables and online discussion forums, faculty learn techniques and best practices to maximize their students' learning, writing, and critical thinking skills.

Montgomery College faculty continue to receive national and regional recognition for excellence in teaching:

- In 2006, Montgomery College Professor Joan Naake was named the Maryland Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.
- In 2009, Dr. Sharon Ahern Fechter, Montgomery College professor of Spanish, received the 2009 American Association of Teachers of Spanish and Portuguese (AATSP) Teacher of the Year Award for the two-year college level.
- In 2009, Professor Susan Bontems was named the 2009 Maryland Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.
- In 2010, Montgomery College Professor Tammy Peery, English department chair at Montgomery College-Germantown, was named the Distance Educator of the Year in Higher Education by the Maryland Distance Learning Association (MDLA).

Montgomery College is committed to supporting students in creating both the desire to participate in postsecondary education and the means to achieve it. The First Year Experience Program (FYE) at Montgomery College consists of a series of orientation activities, programs, and courses to help students ease into the demands and challenges of college life, forge connections with counselors, faculty, staff and peers, and prepare students for academic success at Montgomery College and beyond. FYE activities, such as New Student Orientation, First Year seminars, Service Learning, Learning Communities, and the Student Ambassador program are held at each campus. Montgomery College students receive advising and counseling by attending a Montgomery Advising Program (MAP) session, an International

Montgomery Advising Program (IMAP) session, or an online Montgomery Advising Program (eMAP) session.

Montgomery College also offers a TRIO program that provides free academic, career, financial, personal, social, and technological assistance and support to eligible college students. The TRIO program seeks to increase retention, graduation, and transfer rates by providing various educational support services.

Montgomery College's General Education Program provides students with the foundations for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in life-long learning in a continually changing world. Students have opportunities in all classes to develop communication, critical thinking, and analytical skills appropriate for an educated person. The General Education Program prepares students to face the issues and responsibilities that arise from living in a culturally diverse, globally interdependent world. In the belief that all students who earn a degree from Montgomery College should exhibit both breadth and depth of knowledge, the College requires the General Education component in all degree programs. Meeting the Maryland Higher Education Commission's Academic Regulations on General Education and Transfer and the Middle States General Education guidelines, the Montgomery College General Education Program underwent a two-year comprehensive Collegewide review between 2007 and 2009. The General Education Program includes five competencies which are 1) written and oral communication, 2) scientific and quantitative reasoning, 3) critical analysis and reasoning, 4) technological competency, and 5) information literacy as well as two areas of proficiency – arts and aesthetic awareness, and personal, social, and civic responsibilities.

Supporting Maryland State Goal #4, Montgomery College ensures that learning is assessed in ongoing feedback loops that identify and correct learning gaps as they occur in order to maximize student achievement and success. In the last five years, Montgomery College has institutionalized two collegewide systematic assessment initiatives – Learning Outcomes Assessment and College Area Review.

College Area Review (CAR) is a comprehensive self evaluative process conducted by all academic areas and administrative units. The overarching goal of CAR is to provide critical collegewide information for strategic planning, assist in establishing priorities for resource allocation, and measure overall institutional effectiveness. Montgomery College started the current review of academic areas during the 2002-2003 academic year. CAR operates on a five year cycle, reviewing an average 15 academic units per academic year and three administrative units per calendar year. To date, more than 70 disciplines have gone through the process. Learning Outcomes Assessment is a faculty-driven process which assesses and documents what

and how much students are learning and uses this information to improve the educational experiences being offered. This is a two-year course-based quantitative assessment. By the end of the two-year cycle, faculty will have developed recommendations to enhance the instruction of the course. Student learning outcomes from more than 50 courses have been assessed by this initiative.

Montgomery College's commitment to technology in the enhancement of direct instruction, distance education, and support for instruction has always been significant. As part of the College's initiative to enhance student access in direct support of the state goal, a support structure for Distance Education was established. In Fall 2009 a total of 12,393 credit hours were accounted for by enrollments in web-based courses. This represented 5.1% 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:

Smart Instructor Workstations (or SIWS) which include computer and projector, DVD drive, a laptop connection and a network connection for internet access, are now installed in half of the classrooms at the College. More than 1000 computers are available for student use in labs, classrooms, and libraries. The College continues to increase web and network training course offerings. Montgomery College also upgraded the library system which provides significant functional improvements and a new Online Public Access Catalog (OPAC) interface design. Its infrastructure improves the performance of the online Catalog and provides students, faculty, and other library community patrons with a better access to electronic periodical databases.

In Fall 2009, Montgomery College released a redesigned institutional web site with the latest web content management technology and social networking tools, such as Facebook, YouTube, Podcasting, and Flickr to welcome students in the digital culture. The goals of the redesign effort are for a website that better reflects the College's mission and culture and improves the quality of information and services to students, faculty and staff, and the College community.

Each student enrolling in a credit course in Montgomery College is provided with an e-mail account to facilitate communications between faculty and student as well as among students. Faculty are also trained to set-up web-based course sites to allow for continual instruction in the event of unplanned college closing.

In 2009, Montgomery College launched Elluminate – a tool that supports learning anytime and anywhere. Elluminate can be used to supplement traditional classroom instruction with an online component and interactive collaboration tools. More than 40 training sessions have been conducted through the Office of Distance Education for faculty and staff.

More than half of the College facilities are now WiFi-enabled. The Technology-of-the-Month program introduces new instructional technology to faculty and staff. In the past year, technologies such as Blogs and Wikis, Jing, Promethean, and Babylon were showcased.

There are now ten locations among the College that are equipped with video-conferencing technology allowing faculty, students, and staff opportunities to conduct conferences with minimal commutes.

Montgomery College continues to work diligently in the area of articulation and partnerships, supporting the state's goal of providing student-centered, preK-16 education to promote student success. More than 10 exciting initiatives have resulted from a strong ongoing partnership with the Montgomery County Public Schools including Tech Prep, Academy of Finance, College Institutes, Gateway to College, and a Summer Bridge program. At the same time, the College's unique relationship and partnership with the University System of Maryland Universities at Shady Grove continue to grow and prosper. Montgomery College is a strong partner in the development of and is the primary feeder to this unique program which brings quality programs from USM institutions to Montgomery County.

The College and the College of Notre Dame of Maryland have collaborated to offer a Bachelor of Science degree in Radiological Sciences in the Takoma Park/Silver Spring Health Sciences Center. In 2009, Montgomery College and Stevenson University partnered to create a seamless transfer process for Montgomery College nursing graduates who want to pursue a bachelor's degree in nursing at Stevenson University located in Stevenson, Md.

Nearly 4,500 Montgomery College students with 12 or more credits transferred in FY 2009 to 379 four-year universities and colleges in 44 states and the District of Columbia. The most frequent transfer choice among Montgomery College students is the University of Maryland, University College.

To improve opportunities for transfer, Montgomery College has entered into a partnership with the University of Maryland to create the Maryland Transfer Advantage Program, which guarantees University of Maryland admission to MC students who apply and are selected for the program and complete its requirements. The program provides MC students with early access to Maryland advisors and other resources to put students on track to a bachelor's degree.

Montgomery College is committed to supporting the State's education agenda and is a partner in Maryland's Race to the Top proposal.

The College's academic programs for students intending to transfer include curricula in general studies, business, education, science, computer science, and engineering. Through the Homer S. Gudelsky Institute for Technical Education, the College offers instructional programs in four primary areas: automotive, building and construction, manufacturing and fabrication, and workforce technologies. In 2006, Montgomery College's Automotive Technology program was awarded Master certification by the National Institute for Automotive Service Excellence (ASE). 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 growing biotechnology program prepares students to meet the workforce needs of employers in the I-270 Technology 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 houses other health-related fields, including Diagnostic Medical Sonography, Emergency Medical Technician, Fire Science and Emergency Services, Physical Therapist Assistant, Radiologic Technology, and Health Information Technology. Other new programs were launched successfully in Instrument Specialist for the areas of Sterile Processing/Surgical Technology, Polysomnography, Chemotherapy and Biotherapy Course for Oncology Nurses, NCLEX Review for Foreign Trained Nurses and Wilderness First Aid.

The College, specifically the School of Education, has been answering State Goal #4 for teacher preparation and development. 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.

Montgomery College became a tobacco-free campus on August 1, 2008 in order to create a safe, clean, and healthy environment for students, faculty, staff, and visitors to Montgomery College campuses and facilities. One goal of the policy is to prepare Montgomery College students to cope with their lifestyles in tobacco-free environments and the changing world.

The Life Sciences and Technology Park at Germantown Campus is an innovative idea responding to the Montgomery County's substantial biotechnology industry. The Park represents a unique

community partnership initiative which provides office and laboratory space to new businesses and allows 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 top quality curricula in a state-of-the-art facility. Articulation agreements with the University of Maryland, Johns Hopkins University, and other schools will offer high-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, facilities, and parking space at all three campuses. The Rockville Campus has significant shortages in terms of classroom, laboratory, office, and student life space. The construction of a new science building will be completed in FY 2011 and is scheduled to open during summer 2011. This state-of-the-art LEED-certified building will alleviate some overcrowding issues on the campus. Other student services facilities and additional instructional spaces remain priorities in the Rockville facilities master plan.

In 2005, Montgomery College's oldest campus, Takoma Park, was officially renamed to Takoma Park/Silver Spring campus with a \$120 million multi-year expansion project to align with the revitalization of downtown Silver Spring communities. The expansion project has enhanced the health sciences and arts programs, provided for enhanced workforce development opportunities, and increased the number of information technology labs. In the past four years, four new buildings were opened as a result of the renovation and expansion of the campus, including the Health Sciences Center, the Charlene R. Nunley Student Services Center, the Morris and Gwendolyn Cafritz Foundation Arts Center, and the Cultural Arts Center (CAC). A 500-seat theater in CAC has enabled the College to establish a presence for the arts at the campus, in the community, and southern Montgomery County. In FY 2009, the IT Operations Center (ITOC) also completed its relocation to the new Cafritz Foundation Arts Center. The new ITOC provides a secure environment for the College's IT infrastructure and its major data repositories and a robust infrastructure that supports the College's growing student population especially in the distance education area.

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 goals of Quality and Effectiveness and Accessibility and Affordability for all Marylanders. While fostering student learning and success – through classroom experience, independent study, service learning, learning communities, 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 life 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 that include scholarly and research activities aided by the Office of Business Development and Grants.

In the area of K-16 partnerships, the College is involved in numerous initiatives with Montgomery County Public Schools 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 seventh year of existence, this collaborative effort with Montgomery County Public Schools, originally funded in part by the Gates Foundation, has supported more than 700 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 36 fully articulated degree opportunities with seven institutions at the Universities at Shady Grove and this number promises to increase. 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 housed at the Germantown campus.”

The College remains committed to playing a central role in the development of a highly qualified workforce. Enrollment statistics in Workforce Development and Continuing Education offerings bear this out. In FY09, Montgomery College served 25,650 students with a total of 45,788 registrations in this area. The Workforce Development and Continuing Education programs are designed as pre- and post-degree options that serve new entrants to the workforce, incumbent workers, and those returning to the workforce after a period of time. Course formats are flexible to meet the needs of working students as the majority of the students are attending Montgomery College on a part-time basis. Course formats include short-term certification based courses, long-term incumbent worker formats such as apprenticeship related instruction programs, and multi-year basic adult education and English as a Second Language programs. Students come to Montgomery College through articulation agreements with the local high schools, summer bridge programs, referrals from the local Workforce Investment Board, sponsorships by employers, and through their own choices. All of these programs feature a progression of courses that lead to industry recognized credentials, link to College degree programs, or provide post-degree continuing education learning opportunities for individuals to remain current in their career areas. This continuum of learning approach recognizes the need for ongoing training for existing occupations as well as for emerging occupations that will require the workforce to return for post-secondary education to keep pace with changing technologies and local economic conditions. The programs also feature connecting points or transition linkages given this educational continuum design. Students in the health sciences or construction sciences could, for example, begin with a short-term training program and achieve an industry recognized credential sufficient to get a job or advance in an existing job. This credential was achieved through the same academic department that provides one-year certificates and two-year degrees that the student may progress to as time and resources allow. Upon completion of a two-year degree the students can find transfer opportunities to four-year programs right here in Montgomery County through the University of Maryland at Shady Grove. For students with the four-year degrees, the College continues to serve these students with technology updates and continuing professional education programs.

WD&CE appeals to people seeking educational enrichment, as well as those reentering the workforce or updating current work skills and career changers. The programs vary from summer youth camps, courses for adults with developmental disabilities, English as a Second Language and GED classes to an apprenticeship program, health care classes, licensure and certification training, and classes in the technical trades, driver and boating safety education.

Montgomery College's credit and non-credit instructional programs, courses, and services actively support the goals articulated in the Maryland State Plan. Nationally recognized instructional quality that effectively meets the educational, economic, and social needs of the

community, maintaining access, affordability, and opportunities for a diverse student population, actively engaging all students to ensure success in achieving their individual learning goals, and supporting the economic growth and vitality of the community are all hallmarks of the Montgomery College education.

Institutional Goals and Outcomes

During the 2007-2008 academic year, the Montgomery College community reaffirmed its commitment to the central tenets of the Mission Statement by revisiting the College's Goals and Objectives during a multi-stage "Montgomery College: 2010 and Beyond" planning retreat. Groups of faculty, students, staff, and administrators participated in and reviewed survey data from an internal strengths, weaknesses, opportunities, and threats (SWOT) analysis and an external environmental scan to identify five-six mission-driven goals, outcomes, and strategies in priority order that would form the core of the 2010-2012 Strategic Plan. After the meeting, a group of fifteen members composed of administrators, faculty, and staff consolidated, refined, clarified, and organized the information into three Collegewide Goals, Outcomes, and Strategies that articulate the major focus areas for the College. These mission-driven goals drive all planning and budgeting activities for the FY10-FY12 Strategic Plan. At the same time, the mission and goals are consistent with and directly support the statewide goals as delineated in the *2009 Maryland State Plan for Postsecondary Education*. The College Goals, Outcomes, and Strategies are stated below, with a summary of their relationship to the *State Plan*.

MONTGOMERY COLLEGE GOALS, OUTCOMES, AND STRATEGIES

FY 2010-2012

Goal I: Maximize access, retention, and student success

Strategic Outcome: The College's resources will accommodate the diverse needs of students in their pursuit of educational and career goals.

Strategy: Adapt academic programs, administrative processes, and College services to respond to the needs of all students.

Mission Tenet: **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.")

This Montgomery College goal, outcome, and strategy support and underscore the goals of the *State Plan* to fulfilling the educational needs of students (Goal 1) through focusing on, defining,

and measuring student success; to promoting access and affordability (Goal 2) by emphasizing academic and financial aid support within a context of fiscal responsibility; to ensuring equal opportunity for Maryland's diverse citizenry (Goal 3) by directing the focus and resources to ensuring the preparation, access, participation, and completion of underserved populations; to achieving a system of postsecondary education that promotes student-centered learning (Goal 4) through a willingness to adapt and be flexible in establishing and addressing student learning goals; and to meeting the needs of a changing workforce (Goal 5) by responding to and providing appropriate training through offering flexible strategies to meet identified needs.

This goal also addresses several of the significant issues identified in the *State Plan*, such as focusing resources and activities to respond to and meet the state's changing demographic needs. As the ethnic make-up, age, college, and career readiness of the population changes, Montgomery College is committed to adapting programs and services to meet changing student and community needs. Additionally, this goal demonstrates the College's focus on adapting the means of delivering educational and career training courses and programs to include Distance Education and alternative class scheduling.

Goal II: **Strengthen and enhance internal and external collaborations and partnerships.**

Strategic Outcome: The educational, economic, social, and cultural needs of the College's internal and external communities will be addressed.

Strategy: Collaborate internally and externally to implement and support College priorities and initiatives.

Mission Tenet: **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.")

This goal, outcome, and strategy address the goals of the *State Plan* to fulfilling the educational, economic, and societal needs of the community (Goal 1) through faculty and staff collaboration, K-12 partnerships, and actively engaging with local and global communities; to ensuring capacity for enrollment growth (Goal 2) by partnering with other colleges and universities to enhance educational opportunities, faculty training, and articulation agreements; to ensuring equal opportunity (Goal 3) by actively engaging community organizations, high schools, and local government to account for the particular needs of first-generation, first-time college students, non-traditional adult learners, students with disabilities, and workforce needs; to aligning curricula and entrance requirements (Goal 4) through a robust P-20 partnership that

promotes teacher preparation, articulation, STEM leadership, data integration, and professional development opportunities; and to monitoring existing qualified worker shortage areas and emerging high-demand occupational fields and industries (Goal 5) through developing avenues for participation by local, state, and regional employers through new and innovative public-private partnerships.

Goal III: Promote excellence, accountability, and continuous learning.

Strategic Outcome: All areas and employees of the College will facilitate innovation, implement best practices, and foster improvement utilizing assessment and continuous learning.

Strategy: Advance and support a consistent atmosphere of improvement, accountability, and recognition.

Mission Tenet: **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 Work Force development needs.”)

This college goal, outcome, and strategy are consistent with the State Plan emphasis on ensuring a quality education for its citizens (Goal 1) through defining and developing multiple appropriate measures of programmatic effectiveness and success and using data for improvement; moderating student costs and improving space utilization (Goal 2) through the pursuit of grants and implementation of technology; creating and sustaining a welcoming and supportive learning setting that promotes a high level of achievement for all students (Goal 3) through regular evaluation, using data to adjust policies, practices, programs and services, and promoting a system of accountability and continuous improvement; providing a student-centered learning system that provides resources for teacher education and faculty development by sharing best practices (Goal 4) by creating a system approach to assessment, professional development, and faculty training; and retaining our competitive advantage (Goal 5) by advancing innovative educational, community, and workforce partnerships.

Additionally, Montgomery College’s focus on promoting excellence, accountability, and continuous learning aligns with the State Plan’s emphasis on accountability. This goal, outcome, and strategy explicitly focus the College’s time, energy, and resources on responding to stakeholder calls for increased accountability, not only in terms of being fiscally responsible, but for ensuring that graduates leave equipped with the skills they need for further study or

meaningful employment. This is done at Montgomery College through a systematic approach of data collection, outcomes assessment, and program review for academic, administrative, and support units.

MONTGOMERY COLLEGE DIVERSITY PLAN

Under the 2008 legislation of Maryland House Bill 905 and Senate Bill 438 Education Article, Annotated code of Maryland, §11-406 (b)(1)(iii), Montgomery College developed and implemented a College Diversity Plan in 2009. This plan identifies action-oriented diversity goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Recruitment and Outreach; (d) Supporting Student Success; and (e) Professional Development. The plan's goals and objectives are designed to ensure and sustain faculty, staff, and student diversity; promote and foster intercultural competency through teaching, learning and organizational development, and identify and correct any problem areas that may exist. The diversity goals and objectives, which are detailed below, demonstrate the College's commitment and good faith efforts to expanding and sustaining diversity and producing measurable results.

Goal 1: Strengthen and implement equity and diversity *policies, procedures, and best practices* that are aligned with the College's Mission, commitments, and Diversity Goals to advance compliance and protection for all students and employees.

The Montgomery College Board of Trustees affirms that "education is a key element" of its affirmative action, diversity and non-discrimination policies and procedures. As such, the Board of Trustees requires that the "College will provide education and information for students, faculty, and staff to enhance understanding and increase awareness of the College's Policy and Procedures." To assure compliance with College, state, and federal diversity and non-discrimination policies and to ensure and sustain diversity and inclusive excellence, the College has established three key tasks for achieving goals and objectives in the areas of diversity policies, procedures, and practices – conducting a comprehensive review and inventory of diversity-related policies and procedures, conducting a review and inventory of diversity-related academic programs and professional development activities, and monitoring, assessing, and modifying (where necessary) the implementation of the Collegewide Diversity Plan.

Goal 2: Enhance the *college climate* for students, faculty, and staff by implementing and promoting diversity activities and programs that value our diverse needs and are aligned with the College’s Mission and Core Values.

Establishing and maintaining a college climate that is welcoming to diverse faculty, staff, students and external communities is an institutional priority, which is internalized throughout the organizational culture. This institutional priority is evidenced by Montgomery College’s mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies, and practices, which systematically support the commitment to proactively embracing and celebrating diversity. As a matter of policy, the College mission statement specifically articulates the importance of campus climate relative to diversity, stating, “*We are welcoming, compassionate, and service-oriented to our diverse community.*” It continues, “Integrity, trust, and respect guide our actions.” And ... “*We serve a global community.*” In practice, the College’s core organizational values regarding college climate are strategically interwoven into hiring protocols, facilities accessibility and community usage, marketing and advertising, recruitment, public relations, community outreach, academic affairs, student affairs, strategic planning, organizational assessment, and evaluation.

Goal 3: Maintain our position as Maryland’s most culturally diverse college and expand our *outreach and recruitment* efforts that are focused on collaborative partnerships with broader and diverse internal and external communities, organizations and businesses.

Montgomery College has a variety of collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff, and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence.

The College’s multilingual staff provide various outreach services to the community through workshops, enrollment fairs, and individual advising. Currently, many of the College’s publications, including financial aid publications and on-line applications are available in English and Spanish.

Montgomery College makes concerted efforts to recruit and retain a diverse workforce. The College accomplishes this in various ways, including participation in job fairs that provide broad exposure to the College, the use of diverse print media for advertising, and in-depth search committee training to educate the College community about institutional commitment to

diversity and to teach best practices for identifying and interviewing a diverse pool of candidates through the recruitment process.

Goal 4: Provide educational programs that develop cultural competence and support the success of our diverse community of students.

As an educational institution whose mission includes continuous learning and commitment to academic excellence and intellectual development, Montgomery College is well positioned through its academic programs and student success initiatives to support the needs of the diverse community of students.

The commitment to promoting cultural competence is perhaps best reflected in the personal, social, and civic responsibility area of proficiency in the General Education curriculum: “Students will develop the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.”

Goal 5: Adapt and enhance our program of diversity education and professional development opportunities for faculty, staff, and students with a focus on best practices for teaching and learning in a multi-cultural environment and building institutional capacity for cultural competency.

Historically, Montgomery College has provided a wide array of diversity-related activities and development programs for employees. However, in 2007, the College recognized the need to make a concerted effort to strengthen its intercultural programming. As a result, the “Multicultural Education Initiative” was launched. The College’s professional development units expanded their offerings to include on-going learning about the contributions of many cultural groups and skills practice in dialogue, dispute resolution, respectful inquiry, inclusive and collaborative teamwork, and so forth.

In 2008, a new cohort program, “Community Conversations: Migration, Immigration, Globalization,” was implemented. This learning community uses different forms of dialogue and deliberation to address potentially contentious issues that impact workplace climate, team interactions, the student population, and public policy. A second program, “In Their Own Voices,” consists of monthly sessions where faculty, staff, and student panelists describe their heritage and suggest nuances for respectful interaction. In early 2009, a certificate program “Tapestry I: Basic Multicultural Skills” was launched, and the sequel program, “Tapestry II: Advanced Multicultural Skills,” is currently being developed for 2010.

In addition to these new programs, long-standing College professional development programs, such as the New Faculty Development Program, MC Management, and the Leadership Development Institute, continue to infuse multicultural perspectives and values of respect and acceptance.

Conclusion

Montgomery College's priorities, goals, outcomes, and strategies 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.



Prince George's Community College 2010 Mission and Goals Statement

Approved by Board of Trustees October 7, 2010

Summary Mission Statement

In the summer of 2009 Prince George's Community College initiated a nearly year-long process that included an environmental scan, to gain a better understanding of the current and future needs of its primary service area; a SWOT (strengths, weaknesses, opportunities, threats) analysis to more clearly define and articulate the college's strengths and opportunities for improvement; and an examination of college's vision and mission given the findings of the preceding exercises. This process culminated in June, 2010 with the Board of Trustees approving the follow vision and mission statements and the 2011-2013 Strategic Plan.

Vision Statement

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission Statement

Prince George's Community College transforms students' lives. The College exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

Institutional Identity

Prince George's Community College is identified as a large, two-year, public, suburban, Associate's College by the Carnegie Classification of Institutions of Higher Education. The college currently offers 65 credit programs leading to associate's degrees, 28 credit programs leading to certificates and 6 credit offerings leading to letters of recognition. The college also offers hundreds of noncredit continuing education courses and dozens of continuing education programs in a variety of subjects. These courses are available to students seeking professional and personal advancement. 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.

The college's credit student population of more than 13,685 in Fall 2009 is highly diverse and includes 90% minority students and over 3% international students

representing 70 countries. In fall 2009, 68% of student enrolled in credit courses attended Prince George's Community College part-time. During academic year 2009-2010, over 22,000 students were enrolled in non-credit course offerings. In 2005, the college completed the decennial accreditation process and was reaccredited by the Middle States Commission on Higher Education (MSCHE). A periodic review report was submitted to the MSCHE in May 2010.

The strengths of the college are readily identified through its educational offerings, student success, community partnerships, and community service. Prince George's Community College provides outstanding opportunities for students pursuing academic excellence and seeking a high level of intellectual rigor. Approximately half of the college's credit students are enrolled in degree programs leading to transfer to a four-year institution while the other half are enrolled in career programs leading directly into the workplace. A complete listing of credit program options leading to Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Arts in Teaching degrees, as well as Certificates and Letters of Recognition, may be found in the college catalog at www.pgcc.edu.

Evidence of academic excellence is found throughout the programs and courses at the college. The Honors Program offers a number of benefits, including admission to special honors courses, internships, scholarship opportunities and faculty mentoring, to students who have achieved a high level of academic success. Eligible Honors students may apply for membership in the Honors Academy, which is a highly selective program, designed for a very limited number of exceptional students. The Honors Academy provides students with a rigorous program of academic study, intellectual development, leadership opportunities, and an emphasis on community service. Students in the Academy are given full scholarships to the college as well as dual enrollment at select four-year institutions, where they also receive substantial financial support.

The College was recently named as a National Center of Academic Excellence in Information Assurance Two-Year Education by the National Security Agency (NSA) and the Department of Homeland Security (DHS) for academic years 2010 through 2015. The designation was granted to just six of the nation's 1,100 community colleges and specifically recognizes that Prince George's Community College's Information Assurance (IA) degree and certificate programs follows guidelines established by the NSA and DHS in the Information Assurance discipline. As graduates of the IA program search for positions in the information assurance field, which covers all industries, the Center designation will ensure that Prince George's Community College's graduates will have a unique certification that many other IA graduates will not have.

The college also functions as a major engine of workforce development for the local economy. More than 80 percent of the college's students remain in the county after leaving the college, and it is from their ranks that the local workforce is drawn. The flexibility and rapid response rate allows the college to tailor

programs and courses according to the demands of the local marketplace and to maintain curricular relevance.

The Workforce Development Institutes at Prince George's Community College provide businesses, government agencies, and educational institutions with a collaborative forum for action planning to address the county's and region's current career learning needs as well as forecasted and/or emerging economic and/or workforce development trends. The Institutes advocate for resources and develop responsive workforce development programs in order to improve employee recruitment, development, and retention in Prince George's County. Through their advisory boards, the Institutes partner college faculty and staff with local businesses to develop contemporary workforce training and academic programs that will foster entry into the workforce, enhance incumbent worker training, and lead to additional degrees, certifications, and certificates, thus satisfying the requirements of both employers and employees. There are presently five Institutes at the college: 1) Public Safety and Security, 2) Construction and Energy, 3) Hospitality and Tourism, 4) Transportation and Distribution, and 5) Human Services. Additional Institutes will be developed as resources (college, corporate and/or governmental) permit.

The college also offers the Adult Basic Education and General Education Development (ABE/GED) programs. Initiatives are in place to assist students from these programs to enter workforce development and/or credit programs upon successful completion of the ABE/GED offerings.

CyberWatch, an Advanced Technological Education (ATE) Center, is headquartered at Prince George's Community College and funded by a grant from the National Science Foundation (NSF). The CyberWatch mission is to increase the quantity and quality of the information assurance (i.e., cybersecurity) workforce. The CyberWatch goals are focused on information assurance education at all levels, from elementary through graduate school, but especially the community college level, and include curriculum development, faculty professional development, student development, career pathways, and public awareness. Since its founding in 2005 as a consortium of 10 institutions in the Washington, DC metropolitan area, CyberWatch has grown to 50 member institutions (35 community colleges and 15 universities) across 19 states. CyberWatch remains concentrated in Maryland, with Prince George's Community College as the lead, and with 10 Maryland community colleges and 7 Maryland universities among its membership.

In both 2009 and 2010, *Community College Week*, a national independent source of in-depth information for and about two-year college faculty, administrators and trustees, has ranked Prince George's Community College in the top 25 of its annual listing of the top 100 institutions graduating the highest number of minority students with associate degrees. During the 2008-2009 academic year, 800 students, 456 which were African-American and represented

nearly 69 percent of the college's degree recipients, received their degree from Prince George's Community College.

In fall 2010, the College was identified by the Association of American Colleges and Universities to participate in a new initiative designed to share and expand best practices in student success. Selected because of the many student success programs already in place and because of demonstrated ability to expand best practices in student success, Prince George's Community College is one of 12 community colleges from around the nation to participate in the project titled *Developing a Community College Student Roadmap: From Entrance to Engagement in Educational Achievement and Success*.

Prince George's Community College students continue to demonstrate their excellence as they attain success at state, regional, and national academic competitions. In the past year, student teams from the college: placed third in the second Annual Mathematics Competition held for colleges from Maryland and the surrounding states; placed first and second in the Regional Sputum Bowl academic competition in Respiratory Therapy with the first place team reaching the semi-finals in the national competition; tied for first place in the Digital Forensic Cup competition; placed first in the local regional Federal Reserve Challenge competition and second in the inter-district competition and two students from Prince George's Community College reached the semi-finals and one student moved to the final round of the drama competition at the Kennedy Center American College Theatre Festival after competing with 237 college students from both two and four-year colleges. Over the past several years, students from the college have consistently placed on the First Team and Second Team of the All-Maryland Academic Team and two students have been named to the All-USA Academic Team.

Student successes at Prince George's Community College also extend beyond the classroom. Over the past year, the men's soccer coach was named National Junior College Athletic Association (NJCAA) Region XX Coach of Year, and the men's and women's track coach was named NJCAA Region XX Coach of Year. The college's Men's Soccer Team won the NJCAA Region XX Championship, finishing 5th in the NJCAA Division III; the Men's Outdoor Track and Field Team won the NJCAA District C Championship; and the Men's 4 x 100 relay team won the NJCAA Division III Championship. Several student athletes were selected to the NJCAA Region XX Academic Team, were nominated for NJCAA Academic All American, and were selected NJCAA All Americans. In 2009, the Athletic Department was selected to receive the MD JUCO Jack Cistriano Sportsmanship Award.

The college partners with many local businesses and government agencies to address important issues affecting the local economy. The Center for Minority Business Development (CMBD) at Prince George's Community College, established through a \$5 million grant from The Peterson Companies, assists minority enterprises in Prince George's County to compete for multi-million local,

state, and federal contracts. The Center aims to enhance the skills and abilities of Prince George's County's workforce, encourage greater collaboration between minority and non-minority firms, and address minority business participation gaps in the county. The Center offers a variety of cutting-edge learning opportunities including the Local Minority Business Enterprise Accelerator Program and the Entrepreneurial Development Program.

As a major public institution in a county that is facing significant changes and challenges, 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. 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 and Prince George's County Public Schools are partnering to develop more dual enrollment courses, enhance Tech Prep articulations, address college readiness of high school students, and implement the state's first middle college high school.

Excellence at Prince George's Community College also extends to its community outreach. The college's Community Financial Center received a 2010 Innovation of the Year Award from the League for Innovation in the Community College. The Community Financial Center supports and encourages economic improvement of Prince George's County residents through its Finance 411 education program, year-round free Volunteer Income Tax Assistance (VITA) program, and financial information network. As part of its community outreach, the Community Financial Center provides needed financial resources and education, residential support and assistance by partnering with existing organizations.

Prince George's Community College is a charter college of the Maryland Campus Compact. The college's Service-Learning Center, working with an AmeriCorp VISTA (Volunteers in Service to America) volunteer, funded through the Maryland Campus Compact, began financial literacy training sessions at Largo High School in spring semester 2010. Sessions are taught by Prince George's Community College Service-Learning students. Community partners from local financial institutions are also attending instructional sessions at Largo High School.

The college was selected to the 2009 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. This recognition is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. This award reflected a total of 18,432 hours of community service being provided by members of the college community.

Prince George's Community College also provides direct services to the community through programs such as Seasoned Adults Growing through Education (SAGE), the state's largest community 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 well over a hundred 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 its citizens, the college has positioned itself to use the intellectual capital of its faculty and staff for the benefit of the county residents. The college's concerns are inseparable from those of the larger community, and the college is readily addressing many of the issues that are of primary importance to county residents. Prince George's Community College will apply the problem-solving skills of the campus community to the challenges that exist in the county. In addition, the college will continue to expand existing programs and/or develop new programs to meet the workforce demands of the county and state.

Institutional Capabilities

Prince George's Community College maintains a commitment to quality academic programs for all its learning communities. As such, the emphasis on educational opportunities, teaching, and student-centered learning, as spelled out in the state plan for higher education, are at the forefront of the college's 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. The pursuit of grants and other sources of external funding help to promote the college's emphasis on quality education and excellence for student success.

Prince George's Community College is committed to contributing substantially to the state goals for higher education as evidenced by the current 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. The college continues to pursue well-prepared, high quality faculty (many are award winning) from a variety of backgrounds to match the diversity within our student population (36.6% percent of the full-time faculty are minority). The many successes of students, noted earlier, are clear evidence of the quality and effectiveness of the college's curricular and co-curricular programs.

The college remains committed to faculty development that will enhance the technological capabilities of the instructional programs. For example, the Online Express program assists faculty members to effectively design and deliver

instruction online, which is one of our fastest growing instructional delivery methods. Prince George's Community College's on-line courses are reviewed with the Quality Matters standards and, once reviewed, may only be offered if the course meets those standards. To date, 89 courses have met the Quality Matters standards.

Several strategic initiatives address the further development of a comprehensive assessment plan that will provide ongoing data about the quality and effectiveness of academic programs. These initiatives are currently underway and will continue over the next several years. In addition, the college will expand initiatives aimed at improving retention and completion rates across all degree and certificate programs.

Goal #2: Access and Affordability

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.

Prince George's Community College is committed to its mission of accessibility. During the Fall Term of 2009-2010 academic year, the number of students enrolled in the college's credit courses was the highest since 1984, 14,083 vs 13,685. Over the past ten years, the college has responded to the needs of the county's citizens by opening access-based extension centers in underserved areas of the county. The University Town Center (UTC) in Hyattsville has grown since it's opening in fall 2000 with 276 students. By fall 2009, there were 1607 students taking 9,745 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 (a Regional Higher Education Center) enrolled 504 students from Prince George's County in fall 2009. Additional extension centers are located at Joint Base Andrews, the Skilled Trades Center in Camp Springs, and, most recently, the John Eager Howard Elementary School in Capital Heights which houses the Culinary Arts program. Alternative delivery options remain strong at Prince George's Community College. A major strategic initiative for the college addresses additional growth in on-line programs, which have grown by 38% in the last five years.

Prince George's Community College remains committed to delivering high quality educational programs at an affordable price. Over the last four years, per credit tuition has increased by only two dollars per credit and remains comparable with other community colleges in the state. In addition to numerous financial aid and scholarship options, the college participates in the NBS deferred tuition plan. This payment option offers students the flexibility to make installment payments

on their tuition at specified dates throughout the semester. The NBS 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. The student population is continuing to expand in its diversity. The International Education Center at Prince George's Community College is a drop-in support center for both local immigrant students and visiting visa (F1) students. The Center provides one-on-one faculty assistance as well as student mentoring for new students and an International Student Speakers Bureau. The Center hosts programs and events about the diverse cultures of the college's students and promotes intercultural understanding within the student body. The college also offers mentoring programs for students with developmental needs, support groups for minority men and women through the ALANA (African, Latin, Asian, and Native American). The Diverse Male Student Academy is an experiential, year-long program to support men and help them focus their energies toward self-improvement and community involvement. DMSA explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles.

Goal #4: Student-Centered Learning

One of the objectives that has continued into the current strategic planning cycle is ongoing partnership with the public school system. Prince George's Community College has been a partner in providing education for the district's provisional teachers. As noted earlier, current initiatives are also related to dual enrollment, articulations and the implementation of a middle college high school.

The College's six Collegian Centers (CCs) provide students with "an academic place to belong" outside of the classroom and present students with opportunities to engage with faculty and other students in their discipline. Each of the CCs is discipline-oriented and brings together students and faculty who have common interests for discussions, mentoring, career exploration, discipline-related activities, and networking. In fiscal year 2009, the centers sponsored over 100 activities attended by nearly 3,000 students. The CCs' activities vary widely and are related to the academic disciplines that they represent. Student participants consistently rate the CCs' activities very highly. Current Collegian Centers include: Administration of Justice Collegian Center for students interested in criminal justice, forensic science, or legal studies; Bernard Collegian Center for students interested in business, entrepreneurship, management, or accounting; Health Sciences Collegian Center for students admitted to any of the clinical Health Sciences Programs; Humanities Collegian Center for students interested in art, communications, English, geography, history, music, political science, philosophy, or theater; PSE (Psychology, Sociology, and Education) Collegian Center for students interested in psychology, sociology, elementary and secondary education; and STEM Collegian Center for students interested in

science, technology, engineering, or mathematics.

In the fall 2007 semester, Academic Affairs and Students Services launched **PAS 1010, *Principles and Strategies for Successful Learning***. PAS 101 is a three-credit course designed to foster students' academic success. The course promotes the development of interpersonal and self-management skills, and the attitudes of students as well as enhancing their critical thinking and study skills. It is offered concurrently with the highest level developmental reading course, DVR 0060; therefore. The course enrolled 695 students in 39 sections in the fall 2007 semester and 429 students in 31 sections in the spring 2008 semester. By fall 2009, 52 sections were offered, with an average class size of 18 students; in spring 2010, 38 sections were offered with an average enrollment of 14 students per section. The course is taught by a combination of full time and adjunct faculty, some of whom are college staff and administrators who possess the academic credentials required for teaching credit courses. Oversight for the course is provided by a department chair and the PAS 101 Advisory Committee. Future directions include formal alignment of PAS1010 with the Core Learning Outcomes and extension of key concepts from PAS1010 across subsequent academic courses.

Prince George's Community College has a number of early intervention initiatives in place that are designed to promote success of degree seeking and transfer students. The college provides students every opportunity to achieve academic and personal success, from sponsorship of pre-college programs in partnership with the county public schools, (GEAR UP, Upward Bound/TRIO, and early high school testing and tutoring), through the students' tenure with the college. As part of the enrollment process, students are provided academic and career advising. Following enrollment, students are offered a wealth of opportunities to participate in various special programs, such as, The A.L.A.N.A. (African, Latin, Asian, & Native American) Mentoring Program and Student Support Services/TRIO. These programs focus on academic coaching in a holistic manner. Eligible students are assigned one advisor/counselor with whom they meet on a regular basis for the majority of their support services. Not only are students provided academic advising, but they are also offered personal counseling, assistance in seeking financial aid, as well as graduation and transfer advice. This one-stop-shop approach allows students to develop a relationship with an advisor/counselor, who engages the students early and often during the semester, and subsequently, their academic tenure at the college. Students connect with someone who knows their name and who is familiar with their goals and aspirations. Prior to the start of each semester students are contacted to come in or "chat" on-line with their advisor. Throughout the semester, students are kept abreast of college programs and activities through student e-mail and the student portal.

The Owl Success Track: First-Year Experience Program has recently been developed to create a seamless transition into college through an integrated approach to the challenges students face navigating the institution, the classroom, their personal lives, and negotiating the many complexities involved

in becoming members of a larger college community. The first year experience for students is proven to make a significant impact in terms of students' overall level of performance, academic achievement, campus connection, and advancement toward graduation. The College requires all first year students to participate in the First-Year Experience Program. The first step toward academic success is for students to attend SOAR (*Student Orientation, Advising, and Registration*) and New Student Convocation. Our SOAR program is a one-day, one-stop opportunity to participate in orientation and advising and then register. In addition, this program helps to provide first year students with campus advocates/mentors who help students to know and use the available resources in order to achieve success. The Owl Success Track also includes opportunities for students to engage in unique outside-the-classroom activities.

Goal #5: Economic Growth and Vitality

At Prince George's Community College, the 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 five years the areas of health care and career and technical education have been identified for additional program development.

The current and future Workforce Development Institutes, described earlier, will continue to play a major role in helping the college stay focused on economic growth and the development of a highly qualified workforce.

The college's recent reorganization led to the development of a college-wide resource development office which will foster the acquisition of additional grants and external resources. In addition, the Office of Planning, Assessment and Institutional Research has assumed the responsibility for institutional assessment, which in turn is fostering a culture of evidence-based decision making.

Institutional Goals and Objectives

Cognizant of its commitment to remain responsive to current needs while simultaneously shaping future opportunities, Prince George's Community College adopted a three-year rolling strategic planning process to guide institutional decision-making. Working with a three-year horizon required a structure that combined focus and flexibility. The college's solution was to adopt five strategic goals to provided overall direction and eight strategic priorities whose "rank" may shift from year to year. Annual area and unit objectives would be derived from these. Below are the college's 2011-2013 strategic goals, linked to the goals of the Maryland State Plan, and the 2010-2011 strategic priorities.

Strategic Goals

1. Prince George's Community College will respond to and anticipate the learning needs of a diverse student population by creating and expanding educational opportunities and support services.

This goal is primarily “internally focused” in that it is calling upon the College to provide educational opportunities and support services that respond to and anticipate the learning needs of its student population, with “student” being broadly defined as those coming to Prince George's Community College in search of a value-added educational experience, be it credit or noncredit, of a short or long duration.

This goal is aligned with the action and recommendations under the following Maryland State Plan goals:

Goal 1: Quality and Effectiveness

Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

Goal 2: Access and Affordability

Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

Goal 3: Diversity

Ensure equal opportunity for Maryland's diverse citizenry.

Goal 4: Student-Centered Learning

Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

2. Prince George's Community College will create and expand educational opportunities and support services that respond to and anticipate evolving workforce needs.

This goal is closely related to the first in that it is calling upon the College to look at labor and workforce trends and, within the context of its mission, respond to them with educational opportunities and services that will prepare our students to take advantage of current and emerging workforce opportunities.

The second goal is aligned with the action and recommendations under the following Maryland State Plan goals:

- Goal 1: *Quality and Effectiveness*
Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.
- Goal 2: *Access and Affordability*
Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.
- Goal 3: *Diversity*
Ensure equal opportunity for Maryland's diverse citizenry.
- Goal 4: *Student-Centered Learning*
Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.
- Goal 5: *Economic Growth and Vitality*
Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

3. Prince George's Community College will secure mission-compatible alternative funding, build mutually beneficial partnerships, and strategically allocate financial resources.

Identifying goals and developing priorities, while necessary to planning successfully, are not sufficient to ensure that planning goals are met. Goals and strategies to reach them must be adequately supported by resources. In the face of economic downturns and shrinking budgets, this goal commits the College to obtaining and using human and financial resources wisely.

This goal is aligned with the action and recommendations under the following Maryland State Plan goals:

- Goal 1: *Quality and Effectiveness*
Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.
- Goal 2: *Access and Affordability*
Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

*Goal 5: Economic Growth and Vitality
Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.*

4. Prince George's Community College will create and expand technology-based educational offerings, support services, and professional development opportunities.

The thrust of this goal is two-fold. It directs the College to explore the potential of technology and its use to support the work of staff and faculty, and to develop educational offerings that will enable our students to acquire the education and skills necessary to compete in an ever more technology-driven economy.

The fourth goal is aligned with the action and recommendations under the following Maryland State Plan goals:

*Goal 1: Quality and Effectiveness
Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.*

*Goal 4: Student-Centered Learning
Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.*

*Goal 5: Economic Growth and Vitality
Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.*

5. Prince George's Community College will emphasize and promote, both internally and within the region, the College's role as an agent of change.

This goal emerged in response to a sense among members of the College and the region that neither the efforts nor the accomplishments of Prince George's County or Prince George's Community College were well understood and appreciated by members of the College or the regional public. Given that success is as often as much about perception as it is about fact, it is important to focus on this area.

This final goal is aligned with the action and recommendations under the following Maryland State Plan goals:

Goal 1: Quality and Effectiveness
Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

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

Strategic Priorities

1. Educational opportunities responsive to regional needs and trends, particularly in the areas of health care programs, career and technical education, and transfer programs.

The PGCC environmental scan of regional economic and labor force trends clearly indicates that in the next three to five years the highest demand fields will be in the areas of health care and career and technical education. In light of these opportunities, the College will focus on creating educational programs and services to facilitate student access to these employment opportunities. This focus will be *in addition to* the College's continued commitment to providing a strong foundation for our students who wish to transfer to a four-year institution.

2. The Prince George's Community College infrastructure

The term "infrastructure" is most frequently used to describe "brick-and-mortar" and other physical resources of an organization that "hold it together" and enable it to operate. This strategic priority embraces this definition and goes one level deeper by including business processes that directly impact the functioning of those resources. It underscores the belief that the impact of well-designed educational programs, services, facilities, and technology lose momentum if driven by inefficient processes and practices.

3. The Prince George's Community College internal culture and environment

This priority considers the attitudes and actions (culture) of the PGCC community it strives to meet the College's mission and realize its vision, as well as the settings or conditions (environment) in which this will occur. Among the areas included in this priority are professional roles and responsibilities, a service orientation – to each other and the diverse external communities we serve, and student interaction and engagement. Its primary focus is on what individuals bring to the institution.

4. Student success

This priority is not just about understanding and facilitating the achievement of a student's **stated** educational goal; it is also about broadening aspirations, expanding possibilities, and creating pathways to their realization.

5. Community partnerships

This priority centers on the cultivation of *mutually beneficial*, ongoing relationships and project-specific collaborations that facilitate the College's ability to meet its mission and realize its vision. It is equally about collective and individual service by PGCC employees to the county in which the College resides.

6. A well-trained and competitively compensated PGCC workforce

This priority underscores the institution's commitment to attract and retain faculty and staff who are prepared to move the College toward meeting its mission and achieving its vision. It also underscores the College's commitment to providing opportunities for individuals to renew and enhance skills in the face of emerging internal priorities, external demands, and revised responsibilities.

7. Quality services at all PGCC locations

This priority focuses on the College's responsibility to provide quality educational experiences and services at all of its sites across the county.

8. Internal and external communication

The focus of this priority is to insure that the efforts and accomplishments of the PGCC community are well understood, highlighted, and appreciated by members of the College and the regional public. The focus going forward is on crafting message and then determining the resources necessary to clearly and effectively convey the message in a manner appropriate to the intended audience(s).

WOR-WIC COMMUNITY COLLEGE
2010 SUMMARY MISSION STATEMENT

Wor-Wic is a comprehensive community college serving the education, training and workforce development 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
2010 MISSION AND GOALS STATEMENT

Wor-Wic is a comprehensive community college serving the education, training and workforce development 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 continuing education and workforce development 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 "2009 Maryland State Plan for Postsecondary Education" goals of quality and effectiveness, access and affordability, diversity, student-centered learning 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. Provide service area residents with access to a quality education at an affordable cost.
2. Provide courses and programs to prepare individuals for:
 - a. immediate entry into the local work force;
 - b. transfer to other postsecondary institutions; and
 - c. career advancement and personal development.
3. Provide students with support services and educational experiences to help them meet their goals.
4. Promote collaborative efforts with local high schools, colleges and universities to share resources and facilitate seamless transitions through the levels of education.
5. Attract and retain a diversity of students and employees that reflects the community demographics.
6. Acquire appropriate human, financial and technological resources to meet institutional goals.
7. Strive for academic excellence and institutional effectiveness through ongoing assessment, improvement and professional development.

8. Promote linkages with business, industry, government and other community groups to ensure the relevance of the college's programs and services and assist local economic development efforts.

Short-Range Goals:

1. Increase access to programs, courses and services for service area residents at an affordable cost.
2. Enhance student learning and increase institutional effectiveness.
3. Improve student success and increase the diversity of students and employees.
4. Expand courses, facilities and programs to meet the changing needs of the local work force.
5. Provide courses and activities that address community needs.
6. Obtain financial resources to meet institutional goals.

Institutional Objectives:

1. Increase overall enrollment.
2. Increase enrollment of high school students.
3. Increase enrollment of recent high school graduates.
4. Maintain an affordable tuition rate.
5. Increase enrollment in online and hybrid courses.
6. Improve assessment processes in order to ensure institutional effectiveness.
7. Increase overall student retention and goal achievement.
8. Increase student retention and goal achievement of practical nursing, registered nursing and radiologic technology students.
9. Increase student retention and goal achievement of developmental students.

10. Increase the number of degrees and certificates awarded.
11. Increase minority representation in college faculty.
12. Increase minority representation in administrative and professional staff.
13. Increase the retention and goal achievement of minority students.
14. Expand educational opportunities in credit health careers, including occupational therapy assistant and physical therapy assistant.
15. Expand educational opportunities in non-credit health careers.
16. Increase the number of courses offered, businesses served and participants served in contract training.
17. Expand courses and training to support continuing professional education.
18. Reduce the percentage of the college's budget supported by student tuition and fees.
19. Enhance college resources for identified needs through grants.

Regional Higher Education Centers

Anne Arundel Community College at Arundel Mills University Consortium

Eastern Shore Higher Education Center

Higher Education and Applied Technology Center

Laurel College Center

Southern Maryland Higher Education Center

The Universities at Shady Grove

University of Maryland at Hagerstown

Waldorf Center for Higher Education

Anne Arundel Community College
Regional Higher Education Center at Arundel Mills
Mission Statement for the Maryland Higher Education Commission

Anne Arundel Community College (AACC) is a public, comprehensive, community-engaged institution of higher education. Founded in 1961 and fully accredited since 1968, it is one of the oldest and largest of the sixteen community colleges serving the state of Maryland. Anne Arundel Community College offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities.

Through the Anne Arundel Community College University Consortium, the AACC Regional Higher Education Center at Arundel Mills provides access and opportunity for community residents who seek educational attainment beyond the associate degree. The partnership offers bachelor and graduate degree programs identified to be in the greatest demand by the community and that align with Anne Arundel Community College. The consortium partners are committed to collaboratively delivering educational programming and support services that foster student success.

The Anne Arundel Community College Regional Higher Education Center at Arundel Mills is home to the Anne Arundel Community College (AACC) University Consortium. The 80,272 gross-square-foot facility offers lower and upper division associate, undergraduate, graduate and professional certification courses and programs of study. This vital link among carefully selected degree programs provides students with convenient access to a full service learning facility. The center and consortium provide high quality postsecondary education that is accessible, affordable, and responsive to the needs of the community. The facility is owned by the AACC Foundation Board, Inc., and leased to Anne Arundel Community College. The college administers and operates the facility.

The facility provides a full cadre of student support services, including academic advising, financial aid, cashier, registration, testing and tutoring services, food service, and bookstore operations. Instructional space within the facility now totals 33,179 square feet and includes 27 general-purpose classrooms, 16 labs, and a 135-seat lecture hall.

AACC continues to provide a continuum of degree programs at Arundel Mills through strategic partnerships, program planning, and articulation. Students may enroll in courses offered at Arundel Mills as early as 16 years of age through a variety of college programs, including Jump Start, Gifted and Talented, Dual Admission, and Early Admission. Course offerings at Arundel Mills include a number of general education courses as well as content-specific coursework in business, criminal justice, information technology, and teacher education. Through articulated program pathways, course sequences are clearly delineated from Anne Arundel County Public Schools (AACPS) into Anne Arundel Community College programs of study. Students may begin selected degree programs in their freshman year at AACC and continue attending courses at Arundel Mills through the baccalaureate degree level and beyond.

The AACC Regional Higher Education Center contributes to achieving several objectives in the 2009 Maryland State Plan for Postsecondary Education.

State Plan Goal 1 – Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

Partner institutions offering baccalaureate, graduate, and certificate degree programs on-site at the AACC Regional Higher Education Center include the following:

The College of Notre Dame of Maryland's distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence to build inclusive communities, engage in service to others, and promote social responsibility. Learning outcomes include refinement of a personal value system, integration of the arts and sciences, development of a global perspective, growth in critical thinking abilities, and enhancement of communication skills. The Women's College, the Weekend College, designed for working men and women, and the Graduate Studies program are the principal offerings. Program offerings at the Arundel Mills Regional Higher Education Center include both undergraduate and graduate education programs.

Frostburg State University is a destination for students seeking a challenging and enriching educational experience. Academic programs in the sciences, education, business, the arts and humanities at both the undergraduate and graduate level prepare learners for lives of distinction. Beginning in fall 2010, Frostburg State University is offering a bachelor of science in engineering with a concentration in electrical engineering at Anne Arundel Community College at Arundel Mills Regional Higher Education Center.

McDaniel College is a private, selective college of liberal arts and sciences offering a life-changing education to undergraduate and graduate students. A McDaniel education teaches students to think and act critically, creatively, and humanely. McDaniel students take their place in the global community understanding their responsibilities to aid individuals and contribute to the larger society. Program offerings include graduate programs in education, an Administrator 1 certificate and a graduate degree program in Human Resources Development.

The University of Maryland University College, founded in 1947, is one of 11 accredited, degree-granting institutions in the University System of Maryland. The University in its entirety has but one focus – the educational needs of the nontraditional student. It has been a model of program accessibility, affordability and quality teaching, learning, and student services. In 2003, UMUC approved the adoption of specific core learning areas for the School of Undergraduate Studies that include written communication, technology fluency, information literacy, quantitative literacy, critical thinking and scientific literacy. Programs offered through the Arundel Mills Regional Higher Education Center include Business Administration, Information Technology, Homeland Security and Management Studies. Beginning in fall 2010, UMUC is offering its new Cybersecurity baccalaureate degree.

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

The AACC at Arundel Mills Regional Higher Education Center is easily accessible from Routes 295 and 100, with adequate parking and some access to public transportation. All Arundel Mills classrooms are utilized Monday through Thursday evenings. To maximize classroom space, a variety of hybrid courses are offered by partner institutions, many of which include Saturdays as part of their program delivery models.

Consortium partner programs and courses are promoted through a variety of venues. All program pathway templates link electronically into the college's transfer services website, clearly illustrating a seamless pathway from high school through the baccalaureate degree.

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

An objective of one of the college's strategic goals is "promoting a campus climate that is inviting to and supportive of diverse populations." The Diversity Plan reflects a collaborative effort at Anne Arundel Community College and reflects the mutual commitment to recognizing, appreciating, and supporting diversity.

While the numbers of minority students attending AACC continues to increase, the share of diverse students attending Arundel Mills is rising significantly, with 44% of the spring 2010 students reporting their race (with the exception of 'other') as people of color, an increase from 33.5% reported in spring 2004.

State Plan Goal 4 – Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

The leadership at both AACC and Anne Arundel County Public Schools supports a variety of partnership activities between the two systems, including curricular alignment through the development of program pathways, early assessment to help decrease the need for remediation at the postsecondary level, promoting concurrent enrollment opportunities, and a variety of support services, including college Transition Advisors, three of whom are placed on-site at high schools, professional development, and parent information sessions. Instructional pathways aligned with RHEC partner institutions have been developed to illustrate a 2+2+2 continuum.

To meet the needs of underprepared students, AACC has created a program sequence that facilitates student success from Adult Basic Skills and English as a Second Language into credit-bearing program pathways. In addition, AACC offers a range of continuing education certificates designed to improve specific skills and technical knowledge.

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

In 2008, AACC launched a Regional Science, Technology, Engineering and Mathematics (STEM) Center housed at AACC at Arundel Mills, a Regional Higher Education Center. A

regional advisory board provides guidance addressing three goals: (1) to increase the number of STEM students and graduates in the pipeline through enhanced K-12 and baccalaureate articulation agreements; (2) to increase the number of secondary teachers in STEM; and, (3) to prepare all segments of the workforce-future workers, new workers, current workers, incumbent workers, transitional workers, and entrepreneurial workers. The STEM initiative is identifying workforce and education needs related to BRAC/STEM and designing programs to meet those needs.

To meet the diverse labor force needs, AACC offers an array of continuing professional education, including entry-level workforce credentials, professional licensing and re-licensing, as well as technical certifications and re-certifications.

In addition, there is close collaboration between AACC and AACPS high schools offering Project Lead the Way, a pre-engineering program that is articulated into the AACC Engineering transfer program. Frostburg faculty will join AACC in promoting the 2+2+2 engineering pathway available at the Arundel Mills Regional Higher Education Center.

In order to meet the increasing industry demands for a highly qualified cyber workforce to support the new Cyber Command at NSA, AACC has expanded related program offerings at Arundel Mills. With its partner institutions AACC will develop expanded and highly technical credit and noncredit cyber curricula to educate both incumbent and new workers; broaden pathways from K-12 to four-year colleges and universities; and provide engaged scholarship opportunities for students through collaborations with business and industry.

Approved 10/12/10

Anne Arundel Community College Board of Trustees

Eastern Shore Higher Education Center Mission

Identity & Purpose

The Eastern Shore Higher Education Center (ESHEC) is located on the campus of Chesapeake College, in the heart of the Upper Eastern Shore Region which serves Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties. The campus is located off of US Route 50 and Maryland Route 213. The purpose of the Eastern Shore Higher Education Center is to improve access to higher education in underserved areas of the Upper Eastern Shore, as identified in the 1998 *Maryland State Plan for Postsecondary Education*.

With convenient access to all five Upper Eastern Shore counties, the Eastern Shore Higher Education Center provides both baccalaureate and graduate degree programs and services comparable in quality to those available in other areas of the state of Maryland. The Eastern Shore Higher Education Center was developed through a partnership among Chesapeake College, Salisbury University, and the University of Maryland Eastern Shore.

The Mission of the Eastern Shore Higher Education Center is aligned with those of the partnering institutions. In partnership with educational institutions on the Eastern Shore, local and state government, business and non-profit organizations, the Eastern Shore Higher Education Center will play a key role in educational and economic development of the region. By supporting and providing on-going, high quality opportunities for learning, the Eastern Shore Higher Education Center enhances both the employment opportunities and overall quality of life for citizens of Maryland's Eastern Shore.

The Executive Director of the Eastern Shore Higher Education Center reports to the Chesapeake College Vice President of Academic Affairs and Economic Development and ultimately to the President and Board of Trustees for Chesapeake College. However, a Steering Committee comprised of representatives from each of the partners, meets at least 2 times each year to evaluate current programs, discuss the proposed budget for the ESHEC, and address concerns or issues that may arise. They also communicate via email and phone throughout the year, as needed.

Current partner institutions and include the founding partners: Chesapeake College, Salisbury University, and the University of Maryland Eastern Shore (UMES). The affiliate partners include: University Maryland University College (UMUC), Stevenson University, and Gratz College. The ESHEC Executive Director partners with Chesapeake College when working with its university partners, in order to develop 2+2 articulation agreements between the two institutions. The goal is to provide a seamless transition for students with Associate Degrees to the four year institutions. The following degrees or programs are currently in place at the Center:

Salisbury University

Bachelor's in Elementary Education
Bachelor's in Social Work
Master's in Educational Leadership
Master's in Social Work
Master's in Business Administration

UMES

Courses in Career & Technology Education that support teacher certification

UMUC

Bachelor's in Criminal Justice
Bachelor's in Business Administration

Gratz College

Master's in Education / Instruction

Stevenson University is currently working on a proposal to MHEC to offer their RN to Bachelor's of Science in Nursing at the Center, beginning summer 2011.

Other bachelor's degrees that are being considered include: Environmental Management, Early Child Development / Child Care, Informational Technology, Math, Humanities, English, and Communications. At the Master's level degrees being considered include: GIS Management, Math Education, Nursing, Engineering, and IT Networking. The Center also needs to develop a partnership to provide a Doctoral Program on site in Organizational Leadership that will meet the needs of the Upper Shore Community. Although discussions have occurred with UMES, Morgan University, and Wilmington University, none are able to bring a program that is suitable at this time.

Vision Statement

The Eastern Shore Higher Education Center, through the partnership of Chesapeake College, Salisbury University, the University of Maryland Eastern Shore, and other collegiate institutions, will excel as a 21st century learning community committed to increasing baccalaureate and graduate degree programs that support the educational and economic development needs of the region.

Mission Statement

The Eastern Shore Higher Education Center will provide access to higher education in the underserved area of the Upper Eastern Shore of Maryland through a comprehensive delivery of baccalaureate and graduate degree programs that meet the educational needs of area citizens and the economic development needs of the region. The Center is committed to creating an environment that provides affordable, quality, educational experiences, support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology to meet the needs of diverse learners.

Performance Outcomes

The Eastern Shore Higher Education Center will reach its full potential by working towards the following performance outcomes: **Access, Economic Development, Quality, Affordability, and Diversity**. The ESHEC currently works collaboratively with all five local school systems in providing two Master's degrees on site and by also offering courses that meet K- 12 certification requirements for area residents with a bachelor's or master's degree who wish to enter the teaching field. The ESHEC also collaborates with all of the county Economic Development offices, local Chambers of Commerce, the Upper Shore Work Force Investment Board and the Upper Shore Manufacturing and Business Council. In addition, the ESHEC has representation on the Chesapeake College Vice President for Academic Affairs and Economic Development staff, the Chesapeake College Safety Committee, and other committees as requested.

Access

The Eastern Shore Higher Education Center will be accessible to people who live and work on the Upper Eastern Shore by:

- Providing access to a wide range of postsecondary programs and services comparable to those available in other areas in the state of Maryland;
- Creating opportunities for students, citizens, and businesses to access courses and programs to meet local demand for baccalaureate, graduate and postgraduate degrees, as well as demand for special credentialing or certifications; and
- Using technology to effectively broaden access and meet the needs of diverse students.

Economic Development

The Eastern Shore Higher Education Center will support the economic development initiatives on the Upper Eastern Shore by:

- Ensuring availability of credit programs that support the economic development and expansion of the Upper Eastern Shore; and
- Providing credit courses and degree programs in areas of recognized regional shortages of prepared workers, especially in the fields of teaching, business, social work, and nursing.

Quality

The Eastern Shore Higher Education Center will ensure quality degree programs by:

- Building on the strengths of each college and university participating at the Higher Education Center;
- Coordinating the delivery of high quality academic programs and instruction; and
- Providing offices space for partner institutions in order to conduct admissions, advising, financial aid;
- Coordinating with Chesapeake College to provide access to their Library Resource Center, bookstore, and food service.

Accountability

The Eastern Shore Higher Education Center will be accountable by:

- Working cooperatively with the partners to minimize the on-going operational costs of the Higher Education Center by minimizing duplication of services, employing existing resources, and sharing human resources;
- Engaging in entrepreneurial revenue producing activities as appropriate to the Eastern Shore Higher Education Center's approved Mission;
- Collaborating with the partners in the assessment of programs offered at the Higher Education Center; and,
- Using fiscal resources effectively and appropriately to support the safety and education of the students.

Diversity

The Eastern Shore Higher Education Center will promote diversity by:

- Aggressively recruiting and supporting students from the Upper Shore who have been traditionally under-represented in higher education;
- Responding to the needs of both traditional and non-traditional students;
- Being sensitive to affordability issues of all students; and,
- Providing information in a variety of formats to residents and workers on the Upper Shore.

Goals and Objectives:

The Eastern Shore Higher Education Center will:

- 1. Provide a learner-centered environment that promotes the attainment of postsecondary education degrees and / or business and industry certification by,***
 - Developing a comprehensive schedule of course and program offerings that meet the needs of the traditional and non-traditional student.
 - Encouraging and supporting partnering institutions in offering a wide variety of programs and courses that meet the needs of students in the Upper Eastern Shore.
 - Supporting qualified instructors to ensure best instructional practices and current educational trends.
 - Collaborating with the partners to provide a flexible learning environment in terms of course scheduling, location, and course delivery to enhance access and meet learner needs.
 - Providing up to date technology resources for course delivery and classroom usage.
- 2. Ensure access and achievement for every student through innovative student centered programs and services by,***

- Recruiting and supporting underserved populations for access into the Higher Education Center.
- Working collaboratively with the institutional partners to offer courses and services to best meet the needs of both traditional and non-traditional students.
- Providing courses through the multiple means of delivery.
- Providing appropriate space for each partnering institution to meet with students for services such as admissions, counseling, financial aid, and other services as appropriate.
- Providing appropriate and adequate access to the Chesapeake College Learning Resource Center, Food Service, and Bookstore.

3. *Serve as a catalyst for regional economic development, education, and professional development and the enhancement of long term partnerships by,*

- Convening a Steering Committee made up of representatives of each of the partnering institutions.
- Pursuing the development of a Regional Professional Development Center for Public Education with local Assistant Superintendents for Instruction.
- Responding to the needs of the regional Economic Development Directors, Chamber of Commerce representatives, the Upper Shore Workforce Investment Board, and the Upper Shore Manufacturing and Business Council to identify degree programs which meet the educational and training needs of local business and industry.
- Developing and supporting partnerships which enhance access, program completion, and lifelong learning.

Priorities for Funding

- Maintain the two current staff positions (Executive Director and Administrative Associate) at the ESHEC.
- Refit existing Computer Lab with state of the art computers and printers, in order to meet the demands of STEM Career degrees.
- Provide support to the ESHEC in order to support STEM degrees being offered by partner institutions. (Funds to offset leasing fees to the ESHEC for the first year of any STEM program.)
- Support the increasing infrastructure needs of the ESHEC (electricity, replacement of equipment, plant operation needs, increasing building maintenance costs, etc)
- Purchase Symposium (smart) Monitors for all teacher stations in every classroom
- Hire an evening / security / IT staff member to be on site from 4 – 10pm each night and weekends, as needed

HEAT Center – Mission Statement 2010

Mission

The Higher Education & Conference Center @ HEAT is an alliance of educational institutions, government and businesses that provides accessible degree programs and courses to promote regional economic and workforce development.

Vision

The Higher Education & Conference Center @ HEAT is recognized as a premier educational center of excellence and sought out by the business and academic communities for its ability to orchestrate and deliver higher education and continuing education programs. The Center will be a vital driver of economic and workforce development in the region and will be the “top of mind” choice for workforce development programs in the region.

Products and Services

- Upper division baccalaureate and graduate degree programs from partnering Maryland colleges and universities.
- College classes for non-degree seeking students.
- College program and course advisement.
- Open enrollment training.
- High-tech meeting and education facility.
- Meeting and seminar planning support.
- Alliance building and coordination for business, government, academic bodies seeking to support Harford County and its workforce.

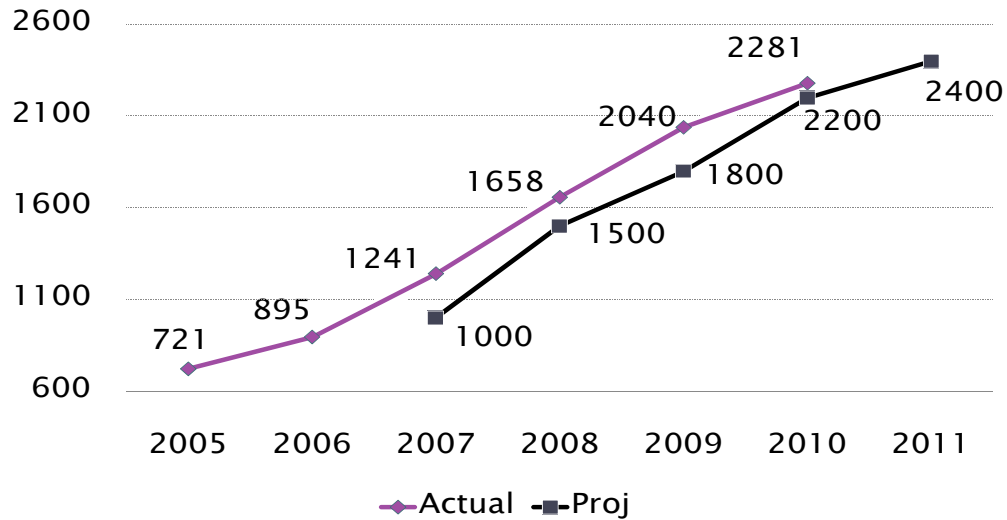
Current Degree Programs

College of Notre Dame of Maryland	MA Leadership in Teaching
	MA Management
	MA Strategic Communication
	MS Nursing
	BS Business: Management
	BS Nursing
	BA Elementary Education
Johns Hopkins University	MS Biotechnology
Johns Hopkins University	MS Systems Engineering
Johns Hopkins University	MS Management (Police Exec. Leadership)
	BS Management (Police Exec. Leadership)
Morgan State University	EdD Community College Leadership
Towson University	M Education
	MS Instructional Technology
	MA HRD: Instructional Track
	MS Applied Information Technology
	BS Elem. Ed/Special Ed.
	Undergrad: Business, Psychology, CJ/Soc

University of MD College Park	MEng. Engineering - Concentrations: Aerospace, Electrical and Computer, Systems, Environmental, Reliability and Software
University of Phoenix	MBA Technology Management BS Information Technology

HIGHER EDUCATION & CONFERENCE CENTER @HEAT

Enrollment 2005 – 2011



HEAT Center Strategies and Goals

Programs Identified for Development 2011–2012

DEGREE	BS/BA	MS/MA	PhD
Cyber Security	X	X	
Human Resource Management	X	X	
Acquisition and Supply Chain Management	X	X	
MSM – Procurement Track		X	
Computer Science	X		
Health Care Management/Administration	X	X	
Homeland Security	X	X	

In order to fulfill our mission to become a premier educational center and top of mind choice for workforce development programs in the region, the HEAT Center must aggressively and energetically devote its resources to four strategic arenas: Partnerships, Facility Improvement, Program Delivery and Marketing.

The strategies and goals of our strategic plan (2008-2012) outline the courses of action that are at once essential and of the greatest value for attaining success. This plan calls for Center partners to carry out these plans in order to meet the demand for services stimulated by BRAC-related growth in the region.

Partnerships

- Make the HEAT Center the focal point of a strategic partnership among government, business and academia.
- Create and deliver educational programs that support regional economic and workforce development.
- Create a centralized and easily accessible platform for delivering higher education and workforce development programs that are needed to drive a robust economy in Northeastern Maryland.

Facility Improvement

- Ensure that the facility has the capacity to meet the increasing educational demands of a rapidly growing region.
- Improve and expand technology capabilities to meet the demands of providing classes for an increasingly sophisticated and technology based workforce.
- Become a premier educational service center with state-of-the-art technology program support.

Program Delivery

- Increase the number of courses, seminars, and programs delivered by our partnering institutions.
- Create activities to ensure that our facility is fully utilized to meet regional workforce needs.
- Ensure that we are delivering courses to meet the needs of individual businesses, government agencies and healthcare facilities, by working collaboratively with these partners.

Marketing

- Create activities which keep the Center the “top-of-mind” choice for workforce development programs in the region.
- Develop marketing initiative to build awareness of the HEAT Center’s mission and capabilities for business and student goal achievement.
- Establish a brand identity as a premier educational center of excellence throughout the marketing strategy.

- Increase marketing initiatives to inform the community that we can orchestrate and deliver higher education and continuing education programs.

Application

Since its opening in 1994, the HEAT Center has been the sole provider of 2+2 and graduate education programs in the northeastern Maryland region. This population, previously underserved, now has a wide array of educational options to consider when choosing a career path or planning for advancement in the workplace. Likewise, through partnerships with Harford County Economic Development, Upper Chesapeake Health Systems, Harford County Public Schools, Aberdeen Proving Ground and local businesses, educational programming serves the needs of those industry sectors looking to improve the skills of current workers, or to maintain a steady stream of qualified workers for the future. These partnerships have led to the addition of several new degree programs at the Center in high-demand occupation areas of applied information technology, nursing and education. The most noticeable outcome produced by these relationships since 2005 has been the steady 25 % annual increase in duplicated enrollment in academic programs. This trend is expected to continue beyond 2012 as BRAC related relocation subsidies and supporting contractor businesses continue to migrate into the area.

Recent BRAC studies have also indicated the need for credit and non-credit certification, certificate and professional development training in the areas of high-end computing, logistics, procurement, acquisition, operations and management. Some of this training began in 2009; continued throughout 2010, and is expected to increase significantly in 2011-2012. The HEAT Center is a premier location for corporate training, business development, computer skills and certification training. Harford Community College provides these high-end Network Security, Assurance and SQL Programming classes, as well as the basic Windows and Microsoft Office Applications. Other areas of non-credit training during the same period include Medical Billing, Court Reporting, Management Development, Time Management and Lean Manufacturing.

The Center also provides a valuable service to the community as local businesses and government agencies conduct meetings, in-house training and host conferences at the Higher Education Center. This category of usage has doubled in a year and is expected to continue to grow as BRAC personnel migrate to the area through 2012.

Likewise, a variety of community groups and non-profit organizations use the Center throughout the year for meetings, conferences and training. Some of these groups include: AmeriCorps, Technology Needs Teens, American Red Cross, TEDCO, Northeastern MD Technology Council, MEDA, Army Alliance, APG-CSSC, Harford County Public Schools, Harford County Government and Harford Leadership Academy. Although these groups do not generate revenue for HECC, their presence creates community awareness of the Center and its offerings and creates goodwill in the community in which we reside.

To date, the HEAT Center has achieved great success and has made great strides in accomplishing the goals, objectives and activities expressed within the strategic plan and provides accessible, and workforce

related educational opportunities to the citizens of northeastern Maryland. The Center has become a hub of activity, driving the economic development of the region and supporting the needs of the community it serves and serving the Maryland State Plan for Education.



Laurel College Center Mission Statement

Overview

The decision to establish a college site in Laurel in 2001 was appropriate for the general mission of both Prince George's Community College (PGCC) and Howard Community College (HCC): *to serve the educational needs of residents 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 (LCC). The LCC is located at 312 Marshall Avenue, Laurel, Maryland, and occupies four floors totalling approximately 35,000 square feet of a ten-story professional building. Administrative oversight of the LCC is provided by the Policy and Coordinating Council (PACC), which is comprised of senior administrators, the LCC director, and the two academic liaisons from both PGCC and HCC.

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.

The LCC is more than the traditional regional higher education centers, because the two- and four-year partners are sharing both space and integrated, 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 LCC significantly expands educational opportunities for the Laurel region and responds to the needs of the community, government, business, and industry. In 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, prior to the development of the LCC, were not able to take full advantage of post secondary educational offerings. The LCC offers pathways for citizens with a variety of different needs – from workforce training and certifications to associate's, bachelor's, master's, and doctoral degree programs. The LCC continues to provide an accessible and affordable option for the citizens of the region, especially during the recent economic downturn.

In FY2005, Towson began offering select courses at the LCC and now offers an opportunity for students to earn a master's degree in middle school mathematics education. Since FY2007, University of Maryland University College (UMUC) has offered various courses at the LCC toward bachelor's degree programs in criminal justice, information systems management, and social science. In FY2007, a partnership agreement was signed with the College of Notre Dame of Maryland to offer the accelerated bachelor's of business administration degree as well as the bachelor's program in elementary education and special education. Morgan State University taught its first cohort at the LCC from fall 2008 to summer 2010, offering a doctoral degree in Community College Leadership. In FY2011, the University of Maryland College Park began offering a master's certification program in elementary and secondary education (MCERT). Ongoing discussions with the LCC's current and potential 4-year partners focus on ways to continue to enhance the variety of program offerings to meet the needs of regional residents.

Noncredit courses at the LCC are designed to respond to the professional and personal interests of the surrounding community. There is a strong emphasis on classes in business skills, ranging from starting a personal business to techniques for enhancing success in current businesses. A variety of computer courses, in different applications and for different skills levels, assist in updating technical skills to be used on the job or at home. Courses for personal enrichment include selections in arts and crafts, finance and investment, home and garden, cooking, history and culture, and languages. In response to employment opportunities in health care, there are also courses for entry-level jobs in nursing and allied health.

In an effort to reach out and learn more about the needs of the community, an extensive telephone survey was performed in the Laurel area in 2008. One finding of the survey was that 85% of the respondents reported using the internet when researching higher education. It was determined that the LCC needed a new updated website that would reflect the LCC's growth as a Regional Higher Education Center (RHEC). The new website was launched in December 2009 and emphasizes the LCC as a community of colleges and universities – with 7 institutions, 14 degrees, all in one location.

In January 2010, the LCC opened a new microbiology laboratory. This lab was partially funded by a Maryland Higher Education Commission (MHEC)-sponsored

BRAC grant and accounted for over 95 enrollments in its first semester. The PACC is currently reviewing the possibility of adding a chemistry lab as the growth in the health and Science, Technology, Engineering, and Mathematic (STEM) disciplines continues.

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 LCC. From the LCC's opening in 2001 through the spring 2010 semester, there have been over 20,000 enrollments in credit and 26,000 enrollments in noncredit courses. In FY2010, FTE enrollments increased substantially over FY2009: 33.5% for community college enrollments, and 15% for 4-year partner enrollments. Expanded course offerings along with increased development in the Laurel region are expected to result in increased enrollments, which will further support mission of the LCC.

The facilities at the LCC total 34,705 square feet and include twenty-eight (28) classrooms as well as administrative offices located on four floors of a modern, ten-story professional building. These classrooms include 16 standard rooms, nine instructional computer labs, one virtual library, one biology lab, and one microbiology lab. An open computer lab, student lounge, and two multiple-faculty workrooms complete the configuration of the facility. Video conferencing technology allows linkage from the LCC to either or both of the community college partners. Ample free parking is available on the LCC's parking lot and the adjacent Laurel Shopping Center. The LCC has the benefit of online library services from both colleges, which students can access around-the-clock.

Prince George's and Howard Community Colleges have established a memorandum of understanding for the LCC, which outlines the responsibilities for both institutions, including the fiscal operation of the LCC.

MHEC has approved both PGCC and HCC to offer associate's degrees and/or certifications in business, general studies, criminal justice, and teacher education. Since 2002, an amendment to state law allows the LCC students from Prince George's and Howard counties to pay in-county tuition, regardless of which college offered or taught the course.

As noted in the Identity and Purpose section above, the LCC has unique strengths that contribute to the RHEC's goals and objectives, i.e., workforce training, economic development, K-16 partnership, and collaborative efforts with government, business, and industry. For example, the LCC continues to offer certified nursing assistant training for entry-level health care providers. With the addition of the microbiology lab in spring 2010, the LCC is expanding its efforts to address the statewide workforce shortage for nurses and allied health professions as well as help meet the projected

employment needs for workers trained in science and technology, both in Maryland’s general workforce and at local military bases.

In addition, the LCC 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 bachelor’s, master’s, and doctoral 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 master’s degree program offered by Towson University is providing more teachers with master’s degrees in middle school mathematics education for both Howard and Prince George’s counties. The new master’s degree program offered by University of Maryland College Park is an intensive one-year program that prepares candidates to become certified as an art, elementary, middle, secondary, or Teachers of English to Speakers of Other Languages (TESOL) teacher in Maryland. The Morgan State University doctorate program is designed for working professionals who are committed to attaining a doctorate degree. Students will emerge from the program equipped to handle the unique and diverse leadership challenges associated with the community college. In summary, the LCC 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 LCC partnership benefits the Laurel region by the following short-term and long-term goals and resultant outcomes:

Goal #1 – Create an Environment for Student Success and Lifelong Learning

This work is aligned with the action recommendations under the Maryland State Plan

Goal#4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

A. Description

Item	Lead	Action
1.1	VPSS	Review services for students and recommend enhancements
1.2	VPSS VPAA	Conduct an internal review of student success indicators such as retention, grade point averages, and transfer rates and establish benchmarks for improvement

B. Relationship to Regional Higher Education Center Mission

The RHEC provides an academic environment that enables students of all ages and backgrounds to reach their goals. The LCC offers a wide variety of programs from workforce training and certificates, to associate's, bachelor's, master's, and doctoral degree programs and significantly expands the educational opportunities for the Laurel region. By setting benchmarks for current student success indicators and making enhancements to current services, the LCC will continuously improve its operations and the impact it has on the community, the government, and business and industry in the Laurel region.

Goal #2 - Create and Expand Organizational Excellence

This work is aligned with the action and recommendations under the Maryland State Plan

Goal#1: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellences and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation; and

Goal #3: Ensure equal opportunity for Maryland's diverse citizenry; and

Goal#4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders; and

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

A. Description

Item	Lead	Action
2.1	VPAA VPAF VPIT	Upgrade facilities and technology a. Review and upgrade technology at the LCC b. Investigate use of teleconferencing equipment and software to replace face-to-face meetings for college operations and potential clients
2.2	VPSS VPAF	Extend Safe Campus Initiatives a. Extend colleges' emergency preparedness operation to the LCC b. Extend Behavioral Intervention Team outreach to the LCC

B. Relationship to Regional Higher Education Center Mission

By continuously improving facilities and technology and extending safe campus initiatives, students are provided with a safe, world-class learning environment. The opening of the biology and microbiology labs have expanded the opportunities for students in the STEM disciplines. Facilities have also been added for health care offerings that lead to entry level jobs, enhancing the region's workforce

Goal #3 - Build Partnerships

This work is aligned with the action recommendations under the Maryland State Plan

Goal #2: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders, and

Goal #3: Ensure equal opportunity for Maryland's diverse citizenry.

A. Description

Item	Lead	Action
3.1	VPAA	Seek and strengthen partnerships with four-year institutions to offer junior/senior/graduate courses at the LCC
3.2	VPSS VPAA AVP ConEd VP WDCE	Increase enrollment at the LCC by 4 percent each year with strategies such as: <ol style="list-style-type: none"> a. Continue to schedule classes to start at Laurel after they are scheduled to start at the main campuses b. Develop a strategic enrollment plan for the LCC c. Work with local businesses to identify training courses for their employees d. Work with local government agencies to provide custom training for their employees e. Work with Prince George's and Howard County public schools systems to develop new academic partnerships and programs for employees
3.3	Public Relations/ Marketing	Develop and implement a LCC Marketing Plan to reach new market segments and engage in periodic market research to stay informed on the quickly changing needs of the area

Key: VPAA – Vice President(s) for Academic Affairs
 VPSS – Vice President(s) for Student Services
 VPAF – Vice President of Administration and Finance/Administrative Services
 VPIT – Vice President of Information Technology /Technology Services
 AVP ConEd – Associate Vice President, Continuing Education/Workforce Development
 VPWDCE – Vice President for Workforce Development and Continuing Education

B. Relationship to Regional Higher Education Center Mission

The LCC was founded to meet the needs of an area of the state that did not have easy access to affordable postsecondary education. By expanding partnerships with four-year institutions and continuing to offer a variety of programs, the LCC is meeting the needs of the community, the government, and business and industry. The expanded marketing efforts and research will allow the Laurel College Center to reach new segments and address new challenges facing our region.

SOUTHERN MARYLAND HIGHER EDUCATION CENTER

FIVE-YEAR MISSION STATEMENT

(October 15, 2010)

(Approved by the SMHEC Board of governors on September 23, 2010)

Summary Mission Statement:

The Southern Maryland Higher Education Center focuses on providing highly developed and comprehensive academic and professional development educational opportunities at the graduate and upper undergraduate level to a workforce of knowledge workers engaged in technology, teaching, management, health and other professional services. The academic programs and other professional development opportunities offered by distinguished universities recruited by the Center for presentation provide an opportunity for citizens in the region to achieve their potential in their chosen professional fields and to advance the economic and social development of the region. The Center also facilitates the advancement and growth of the Naval Air Base at Patuxent River through partnerships with nationally ranked universities providing high technology and management academic programs facilitating the creation of a new national high technology center of excellence in multiple naval aviation specializations.

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 upper division baccalaureate and graduate degree programs in their entirety at its 24-acre campus facility in California, Maryland. Working with the leadership of the Region's Military Bases, public school administrators, economic development agencies, and the technology and defense support community, SMHEC selects and recruits academic programs and universities that meet the professional development needs of the workforce in 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, SMHEC 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 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 missions at the Military Bases and related defense activities; growth in degree program offerings and class enrollments, and the need for improving the skills of 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 at the Patuxent River Naval air Station, 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 careers; and teachers and administrators seeking additional skills, credentials and certifications.

SMHEC graduate and undergraduate degree programs meet the continuing education requirements of existing and new employees in the technology fields supporting the Military Base at Patuxent River. Employment in the Base's testing and evaluation, and research and development enterprises includes some 22,000 individuals working on the Base, and an additional 10,400 technology professionals employed by 221 defense contractor firms supporting the mission of the Base. The availability of some 35 academic degree and graduate certificate engineering technology programs offered by quality academic institutions at SMHEC has permitted the continuing expansion of missions and employment in the Region, and the continued expansion of the number of defense firms locating in the region and taking advantage of the availability of a talented and educated workforce.

Historically, the Region has been underserved by higher education institutions. This reality is reflected in the realization that only 25.9 percent of the Region's population over 25 years of age has a bachelor's or higher degree, compared with 35.2 percent for the entire State of Maryland. The availability at SMHEC of 12 bachelor completion programs 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
- Bowie state University
- Capital College
- The College of Notre Dame of Maryland
- George Washington University
- Gratz College
- Harrisburg University of Science and Technology
- Johns Hopkins University

- Stevenson University
- Towson University
- University of Maryland College Park
- University of Maryland University College
- Washington Adventist University
- Webster University

Among the major distinguishing features of SMHEC are its high-tech facility and its 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.

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 221 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 12 classrooms and two multi-purpose rooms, opened in 1995. Building I also houses a new Engineering Laboratory and a Simulator Laboratory for students enrolled in a new Mechanical Engineering B.S. Degree offered by the University of Maryland College Park. 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 2014.

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 Goals and Expected Outcomes

SMHEC currently hosts the presentation of over 90 academic programs, including 45 master's degree programs, five doctorates, 12 bachelor's degree programs, additional graduate

certificates and graduate education certification programs. Growth in the number of academic programs is a continuum, with program expansion responding to new and evolving needs identified by employers in the Region. By example, during FY 2010, the fiscal year preceding the preparation of this Mission Statement, SMHEC recruited 11 new academic programs. Programs were successfully recruited at every level of academic performance, including a doctorate, five master's degrees, one graduate certificate, and three bachelor completion degree programs.

Following is a listing of academic programs recruited during FY 2010:

- B.A. in Early Childhood Education, Washington Adventist University
- B.A. in Child Care, Washington Adventist University
- B.S. in Mechanical Engineering, University of Maryland, college park
- B.S in Nursing, Stevenson University
- M.S. in Nursing, Bowie State University*

- M.S. in Teaching of Mathematics Education (Middle School Track), Tow
University
- M.S. in Acquisitions and Procurement, Webster University*
- Graduate Certificate in Government Contracting*
- M.S. in Learning Technologies, Harrisburg University of Science and
Technology
- M.S. in Systems Information Engineering and Management
- D.Sc. in Information Assurance, Capitol 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 to respond to identified workforce needs 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, 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 Board 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.

SMHEC's unique capability of identifying workforce needs and recruiting academic programs to satisfy the professional development needs of employers and employees is illustrated in SMHEC's success in recruiting over 90 academic programs in critical fields important to the economic development of the region and the state. Among the academic programs recruited for presentation at SMHEC are 35 engineering and technology academic programs at the bachelor completion level, the master's level and the doctoral level with 508 class enrollments recorded in FY 2010.

Further, SMHEC has recruited over 40 education programs at the master's and doctoral levels, and at the bachelor completion level, providing educational advancement opportunities to the 7,000 teachers and administrators in the three counties in the region, with 1,468 class enrollments in 87 seminars in FY 2010. Additional programs in business, management and acquisitions provide services to the region's business community. Also, social welfare and counseling programs enrich and service the region's citizens with vital mental and economic assistance. And recently recruited nursing programs will assist in advancing the state of health care in the region.

In addition to the presentation of academic programs, SMHEC also utilizes its facilities to host a broad range of training and professional development programs, conferences, luncheons, banquets, and special events. In FY 2010, 350 programs were conducted at SMHEC, benefiting 16,351 individuals for 23,882 person-days of training activity. The majority of training conducted at the Center is for military and civilian personnel stationed at the Naval Air Base at Patuxent River which is engaged in high technology testing, evaluation, research and development of current and future naval aviation airframe and related systems, and the current procurement and acquisition for all of the U.S. Navy's air weapons systems. Defense Department personnel from U.S. Naval air facilities throughout the Nation participate in many of the conferences held at SMHEC by NAVAIR Patuxent River.

In addition to the Naval Air Station at Patuxent River, other business, public education and non-profit organizations utilize SMHEC's facilities for training programs and meetings, including defense related technology companies conducting training, and non-profit organizations conducting annual meetings, retreats and showcases. A number of organizations conduct annual conferences at SMHEC, such as the St. Mary's Chamber of Commerce and the Southern Maryland Realtors Association, and regional annual conferences by economic development departments for the three counties in the region.

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. In FY 2010, 371 programs were held by non-profits and governmental organizations, with 10,383 individuals in attendance.

Specific Short-and Long Range Goals and Measureable Outcomes

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 quality graduate education by university and college partners widely recognized as preeminent higher education institutions.

The financial goals stated below will guide SMHEC 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 quality graduate education and professional development opportunities.
- **Long-Range Goal.** Deliver graduate and upper division academic programs providing accessibility to quality higher education for the citizens and professional workforce of Southern Maryland, a region that has historically been underserved by universities and colleges offering graduate and upper division education, 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 in fields of study 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, that promote entrepreneurial activity in the region, and that provide both professional development opportunities for students employed in professions and also for students transitioning from liberal arts academic programs to professional career development academic programs leading to careers and economic sustainability.

- **Long-Range Goal.** Assure that appropriate academic programs are presented to meet the professional development needs of an increasingly diverse citizen population, and through a comprehensive array of teacher education programs, increase the effectiveness of the Region's teaching workforce and teaching institutions impacting on the professional development of 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 all necessary efforts to recruit, retain, and accommodate in SMHEC based educational programs a diverse student population with many needs and interests, like the diverse population of the region.
- **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 the presentation of academic programs that stimulate student intellectual exploration and academic and applied research.
- **Long Range Goal.** Assure that each citizen in the Region has the opportunity to learn about 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 the higher education needs of the region's workforce.

- **Short Range Goal.** Work with individuals in leadership positions at the Naval Air Base at 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 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 the naval Air Base at 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 meeting center in the proposed 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 2009 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 recognition 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 The Naval Air Base at 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 the Naval Air Station at 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 needs of teachers in the Region's school systems;
- Access to quality higher education opportunities facilitating professional development and advancement for a diverse population.
- Access to professional development of a future workforce reflecting the racial, ethnic and gender population of the Region.

SMHEC serves as an alternative approach to the delivery of higher education, providing accessibility to a population that had 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. All students enrolled in SMHEC are engaged in professional fields and most are able to have their full tuition costs reimbursed by their employers.

University and college programs at SMHEC are urged to ensure equal access to their academic programs. To this end, SMHEC sponsors open houses for the three academic sessions, advertises the open houses in the six regional newspapers in full-page and legal size ads, in radio announcements on all stations serving the region, on television news programs, and distributes Schedules of Classes for all three academic semesters to over 15,000 addresses. In addition, SMHEC hosts information sessions that are widely advertised, and mails out announcements for new academic programs to all public and social institutions and organizations, private sector organizations, and to the press and other media.

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 at locations at the Naval Air station at Patuxent River in cooperation with the Base's Career Development Office.

Over 40 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; baccalaureate degrees in child care and in early childhood education, 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 15 years of service over 29,000 class enrollments have occurred, with over 24,000 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.



**UNIVERSITIES AT SHADY GROVE
SUMMARY MISSION STATEMENT
DECEMBER 2010**

Summary of Identity and Purpose

The Universities at Shady Grove (USG) is a University System of Maryland Regional Higher Education Center (RHEC) offering upper level undergraduate and graduate education in Montgomery County, Maryland. Nine USM institutions offer more than 60 high-demand degree and certificate programs at the USG campus. Participating USM institutions include: Bowie State University; Salisbury University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore, and University of Maryland University College.

USG's mission is "To support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement."

In support of this mission, the following are USG's core values:

- *Access and Affordability:* USG places the highest value on expanding access to higher education services and resources within its service region. It provides affordable high quality degree programs at the baccalaureate and post baccalaureate levels and professional development educational activities using the academic resources of the University System of Maryland.
- *Distinctive and Effective Partnerships:* USG is an integral and progressive member of the region. Support for regional partnerships is a fundamental value of the USG and a core component of its growth strategy. It works closely with participating universities and community leaders to support its educational mission and to bring well-supported, creative and imaginative curricula that are built and developed through strong and sustained partnerships.
- *High Quality Programming and Services:* USG provides a high quality educational experience (instruction and student services) with a focus that is unique to the region. It values and delivers curricula that offer a well-rounded selection of advanced studies in both general education and in specific fields related to employment opportunities in the region. In addition, it supports a wide range of academic services and educational activities that enhance the experiences for all students enrolled in programs offered through the USG.
- *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 given to workforce, economic development and expanding educational access to diverse populations. USG expands degree and curricular offerings and services as these needs are

- *Results Oriented:* USG achieves superior performance in access, affordability, instruction, and student services. Programs address regional needs. It evaluates input on its performance as a regional higher education center and always searches for ways to make improvements on what matters most to students, faculty and stakeholders.
- *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 an institution at USG from community colleges. Its principal goal is to meet and exceed student expectations for a high-quality higher educational experience.
- *Sustainability:* USG is committed to being a leader in environmental stewardship. As a unique educational community, USG students, faculty, staff, and administrators take seriously its responsibility to promote and encourage eco-friendly practices as a vital tenet of its campus culture and institutional values. Working with its partner institutions, local schools, and businesses, USG focuses on raising awareness about sustainable practices both on the campus and in the surrounding community.

USG's current mission and future growth are in close alignment with key elements in Maryland State Plan for Postsecondary Education and the USM Strategic Plan. These include: providing access to a high quality, affordable education, improving the state's workforce through targeted academic and professional degree programs, and focusing on comprehensive, high quality services that place students at the center of the learning process to insure retention and degree completion.

Because of its close collaborations with K-12, community colleges and regional employers, USG serves as a model for its service to underserved populations and for expanding the number of locally-educated graduates who are work-ready for the growth of the regional economy. USG's plans for future programmatic growth in health, biosciences and engineering fields will increase STEM graduates as well as provide greater access to graduate and professional degrees to meet projected workforce needs for jobs in these fields in the region and state.

Performance and Outcomes

Since its establishment in 2000, USG has focused on the following priorities:

- Growing the day-time full-time undergraduate programs offered onsite and strengthening the evening and weekend programs.
- Ensuring that students receive the same high quality instruction at USG as they would if attending one of the participating USM institutions.
- Providing a range of student services and student life activities comparable to those on the campuses of any of its partner institutions, with a specific focus on student retention and increasing student academic success.
- Increasing student scholarship support as well as developing internship and career opportunities with business partners for students during their academic studies and post-degrees.

- Promoting and developing strong partnerships with regional education, business and community groups that address access to higher education, economic development and community needs.
- Expanding graduate and professional degree offerings that meet the need for a highly skilled workforce in selected fields including education, business and health.

USG is unique among the RHECs in the state in its size, in the students it serves, the programs it offers and the layered partnerships which form the underpinning of its success in the region.

- **Size:** USG is the largest RHEC in the state in the number of students it serves:
 - More than 3800 undergraduate and graduate students are enrolled in programs offered at USG (Fall 2010)
 - Enrollment at USG has experienced double-digit percentage growth in each of the past 4 years (2007-2010)
- **Diversity of its student populations:** USG serves three distinct student populations: undergraduate day time fulltime students, undergraduate part-time students and graduate students (full-time and part-time). Overall, the USG student population is diverse, a key goal of the Maryland Postsecondary Plan, reflecting the demographics and workforce characteristics of the region. Among undergraduates, no ethnic race is in the majority (35% Caucasian; 22% African American; 16% Asian; 12% Latino; 6% Foreign; 9% Other). Many undergraduates are the first in their families to attend college. Most of the undergraduate and graduate students reside in Montgomery County, and for the full-time undergraduate students, approximately two-thirds transfer from Montgomery College.
- **Number of programs offered to meet the economic and workforce needs of the region:** Currently, more than 60 baccalaureate and post-baccalaureate degrees and certificates are offered at USG. Thirty-two degree programs have been added to the list of offerings in the last four years. No single institution in the USM offers the range of degrees and certificates that are available at USG. Degree programs offered at USG are identified and delivered in close collaboration with the USM institutions, local education institutions and employer groups to address higher education and workforce needs. Leaders in business, education, government and community organizations who serve on the USG Board of Advisors monitor workforce demands and assist in expanding degree offerings through partnerships using their collective resources.

USG's university partners currently offer undergraduate and graduate programs in an array of health, science and technology fields designed to meet the region's projected workforce needs especially in STEM industries. These include:

- Biological Sciences and Public Health Science from UMCP
- Health Systems Management from University of Baltimore
- Nursing and Pharmacy from University of Maryland, Baltimore
- Respiratory Therapy from Salisbury University
- Geographic Information Systems from UMBC
- Biotechnology, Laboratory Science, Cyber Security Management, Information Technology Management and Health Care Management from UMUC
- Education Masters Certification programs to increase the number of highly qualified teachers are offered by UMCP and Towson University. Two unique degrees jointly-developed by the Montgomery County Public Schools and UMCP at USG are the M.Ed. with a specialization in Middle School Mathematics and the M.Ed. with a specialization in

Elementary and Middle School Science. These programs were piloted at USG and are now offered in other jurisdictions.

USG's distinctive framework of layered partnerships fosters unique collaborations between and among participating USM institutions and with education institutions and businesses in the region. These multi-faceted and dynamic partnerships nurture a campus environment that supports high-quality teaching and student academic achievement and by so doing, create local academic pathways that provide each student with the education and skills necessary to achieve a rewarding career in an increasingly competitive world

- **Curricular collaborations among USM institutions.** All undergraduate programs offered at USG participate in a course-sharing agreement whereby students from one institution can enroll in courses offered by other institutions onsite through an inter-institutional registration process. In addition, USM institutions have developed unique curricula offered only at USG. These include the Public Health Science BS from UMCP and the Geographic Information Systems MPS from UMBC. Several degree programs at USG have also participated in the development of interdisciplinary, inter-institutional courses, such as the Investigative Forensics course offered jointly by UMB, UMBC and UMCP. Another course, Diversity in the Workplace, is currently being offered in partnership between the UMBC Psychology program and Sodexo, an international service provider located in the county and recognized as one of the top 50 global companies for its diversity and inclusion practices. One important initiative being piloted at USG is an inter-professional education curriculum in Critically Ill Patient Care through collaboration between the UMB Schools of Nursing and Pharmacy and the Salisbury Respiratory Therapy program. Additional inter-institutional courses are being planned in Genomics, Vaccines, Translational Research, Health Disparities and Leadership Ethics. The unique mix of programs and USM institutions onsite enable USG to develop and pilot distinctive curricula and student learning experiences and have clearly become one of its signature features.
- **Degree programs offered at USG are supported by centralized student, academic and administrative services.** At USG, onsite services are provided to students and faculty for all programs. This integrated “one-stop shop” includes admissions, financial aid and scholarship support, library, technology, academic support, career and internships services and student life activities. All administrative, facilities and financial services are provided onsite. Such services have evolved and expanded over time and represent a concerted effort to create a campus environment that supports high quality teaching and student academic achievement.
 - The USG Center for Academic Success (CAS) has distinguished itself for its array of services designed to support students learning. Special emphasis is placed on supporting students through the transition from lower-level to upper-level curricula. Writing assistance, accelerated learning workshops, and the Guided Study Sessions model of peer-to-peer instruction have resulted in significant gains in student retention, grade achievement and course completion rates. Through collaboration with faculty from USG partner institutions, a high percentage of students are utilizing CAS services. Because of its successes at USG, some university partners have adapted elements of the CAS model on their home campuses, and one partner, UMB, received a grant to adopt the entire model.
 - Another example of expanded activity and service is the USG scholarship initiative designed to supplement financial aid to undergraduate students. In Fall 2010 USG awarded over \$250,000 in scholarships to more than 90 students across all degree

programs. Ninety-three percent of these scholarships were awarded to first generation college students.

- **Distinctive collaborative relationships support education and career pathways and integrated program planning.**
 - In collaboration with the Montgomery County Public Schools (MCPS) and Montgomery College, USG/USM formed a PreK-20 Council to better articulate curriculum planning and college access initiatives within the county across its educational institutions. An important partnership initiative is 2+2+2 programs to create education and career pathways in health and technology fields with special emphasis on strengthening the pipeline for minority and first generation college student populations.
 - Through a unique partnership agreement, USG houses the MCPS Professional Library as part of its onsite campus library which administratively is a branch of the College Park libraries. Through this partnership, MCPS teachers and professional staff have access to the library resources of the USM flagship campus library. In addition, the agreement provides for the development of joint collections between USG and MCPS and future collaborations on database access to support teaching and curriculum development.

Goals and Priorities

USG's future is intimately tied to the economic development of Montgomery County and the surrounding region and the strategic imperatives and opportunities it will face. As well as being an economic engine for the state, Montgomery County is the state's most populous county and, increasingly, one of its most diverse. With the most educated workforce in Maryland, the county houses within its borders the largest collection of health, bioscience and information technology companies in the state, including MedImmune, Human Genome Sciences, Lockheed-Martin, and Hughes Network Systems. Montgomery County is also home to nine of the state's ten federal agencies engaged in advanced research and development (R&D). This is the greatest concentration of such agencies in any state, and includes the National Institutes of Health, the world's largest funder of basic life science research, the National Institute of Standards and Technology, the Food and Drug Administration, National Oceanic and Atmospheric Administration, and the Department of Energy. Federal R&D programs are also expanding dramatically at Fort Detrick stimulating even further development along the I-270 science and technology corridor. The larger "national capital region," which includes Montgomery and Frederick Counties, will experience unprecedented growth, and an increased need for trained scientists, research support staff and other highly skilled knowledge workers. Thus, STEM-related industries are and will be an increasingly critical component in the workforce needs of the greater region.

In addition, Montgomery County has focused on the growth of health and biosciences as a strategic economic development priority and one which reflects its comparative advantage in the greater DC regional economy. The county's Biosciences Strategic Plan and the establishment of the Great Seneca Science Corridor, which includes the USG/USM campus, are important components of this effort. USG/USM has participated actively in these decisions and has planned the future growth of the campus in Montgomery County to support these strategic interests. USM actions to support expanded R&D and STEM-related higher education services in the county include:

- **Biomedical Sciences Education Facility:** While USG can sustain some program growth over the next several years, it will soon reach the limit of its current facilities. Unless additional space is provided, USG is expected to reach full capacity by 2015. This limitation could halt the momentum USG has created over the past 10 years in delivering accessible and affordable higher

education beyond the associate's degree to the region. More urgently, without additional facilities to develop new laboratory-intensive and clinical programs, such as those in the engineering and biomedical sciences, the county, region, and state will miss the opportunity to leverage the Institute for Bioscience and Biotechnology Research (IBBR) reorganization and fail to fully integrate the world-class research, professional training, and commercialization development opportunities. The full mix of world class facilities and programs, supporting students, faculty, and researchers, and located in the heart of one the nation's largest life sciences research complexes, would give Montgomery County and the surrounding region, as well as the state as a whole, an immediate and profound economic boost.

To take full advantage of this unique opportunity, and to allow USG to maintain its commitment to meeting the growing workforce needs of the county and region, the USM Board of Regents has submitted to the Governor in its 5 year capital budget a proposed Biomedical Sciences Education Facility. This new construction project will provide for the design and construction of a 220,000 GSF/116,000 NASF innovative cutting-edge facility. It will be programmed to respond to new enrollment growth in undergraduate and graduate programs offered to meet the region's projected workforce needs, specifically related to those in the STEM industries. Nearly half of the facility will be laboratory space and is currently scheduled to receive design funding in 2015 with building completion in 2019.

Through an enhanced USG, working in combination with the activities and resources of IBBR, the USM will create an educational and research complex that is unique in the state and the nation in its ability to nurture, support, and exploit the research and commercial opportunities and workforce needs of the region. To achieve this vision, USG proposes to focus future growth on three critical areas: healthcare and biosciences, engineering, and education. Future USG plans may include the following elements, which are in various stages of negotiation with the participating campuses.

- **Healthcare and biosciences:** UMB has indicated that it plans to bring its degree programs in Medicine, Dentistry, Physical Therapy and Medical & Research Technology to USG. Further in conjunction with the research and technology transfer activities at the IBBR, new graduate degree programs from UMCP and UMB will be housed at the campus.
- **Engineering:** Three distinctive engineering programs from UMBC and UMCP respectively are under consideration for USG, including mechanical engineering, electrical engineering and biotechnology. The mechanical engineering program would include a health technology component and the biotechnology program will be designed to include biomedical and biochemistry specializations.
- **Education:** The final proposed focus of USG's growth is education, with a particular emphasis on STEM programming. These efforts will further develop the close working relationships with Montgomery County Public Schools (MCPS) and Montgomery College (MC), developing education/degree pathways to the health, science and engineering degrees offered locally on the USG campus. Further, there is also discussion with MCPS on the establishment of a laboratory STEM high school, with a proposed focus in biomedical sciences. This STEM high school would utilize the rich educational opportunities on the campus and the surrounding area. This proposed STEM "Middle College," will be operated in partnership with MCPS and MC, and will focus on innovative curricula for high school and college credit, and will serve as a center for teacher training for the county and state.

Given these goals and priorities, USG's five-year priorities are:

1. Assuming the availability of resources to support enrollment growth within USM, USG plans to expand existing onsite programs and bring new degree programs to reach its projected capacity of 5000 headcount students by FY'16. These programs will be identified in consultation with the USG Board of Advisors, employer groups and regional analyses of projected workforce needs and in close collaboration with USM institutions.
2. USG is currently working with Montgomery College to support its degree completion goals and initiatives that strengthen transfer pathways into degree programs at the regional center. These initiatives include dual admissions programs for specific degrees offered at USG and reverse transfer agreements.
3. USG will focus on strengthening the education pipeline into STEM curricula with MCPS, MC and its university partners. These initiatives will include expanding the successful JETS (Journeys in Engineering, Technology and Science) program and the Frontiers in Science and Medicine program which focus on middle school students in MCPS.
4. USG will work with USM and its partner institutions in program and facilities development for the Biomedical Sciences Education Facility, proposed for planning funds in FY'15.
5. USG will work closely with the newly formed IBBR to support the development of graduate research degree programs onsite and build relationships that strengthen new undergraduate curricula in bioscience, biotechnology and related fields.

USMH Mission Statement

I. Summary of Identity and Purpose

The University System of Maryland at Hagerstown (USMH) is a regional higher education center located in Hagerstown, MD. USMH operates under the auspices of the USM and is administered by Frostburg State University. At USMH, five USM institutions (FSU, TU, SU, UMCP, UMUC) offer upper-division undergraduate and graduate programs, chosen to meet regional workforce demand and advanced education needs. One institution (UMB) offers non-credit training to professional social workers. USMH offers local access to higher education and affordable educational options for students in the underserved western Maryland region. 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.

USMH focuses on the following:

- Bringing undergraduate and graduate programs that meet student demand, economic development and workforce needs, and can be sustained over time;
- Offering a range of USM programs that accommodate full-time, part-time, day and evening students;
- Maintaining state-of-the-art technology to maximize the range of program offerings available to students;
- Providing a range of student services and student life activities;
- Partnering with local businesses, agencies and educational institutions to most effectively meet the workforce and economic development needs of the region.

II. Statement of Performance Goals and Expected Outcomes

USMH is a facility supporting the teaching/learning process. Faculty teaching in academic programs at USMH are often involved as consultants in special projects within the community. They provide research skills and discipline specific expertise to local businesses and organizations. They maintain memberships in associations vital to economic development. USMH will reach its full potential as a resource to the community by continuing to provide academic access and opportunity to an underserved population; by providing a skilled and educated workforce to the region; by being recognized as a knowledge resource available to assist the community in a variety of ways; by providing space to those activities that support and enhance the public good; and by continuing to encourage the economic development of the surrounding area.

III. Long-Range Goals and Measurable Objectives

Since opening in 2005, USMH has grown from offering twelve academic programs to twenty-one; two institutional partners to five; and three hundred eighty two students to nearly five hundred. USMH expects to offer nine additional academic programs; attract three new institutional partners; and enroll three hundred fifty more students over the next five years, bringing the total number of programs to thirty; the total number of institutional partners to eight; and the total number of students to seven hundred fifty by 2015.

1. Increase the percentage of Washington County residents who have earned post-secondary and advanced degrees. (USM Strategic Plan Themes 1& 2)

USMH will play a lead role in increasing the number of Washington County residents who go to college. USMH will provide residents with information, advice, and assistance in order to help them achieve their goals. USMH will raise scholarship money and present financial aid information to students.

2. Strengthen the unique and fluid partnerships with local high schools, regional community colleges, selected USM institutions, as well as the business and civic community in Washington County. (USM Strategic Plan Themes 1 and 2)

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 distributed to demonstrate educational pathways and seamless transfer for students. Programs will be offered that address community needs.

3. Continuously assess programs and services in an effort to improve efficiency and effectiveness, ensure success, and reach our desired future. (USM Strategic Plan Theme 4)

USMH will continuously assess programs and services to be sure we are operating at the highest levels of efficiency and effectiveness. USMH will gather outcomes data for all operational departments and make quality data-driven decisions in a timely manner. Institutional priorities will be tied to budget resources through the annual planning process.

4. Become the education clearinghouse providing answers and opportunity to the citizens of western Maryland. (USM Strategic Plan Themes 1 and 2)

3.

USMH will strive to become a one-stop shop for information concerning higher education in Washington County. By maintaining strong relationships with Washington County Public Schools, Hagerstown and Frederick Community Colleges, and the participating USM institutions, USMH will provide information and answers to questions concerning academic programs and how to go to college.

5. Begin the process of acquiring additional space to facilitate growth.

USMH is quickly reaching capacity. Classroom, office, and student services spaces are nearing complete utilization. A needs assessment of additional space should be completed in support of expected growth. (USM Strategic Plan Themes 1, 2, 3, and 4)

IV. Short-Term Strategic Initiatives

The immediate concerns for USMH include: attracting more academic programs and institutional partners; continued growth in new students and FTES; expanding student services; raising scholarship funds and additional revenue; and implementing green campus initiatives. There is also a need to outline the beginning stages of establishing a capital improvement plan that will address capacity issues, parking issues, conference needs and wellness issues. To maintain USM's competitive edge and provide a safe environment for students and staff, USMH will continuously upgrade technology and implement security enhancements.

- 1. Attract and sustain new academic programs from new and existing USM institution partners.** Outcomes assessment for this priority: Obtain two new academic programs and one new university partner per year.
- 2. Expand student service offerings.** Outcomes assessment for this priority: Establish food service and bookstore. Create disability services MOU's.
- 3. Implement and maintain proactive enrollment management strategies.** Outcomes assessment for this priority: Increase 20 FTE per year.
- 4. Implement and maintain proactive marketing and public relations strategies.** Outcomes assessment for this priority: Increase number of website hits by 10%. Increase number of HCC and FCC transfers by 5%. Increase attendance at open houses by 10%.
- 5. Increase financial aid opportunities and the scholarship endowment fund. Increase rental revenue. Establish unrestricted endowment fund.** Outcomes assessment for this priority: Increase the scholarship

4.

endowment to \$750,000. Increase total revenue to 75,000 annually. Establish an unrestricted endowment fund.

- 6. Support current information technologies while seeking to enhance and develop technology for students, faculty, and staff.** Outcomes assessment for this priority: Compile databases around technology need and technology staff response. Document requests and services provided.
- 7. Maintain and enhance the facility. Continue to upgrade security measures.** Outcomes assessment for this priority: Performance of building features as measured by incident reports. Evaluation of staff, faculty, and students during emergency drills.
- 8. Begin the process of planning for additional space.** Outcomes assessment for this priority: Complete the needs assessment.
- 9. Promote “green campus” initiatives.** Outcomes assessment for this priority: Increase recycling efforts to include glass, plastic and metal. Reduce consumption of electricity. Increase use of environmentally safe products. Reduce paper consumption by moving more services on-line.
- 10. Implement continuous improvement and quality assessment systems.** Outcomes assessment for this priority: Set employee goals consistent with USMH goals. Review performance evaluations. Review student and staff satisfaction surveys. Create annual report.

Waldorf Center for Higher Education

Mission Statement

I. Summary Mission Statement

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.

II. Summary of Identity and Purpose

In a region not home to any comprehensive bachelor degree granting institutions, the Waldorf 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 Waldorf 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 Waldorf Center provide business development and training services to companies and organizations to help them grow, compete and succeed. The Waldorf Center serves the community by hosting meetings, forums, and a variety of activities and events.

The Waldorf Center recognizes the challenges inherent in serving a population whose commuting and work schedules have grown increasingly complex. Working with partner institutions, the Waldorf Center continues to explore, design, and deliver instruction and services that address the lifelong learning needs of the central Southern Maryland population.

The Waldorf Center serves more than 3,000 credit students annually. The typical credit student enrolled at the Center resides in the Southern Maryland area, is female,

employed, and attending part-time. The average age is 26. Due to work and commuting schedules, the majority of the students are taking courses in the evening and on the weekends. The Waldorf Center's student population is comprised of 42 percent Caucasian, 40 percent African American, 5 percent Asian, 3 percent Hispanic and 10 percent other races.

III. Performance and Outcomes

In response to the Southern Maryland region's needs, most of the Waldorf Center's instructional programs focus on the following areas:

Business and Management – Retail and service industries comprise the business context of the region served by the Waldorf 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.

Criminal Justice – Since the 9/11 terrorist attacks, career opportunities in the criminal justice and homeland security fields have greatly expanded in the greater Washington, D.C. area. The Waldorf Center has responded by working with CSM and UMUC to enhance Criminal Justice program offerings at the Waldorf Center. These programs prepare students to serve the community on a local, state, or national level in the fields of law enforcement, parole and probation, juvenile justice, corrections, or criminal justice research. The associate's degree program at CSM is part of an articulated partnership with University of Maryland University College (UMUC). Students successfully meeting the requirements of this associate's degree program can transfer the necessary credits to UMUC and complete their Bachelor of Science in Criminal Justice and Homeland Security through courses offered in Southern Maryland and online.

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.

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 Waldorf Center include Information Systems Management and Computer Studies.

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 Waldorf 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 Waldorf 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.

The Waldorf 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 Waldorf Center is working with partners to expand its alternative delivery options. The Waldorf 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 Waldorf Center's programs and services are meeting those needs. The Waldorf 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 Waldorf Center not only contributes to achieving the goals of the State Plan for Postsecondary Education, but fulfills its mandate to:

- 1) provide access to affordable higher education programs to Maryland's diverse citizenry 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.

IV. Goals and Priorities

The State of Maryland has outlined the following goals in the 2009 State Plan for Postsecondary Education:

Goal 1: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

The Waldorf Center will work with participating institutions to build on the quality and strength of each by offering high quality academic programs, instruction, and student support services. One of the goals of the Waldorf Center is to provide students with access to similar high quality resources and services as they would find on any other college campus.

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

In the absence of a transfer institution in the region that serves the needs of both the traditional-age and working adult student, the Waldorf Center serves as an important link between the associate degree courses and programs offered by the College of Southern Maryland and the bachelor and graduate degree programs offered by UMUC and other higher education partners. CSM has entered into several “two plus two” articulation agreements with partner schools. The Waldorf Center actively works to expand these agreements and to provide a sequence of courses that will articulate from CSM’s lower-level undergraduate programs to upper-level undergraduate programs. Through this collaborative approach, the Waldorf Center helps to expand the region’s bachelor degree attainment level in a cost-effective, efficient manner and meets the needs of the residents of the Southern Maryland region.

Goal 3: Ensure equal opportunity for Maryland’s diverse citizenry.

The Waldorf Center is located in one of the most rapidly changing areas of the State. The economic, racial, and ethnic diversity of citizens in the Greater Waldorf area presents unique challenges and opportunities for the Waldorf Center. The Waldorf Center has an outstanding history of serving students traditionally under-represented in higher education. The Waldorf Center’s student population is more diverse than the student populations on the home-campuses of the institutions offering classes at the Waldorf Center. The Waldorf Center is committed to developing services and programs that are sensitive to issues of diversity and respond to the unique needs of a diverse citizenry.

Goal 4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

The Waldorf Center helps expand the region’s bachelor degree attainment level in a cost-effective, efficient manner. Through a collaborative approach, the Waldorf Center provides instructional programs that are fully articulated from the College of Southern Maryland’s associate degrees to UMUC and other partner institution’s bachelor’s and master’s degree programs. These programs enable students to complete their bachelor and graduate degrees without leaving the Southern Maryland region. The Waldorf Center works with partner institutions to design and deliver convenient, flexible learning options and innovative instructional delivery methods that address the lifelong learning needs of the central Southern Maryland population.

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 this goal by cost-effectively 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 also contributes to meeting the State's present and future needs through the following goals and priorities.

Long-Range Goals

The Waldorf Center will:

Goal 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 economic needs and diverse citizenry (*supports Goals 1, 2 and 3 of the State Plan for Postsecondary Education*);

Goal 2: Respond to the needs of working adults by providing convenient, flexible learning options and innovative instructional delivery methods (*supports Goals 2, 4 and 5 of the State Plan for Postsecondary Education*);

Goal 3: Provide instructional programs that will be fully articulated from CSM's associate degrees to UMUC's and Towson's bachelor's degree curricula, and from UMUC bachelor's degrees to UMUC's master's degree programs (*supports Goals 1, 2 and 4 of the State Plan for Postsecondary Education*);

Goal 4: Encourage other postsecondary educational institutions to offer articulated degree programs that meet the needs of the region but are not provided by CSM or UMUC (*supports Goals 1, 2, 4 and 5 of the State Plan for Postsecondary Education*);

Goal 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 of a diverse student body (*supports Goals 1, 2, 3 and 4 of the State Plan for Postsecondary Education*); and

Goal 6: Increase the baccalaureate-prepared workforce needed by employers in the Southern Maryland region (*supports Goal 5 of the State Plan for Postsecondary Education*).

Short-Term Priorities

Priority 1: Attract new students to the Waldorf Center for Higher Education by increasing public awareness of its educational offerings.

Objective 1.1 Create more of a “collegiate-feel” at the Waldorf Center.

Measures of Success:

90% of customers identify a collegiate feel to the Waldorf Center environment
90% of customers indicate that they feel part of their “home-institution” while taking classes at the Waldorf Center.

Objective 1.2 Increase the number of CSM/UMUC alliance students over the previous year by 5%.

Measures of Success:

UMUC e-applications cross listed with Alliance Letter of Intent list.

Objective 1.3 Increase utilization of the Waldorf Center’s Web site by 10% compared to last year.

Measures of Success:

of Waldorf Center website hits
of Waldorf Center website click-throughs
Customer service satisfaction survey item indicating at least a 90% satisfaction rate with usefulness and ease of use of Waldorf Center’s website.

Priority 2: Provide access to high quality student services consistent with those offered to students attending similar locations for the College of Southern Maryland and the University of Maryland University College.

Objective 2.1 Have all staff complete customer service training.

Measures of Success:

% of front line staff completing training matrix.

Objective 2.2 Review student services offered at the Waldorf Center bi-annually and develop proposed enhancements.

Measures of Success:

Annual Report
Customer Satisfaction Survey

Priority 3: Ensure that the Waldorf Center receives a 90% or higher customer satisfaction rating with the quality of the facility.

Objective 3.1 Review classroom furniture and equipment to insure they meet the instructional needs of faculty and students.

Measures of Success:

90% of customers indicate that the Waldorf Center environment fosters learning
Instructor satisfaction rating with classroom environment and technology available.

Student satisfaction rating with classroom environment and technology available.

Objective 3.2 Redesign the Student Lounge in order to provide vending services to replace former Café.

Measures of Success:

Annual Report

Customer Satisfaction Survey

Priority 4: Increase classroom utilization at the Waldorf Center.

Objective 4.1 Increase the number of classes that run by 5% over fall of 2009.

Measures of Success:

Number of courses for each institution that remain active after the add-drop date.

Objective 4.2 Obtain 10 new room rental agreements this fiscal year.

Measures of Success:

Number of new room rentals scheduled from July 2010 - June 2011.

(Revised 9/14/10)