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MARYLAND HIGHER EDUCATION COMMISSION

# Mission Statement Review

December 2015

# Maryland Higher Education Commission

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# Mission Statements
# December 2015
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# MEMORANDUM

**DATE:** December 16, 2015

**TO:** Maryland Higher Education Commissioners

**FROM:** Dr. Genny Segura

**SUBJECT:** Review of Mission Statements

The Maryland Higher Education Commission, with the assistance of the presidents of the public institutions of higher education, is charged with reviewing and developing mission statements under Education Article, §§ 11-302 and 303, Annotated Code of Maryland. The Maryland Higher Education Commission ensures that the institutional missions must be consistent with the Charter for Higher Education and with the State Plan. The Maryland Higher Education Commission (Commission) also reviews and periodically updates the format of the mission statements immediately following the quadrennial review of the State Plan for Higher Education (every four years).

The Review Process:
Maryland statute requires that the mission review process begin at the institutional level. The presidents of each public institution and directors of the regional higher education centers develop a mission statement. With regard to the University System of Maryland, the Chancellor shall review the statement prior to its consideration and make recommendations to the institutions. Before adoption the mission statements, the Board of Regents, the Board of Regents shall review the statements to assure that: (1) the missions are consistent with the Maryland Charter for Higher Education and the system wide plan; and (2) the missions will promote the effective and efficient use of the institutions' and System's resources. Given that state law requires the State Plan for Higher Education to be consistent with the Charter, mission statements must also be consistent with the State Plan.

Pertaining to §§ 11-303, the framework for the mission statements shall include short term and long range strategic goals including measurable objectives to be achieved through the implementation of the institution's performance accountability plan. The University System of Maryland's mission statements shall include information necessary to meet the requirements of the program development and review process (§§ 11-206.1). Regarding the University System of Maryland's institutions, Maryland law requires that the legislative mandates be included as identified in §§ 10-209 (Maryland Charter for Higher Education) and §§ 12-106 (plan for and administration of University). More specifically, §§ 10-209 requires that the University System of Maryland achieve national eminence with each institution fulfilling a distinct and complementary mission. The statute further mandates that the System develop a mission for

each campus that builds upon the unique strength of the campus and embodies a diversity of programs. Additionally, §§ 12-106 requires the System to develop an overall plan that incorporates specific priorities which must be specified in the distinct mission statement of each System institution.

The community colleges, Morgan State University, St. Mary's College of Maryland and the eight regional higher education centers are also required to develop mission statements that describe: (1) the institution's capabilities to meet the State's present and future needs for postsecondary education and research; (2) long range and short range objectives and priorities for postsecondary education; and (3) methods and guidelines for achieving and maintaining them; all as established in the State Plan for Higher Education. Mission statements must also demonstrate compliance with the State's equal educational opportunity obligations under State and federal law, including Title VI of the Civil Rights Act.

Under Education Article, §§ 11-105 (b)(2) the Commission shall review each mission statement to determine whether the mission statement is consistent with the State Plan for Higher Education developed under this statute. In order to fulfill the purpose and intent of the controlling statutory provisions, the Commission will report the final outcome of such review to the Maryland General Assembly.

In conclusion, the Commission has fulfilled the legal requirements in consultation with the segments of higher education and adopted the following framework for the periodic mission statement review:

1. A Summary Mission Statement
2. Institutional Identity
3. Institutional Capability
4. Institutional Objectives and Outcomes

**Changes of Institution Mission**

A review of the mission documents confirm that the institutional missions, goals, and strategic plans are aligned with the State Plan for Higher Education. The majority of public institutions recommend no changes in mission or in the descriptive language of the missions.

One notable change involves the University of Maryland Center for Environmental Science (UMCES). The university has been granted legislative authority to award graduate degrees and Post-Baccalaureate Certificates jointly with senior institutions of higher education.

On November 4, 2015, a ninth regional higher education center was approved by the Commission: the Frederick Center for Research and Education in Science and Technology (CREST). The partnering institutions are Johns Hopkins University and University of Maryland. Given this recent development, the CREST mission statement will be reviewed in the next quadrennial report to the Commission.

Two regional centers did not submit mission statements: Higher Education and Conference Center (HEAT) and Waldorf Center for Higher Education. Three regional higher education centers have assumed name changes and exhibit new names in their proposed mission statements as follows:

| Institution (former name) | New Name |
|---|---|
| Anne Arundel Community College at Arundel Mills University Consortium | Anne Arundel Community College at Arundel Mills |
| University of Maryland at Hagerstown | University System of Maryland at Hagerstown |
| Higher Education and Conference Center (HEAT) | University Center of Northeastern Maryland |

**Trends (2010 – 2014)**

*Academic Programs*

In just the last few years, there has been significant growth in the number of academic programs among the public institutions. The most apparent shift is toward STEM, IT and biomedical program development among four-year campuses. Bowie State University has incorporated cloud computing technology, Coppin State University has added the STEM Center as well as the Center for Nanotechnology, Frostburg State University opened the Center for Communications and Information Technology and University of Maryland, Baltimore will open the New Proton Treatment Center to treat cancer patients any day. These programs are aligned with the State's occupational shortages. Another noted trend among the four-year institutions is the increase in forming viable partnerships with local businesses, school districts, national and global organizations in the development of new programs. Three campuses seek a means to enhance institutional classification, academic performance and/or funding. The University of Maryland Eastern Shore intends to change its Carnegie classification sometime in the future from Masters-small programs to Doctoral/Research University. The University of Baltimore plans to increase the number of its doctoral programs. University of Maryland, College Park will look to other Big Ten flagship universities for benchmark models of academic performance and funding. Technologies and facilities have been enhanced on the most of the four-year campuses. Finally, some campuses

The community colleges have also increased the number of academic programs in recent years. The primary academic programs are STEM and Cybersecurity. Other noted trends include programs that address experiential learning, mid-level skill job preparation, portable industry certification, and accelerated career training. Reverse transfer partnerships and degree completion have increased dramatically and remain a top priority among this segment. There has been a significant increase in collaborative partnerships with STEM organizations, innovative program development as well as agreements with public schools and out-of-state institutions.

*Mission Similarity*

The statute calls on public institutions to build upon their unique strengths thus ensuring unique missions, goals and academic programs. Yet a trend among a few campuses with liberal arts/education missions indicates an increase in academic programs not related to their missions. This anomaly is primarily emerging in technology programs. Mission creep is an issue that develops when an institution stretches its mission and builds new certificates and degree programs not central to its mission. The situation may result in minimizing the cost-economies of mission focused program delivery. When program proposals exceed the boundaries of their missions, they become problematic financially and politically. Further study, policy analysis and discussion involving the higher education community are needed.

**RECOMMENDATION:** **It is recommended that the Maryland Higher Education Commission approve the 2014 mission statements as submitted by the public institutions of higher education and the regional higher education centers.**

## Mission Statement Review: Public Two-Year Colleges

| Institution & Carnegie Classification | Changes 2010 – 2014 | Proposed Changes/Initiatives |
|---|---|---|
| **Allegany College of Maryland**<br>Associate's - Public rural-serving<br>Medium campus | No change in mission<br>No change to institutional identity<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Strategic plan includes major restoration of campus buildings<br>• Student centered learning initiative has been deleted from the goals<br>• Increase in the number of articulation agreements with out-of-state institutions<br>• Established a Completion Agenda Task Force |
| **Anne Arundel Community College**<br>Associate's – Public suburban-serving<br>Single campus | No change in mission<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• The college continues to develop collaborative programming to meet workforce needs such as contextualized middle-skill training for high demand jobs which serve low-skilled, unemployed/underemployed students via accelerated courses<br>• The college's CyberCenter aims to meet the needs of government and industry by educating students who are proficient in the field; offers a one-year credit certificate in Cyber Technology and Mechatronics<br>• Increase in number of agreements with public schools<br>• Increase in number of articulation agreements with four-year institutions<br>• Established partnership with Maryland Live! to train workers for gaming industry |
| **Baltimore City Community College**<br>Associate's – Public urban-serving<br>Multi-campus | The mission statement has been modified<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• College launched a program to increase success rates of Engineering students primarily among underrepresented groups and veterans<br>• Established a partnership with Horseshoe Casino by training table dealers via the Hospitality and Tourism program |
| **Carroll Community College**<br>Associate's – Public suburban-serving<br>Single campus | The mission statement has been modified<br>No change to institutional identity<br>No change to institutional capabilities | • Mount Airy College Center for Health Care Education opened in 2012<br>• The college has become increasingly collaborative and developed STEM partnerships<br>• Plans include exploring education training partnerships among businesses in the community |

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| **Cecil College**<br>Associate's – Public suburban-serving<br>Single campus | The mission statement has been modified; one minor change in wording: "Cecil College promotes diversity, social responsibility and *lifelong learning ...*" (previously *academic excellence)*<br><br>No change to institutional identity<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Increase in number of degrees and certificates awarded<br>• Experiential learning options and credential assessments are available for applicants interested in A.S. Nursing (LPN to RN) and other professions<br>• Minority enrollments have increased<br>• Diversity plans and data measures are more definitive compared to previous years |
| **Chesapeake College**<br>Associate's – Public rural-serving<br>Medium campus | The mission statement has been modified<br><br>The institutional identity has been updated<br><br>No change to institutional capabilities | • Institutional objectives align with current State Plan<br>• Freshmen enrollments have declined as have local high school populations<br>• Plans include building an electrical grid and reducing the college's carbon footprint |
| **College of Southern Maryland**<br>Associate's – Public suburban-serving<br>Multi-campus | No change in mission<br><br>No change to institutional identity<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• The first and only community college to offer an A.S. in Nuclear Engineering Technology (Statewide Designated program)<br>• Constructed the NET Lab on the College's Frederick campus<br>• Opened the Center for Trades and Energy Training (CTET) in Waldorf<br>• Plans include building a Solar Energy Training and Testing facility<br>• Increase in number of articulation agreements with four-year campuses based in Maryland and out-of-state institutions |
| **The Community College of Baltimore County**<br>Associate's – Public urban-serving<br>Multi-campus | No change in mission<br><br>No change to institutional identity<br><br>No change to institutional capabilities | • Institutional objectives align with current State Plan<br>• There has been an increase in the percentage of part time enrollments since the previous mission statement review<br>• Increase in number of partnerships |
| **Frederick Community College**<br>Associate's – Public suburban-serving<br>Single campus | The mission statement has been modified<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• College formed partnership with local school district to establish "dual enrollment" program for high school students<br>• Gender identity has been added to the non-discrimination policy<br>• The Science Building is being renovated and upgraded to support plans to grow STEM programs |
| **Garrett College**<br>Associate's – Public rural-serving<br>Small campus | No change in mission<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Freshmen enrollments have declined as have local high school populations<br>• College is expanding its distance education offerings to serve rural communities<br>• The college developed its first Academic Plan which provided the basis for the 2014-2016 Strategic Plan |

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| **Hagerstown Community College**<br>Associate's – Public rural-serving<br>Medium campus | No change in mission<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• College experienced the largest unduplicated credit headcount enrollment in its history fall 2013<br>• 20.5 percent enrollments live in PA and WV which is an increase of 15 percent from 2010<br>• Plans include renovating existing buildings<br>• STEM Building was constructed in 2012<br>• Exploring 2 + 2 partnerships with four-year institutions; collaborating with UMUC to develop a 3 + 1 agreement for HCC students<br>• Expanding partnerships with local businesses<br>• Diversity goals are more descriptive and include action plans<br>• College has been designated National Center for Academic Excellence; as a result the College established the Cyber Security Training Institute to prep students for national exams |
| **Harford Community College**<br>Associate's – Public suburban-serving<br>Single campus | The mission statement has been modified<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Increase in part time enrollments<br>• Increase in number of local high school graduates who enroll immediately in the college<br>• New APG Federal Credit Union Arena opened 2012<br>• New Nursing & Allied Health building to open 2015<br>• Increase in the number of articulation agreements with out-of-state institutions and Towson University<br>• Partnerships with Harford County Public Schools |
| **Howard Community College**<br>Associate's – Public suburban-serving<br>Single campus | No change in mission<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Increase in partnerships with out-of-state institutions<br>• Partnerships with Prince George's CC, Frederick CC and Carroll CC<br>• Partnership with Howard County government to allow redundant internet access and connection to resources on new optical fiber ring |
| **Montgomery College**<br>Associate's – Public suburban-serving<br>Multi-campus | The mission statement has been modified<br>The institutional identity has been updated<br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• MC continues to enroll largest number of credit students among MD community colleges<br>• MC is only community college in the U.S. to establish internships with Congress, National Gallery of Art and Holocaust Memorial Museum<br>• STEM initiative includes new 2 + 2 articulation agreements with four-year institutions<br>• Maryland Transfer Advantage Program ensures admission of Montgomery County students<br>• Beeline Transfer Partnership guarantees admission to UMCP Shady Grove |

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| **Prince George's Community College**<br>Associate's – Public suburban-serving<br>Single campus | No change in mission<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• Significant increase in enrollment of international students<br>• PGCC was one of 12 community colleges in the country selected by the Association of Colleges and Universities project "Roadmap"<br>• PGCC is the only college in Maryland to be named "White House Champion of Change"<br>• Established the first Middle College (2011) with focus on Health Sciences<br>• Constructed new Center for Health Studies (2012)<br>• Added new Westphalia Training Center in Upper Marlboro (2012)<br>• Established the first Early College (2013) with focus on Math and IT in partnership with PG County schools<br>• Renovated Rennie Forum (2014)<br>• Renovated University Town Center (2014)<br>• Future plans include improvements to circulation and roadways (2015); build new Culinary Arts Center (2016); renovate Lanham Hall (2017); and build addition to Queen Anne Academic Center (2018) |
| **Wor-Wic Community College**<br>Associate's – Public rural-serving<br>Medium campus | The mission statement has been modified<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | • Institutional objectives align with current State Plan<br>• The Occupational Therapy program is a candidate for specialized accreditation<br>• Established the "Persistence and Student Success" program (2012) to target first generation students<br>• Increase in number of articulation agreements with four-year institutions<br>• Collaborating with Chesapeake College (Dental Hygiene degree program) and Allegany College of Maryland (Surgical Technology certificate) to provide Wor-Wic students access to programs via distance education<br>• Established Gender Awareness program to close the achievement gap |

## Mission Statement Review: Public Four-Year Colleges

| Institution & Carnegie Classification | Changes 2010 – 2014 to Institutional Mission, Identity & Capabilities | Proposed Changes/Initiatives |
|---|---|---|
| **Bowie State University**<br><br>Basic Carnegie classification: Doctoral/Research Universities<br><br>Graduate classification: Single doctoral (education)<br><br>Undergraduate: Professions plus arts & sciences; some graduate coexistence | No requested changes to institution's mission statement<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• Bowie is emphasizing STEM research and disciplines including Pre-K through 20<br>• Bowie is the only USM campus to incorporate "cloud" computing<br>• Bowie Business innovation Center is a joint business incubation program between the City of Bowie and the university; the incubator program is the first of its kind to be established at a HBI<br>• The Post Baccalaureate Certificate in Project Management (MHEC approved 2012) allowed Bowie to achieve "Registered Education Provider" status by the Project Management Institute (PMI); Bowie is the only HBI to be recognized by PMI |
| **Coppin State University**<br><br>Basic: Master's Colleges and Universities (smaller programs)<br><br>Graduate: Post baccalaureate with arts & sciences (education dominant)<br><br>Undergraduate: Balanced arts & sciences/professions, some graduate coexistence | The mission statement has been modified but no requests for substantive changes<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• Coppin graduates are comprised of 60 percent first generation students and 71 percent working adults with young dependents; 25 percent of students are male and 75 percent are female<br>• Coppin established the National Collegiate Athletic Association (NCAA) pilot program – one of six designated institutions<br>• Established a STEM Center (2013)<br>• Established the Center for Nanotechnology<br>• Opened the Bishop L. Robinson Sr. Justice Institute (2013) for purpose of customizing training programs that combine justice issues in law enforcement, cutting-edge research and social factors that contribute to prevention of crime in urban communities |
| **Frostburg State University**<br><br>Basic: Master's Colleges and Universities (larger programs)<br><br>Graduate: Post baccalaureate with arts & sciences (education dominant)<br><br>Undergraduate: Balanced arts & sciences/professions, some graduate coexistence | No requested changes to institution's mission statement<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• Center for Communications and Information Technology (opened 2014)<br>• The RN-to-BSN program has received accreditation through the Commission on Collegiate Nursing Education (CCNE)<br>• Frostburg plans to expand its Health Science programs<br>• The institution is expanding outreach and clinical partnerships with local school districts<br>• Frostburg is collaborating with Allegany County Public Schools to offer a Chinese language and culture program for elementary students |

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| **Salisbury State University**<br><br>Basic: Master's Colleges and Universities (larger programs)<br><br>Graduate: Post baccalaureate with arts & sciences (education dominant)<br><br>Undergraduate: Balanced arts & sciences/professions, some graduate coexistence | No requested changes to institution's mission statement<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• Academic Commons Building (to open fall 2016)<br>• Plans include moving all university documents to electronic format |
| **Towson University**<br><br>Basic: Master's L: Master's Colleges and Universities (larger programs)<br><br>Graduate: Doctoral, professional dominant<br><br>Undergraduate: Balanced arts & sciences/professions, some graduate coexistence | The mission statement has been modified; language no longer describes Towson University as an "urban, suburban" institution<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• Plans include maintaining a sustainable campus and energy conservation<br>• Towson will further develop graduate programs and expand its focus on research, particularly in the applied fields |
| **University of Baltimore**<br><br>Basic: Master's Colleges and Universities (larger programs)<br><br>Graduate: Single doctoral (other field)<br><br>Undergraduate: Professions focus, some graduate coexistence | No requested changes to institution's mission statement<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• UB intends to add more applied doctoral programs<br>• The institution plans to increase minority enrollments from 38 to 58 percent<br>• UB is committed to "urban environmental sustainability" |
| **University of Maryland, Baltimore**<br><br>Basic: Special Focus Institutions--Medical schools and medical centers<br><br>Graduate: (Special focus institution)<br><br>Undergraduate: (Special focus institution) | The mission statement has been modified but no requests for substantive changes<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• *MPowering the State* is an initiative in which UMB and UMCP are jointly collaborating and contributing resources to serve students, attract faculty and researchers, and boost research, technology transfer and commercialization<br>• New Proton Therapy treatment facility under construction to treat cancer patients (to open 2015)<br>• Master plan indicates that UMB intends to double the size of the BioPark |

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| **University of Maryland Baltimore County**<br><br>Basic: Research Universities (high research activity)<br><br>Graduate: Doctoral, STEM dominant<br><br>Undergraduate: Arts & sciences focus, some graduate coexistence | No requested changes to institution's mission statement<br><br>No change to institutional identity | • The institution's strategic plan aligns with the current State Plan<br>• *U.S. News & World Report* ranked UMBC as #6 nationally as the "Best Undergraduate Teaching Institution" alongside William and Mary, Berkely, Princeton and Brown<br>• *Kiplinger's Personal Finance* magazine named UMBC one of its best values in public colleges for 2014<br>• STEM Transfer Student Success Initiative is funded by the Bill and Melinda Gates Foundation |
| **University of Maryland, College Park**<br><br>Basic: Research Universities (very high research activity)<br><br>Graduate: Comprehensive doctoral with medical/veterinary<br><br>Undergraduate: Research Universities (very high research activity) | No requested changes to institution's mission statement<br><br>No change to institutional identity | • The institution's strategic plan aligns with the current State Plan<br>• UMCP plans to look to other Big Ten public flagship institutions for benchmarks on academic performance and funding<br>• Program development goals are more precise<br>• Diversity goals have expanded to include STEM and female faculty<br>• Added new research and innovation goals |
| **University of Maryland Eastern Shore**<br><br>Basic: Master's Colleges and Universities (smaller programs)<br><br>Graduate: Doctoral, professional dominant<br><br>Undergraduate: Professions plus arts & sciences, some graduate coexistence | The mission statement has been broadened to include: "commitment to meeting workforce and economic development needs of the Eastern Shore, the State, the Nation and the World."<br><br>No change to institutional identity | • The institution's strategic plan aligns with the current State Plan<br>• UMES aspires to change its Basic Carnegie Classification from "Master's Colleges and Universities" to "Research Universities (high research activity)"<br>• Committed to renewable energy resource development and reducing the institution's carbon footprint<br>• A new Solar Farm supplies 17 percent of the university's electrical needs<br>• UMES is focused on implementing a smart grid including solar, wind, biological resources<br>• Added a novel three-year accelerated Pharmaceutical program |

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| **University of Maryland University College**<br><br>Basic: Master's Colleges and Universities (larger programs)<br><br>Graduate: Postbaccalaureate with arts & sciences (business dominant)<br><br>Undergraduate: Balanced arts & sciences/professions, some graduate coexistence | No requested changes to institution's mission statement<br><br>Institutional identity has been updated | • The institution's strategic plan aligns with the current State Plan<br>• The definition of UMUC faculty have changed from " practitioner scholars" (2010) to "scholar-practitioners" (2014)<br>• UMUC has expanded its campuses globally to Russia, Indonesia, Dubai and South Africa as a result of contracts with the Department of Defense<br>• The institution plans to implement a "free textbook" program in every course or replace books with free high quality electronic resources<br>• There is a shift to competency-based education<br>• UMUC's Security Studies Laboratory is recognized by NSA and Department of Homeland Security<br>• UMUC is collaborating with other institutions across the U.S. in the "Predictive Analytics reporting" framework data-mining initiative to study student retention/loss points |
| **University of Maryland Center for Environmental Science (UMCES)**<br><br>Specialized research institution; no Carnegie Classification | No requested changes to institution's mission statement<br><br>No change to institutional identity | • The institution's strategic plan aligns with the current State Plan<br>• UMCES was granted legislative authority to award graduate degrees and Post Baccalaureate Certificates jointly with senior higher education institutions<br>• Subsequently, UMCES was granted candidacy for accreditation by Middle States Commission on Higher Education (pending)<br>• UMCES faculty are highly successful in their ability to collaborate among several USM institutions and with external scientists around the world on programs and projects |

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| **Morgan State University**<br><br>Basic: Doctoral/Research Universities<br><br>Graduate: Doctoral, professional dominant<br><br>Undergraduate: Professions plus arts & sciences, some graduate coexistence | No requested changes to institution's mission statement<br><br>No change to institutional identity | • The institution's mission statement document has remained the same for several years |
| **St. Mary's College of Maryland**<br><br>Basic: Baccalaureate Colleges--Arts & Sciences<br><br>Graduate: Single postbaccalaureate (education)<br><br>Undergraduate: Arts & sciences focus, no graduate coexistence | No requested changes to institution's mission statement<br><br>No change to institutional identity | • The College has established an Educational Partnership Agreement with the Patuxent River Naval Air Station in Lexington Park and the Patuxent Partnership<br>• The Patuxent Partnership has provided essential support for the College's expansion of applied physics<br>• Faculty work with researchers at Chesapeake Biological Laboratories in Solomon's Island |

## Mission Statement Review: Regional Higher Education Centers

| Regional Center/Governing Board/ Region Served | Changes 2010 – 2014 | Proposed Changes/Initiatives |
|---|---|---|
| **Anne Arundel Community College at Arundel Mills**<br><br>Governance: Anne Arundel CC<br><br>Region served: Anne Arundel County | Center's previously approved name: *Anne Arundel Community College at Arundel Mills University Consortium*<br><br>The mission statement has been modified<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | Institutional objectives align with current State Plan<br><br>The Arundel Mills Technology Center was expanded (2013)<br><br>The regional center is focusing on developing pathways to assist underserved populations, especially those in STEM, with college readiness through its developmental and gatekeeper courses<br><br>The regional center and its institutional partners have developed a strong commitment to diversity |
| **Eastern Shore Higher Education Center**<br><br>Governance: Chesapeake College<br><br>Region served: Queen Anne's County | No change in mission<br><br>No change to institutional identity<br><br>No change to institutional capabilities | Institutional objectives align with current State Plan<br><br>University of Maryland Eastern Shore has increased the number of off-campus programs at the regional center including its presence |
| **Laurel College Center**<br><br>Governance: Prince George's CC Howard CC<br><br>Region served: Prince George's County, Howard County | The mission statement has been modified through the guidance of Prince George's and Howard Community Colleges<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | Institutional objectives align with current State Plan<br><br>Classroom seating and square footage of facility expanded (2011)<br><br>First English as Second Language (ESL) courses offered at the Center by PGCC and HCC (2013)<br><br>Technology has been upgraded<br><br>Long term plans include adding a new STEM lab facility; hiring a STEM program director |
| **Southern Maryland Higher Education Center**<br><br>Governance: SMHEC Board of Governors<br><br>Region served: St. Mary's County | No change in mission<br><br>No change to institutional identity<br><br>Institutional capabilities have been updated | Institutional objectives align with current State Plan<br><br>Number of academic program offerings has increased from 35 to 41 since 2010<br><br>There has been a significant increase in Engineering and Technology enrollments: from 508 in FY 2010 to 859 in FY 2014<br><br>The Center plans to add a third Classroom and Engineering Building that has a mechanical and aeronautical engineering lab, research facility, and technology incubator (2018) |

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| **The Universities at Shady Grove**<br><br>Governance: University System of Maryland<br><br>Region served: Montgomery County | No change in mission<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | Institutional objectives align with current State Plan<br><br>Community college students who complete four-year degrees through Shady Grove programs are 20 percent more likely to graduate than other community college students who transfer to a USM campus (March 2014 data)<br><br>Shady Grove offers more certificates and degrees than the other regional centers<br><br>Together Shady Grove, Montgomery College and Montgomery County Public Schools launched "Achieving Collegiate Excellence & Success (2013); a seamless pathway to college for first generation low income underrepresented high school students<br><br>The center expects to reach seating capacity by 2017<br><br>Plans include construction of Biomedical Science and Engineering Education Facility |
| **University Center of Northeastern Maryland**<br><br>Governance: Harford CC<br><br>Region served: Harford County | Center's previously approved name: *Higher Education and Applied Technology Center (HEAT)* | |
| **University System of Maryland at Hagerstown**<br><br>Governance: University System of Maryland<br><br>Region served: Washington County | Center's previously approved name: *University of Maryland at Hagerstown*<br><br>No change in mission<br><br>The institutional identity has been updated<br><br>Institutional capabilities have been updated | Institutional objectives align with current State Plan<br><br>Frostburg State University's Ed.D. in Educational Leadership is available to the community which is the first doctoral program to be offered at the center<br><br>USMH plans to expand the number of degree offerings and professional development programs in the future<br><br>The regional center also foresees enrollment increases in current and new programs in STEM and Health and Human Service-related areas |
| **Waldorf Center for Higher Education**<br><br>Governance: College of Southern Maryland, University of MD University College<br><br>Region served: Charles County | | |

Public Institutions (14):

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 Center for Environmental Sciences

University of Maryland Eastern Shore

University of Maryland University College

Morgan State University

St. Mary's College of Maryland

# BOWIE STATE UNIVERSITY

## MISSION AND GOALS STATEMENT

### SUMMARY MISSION STATEMENT

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

### INSTITUTIONAL IDENTITY

Bowie State University (BSU), with a history that dates back to 1865, is the oldest of the 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 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 all, 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. BSU subscribes to the basic tenets of higher education -- discovery, application, and dissemination of knowledge for the betterment of society – which are in alignment with the *Maryland State Plan for Postsecondary Education.*

Bowie State University continues to grow and develop in response to state, national, and global workforce needs. BSU offers a comprehensive array of programs with selective

programs of doctoral study. Currently, the University offers 22 undergraduate majors, 19 master's degree programs, two doctoral programs, 12 post-baccalaureate certificates, one post-master certificate and three certificates of advanced study. The University's *2013-2018 Strategic Plan* emphasizes the imperative of increasing college completion rates generally, with particular emphasis on improving the 6-year graduation rate at Bowie State University. This strategic plan also reaffirms Bowie State University's commitment to academic excellence and student success as shown traditionally through our deeply rooted strengths in teaching, research, and service.

In keeping with its founding role of providing high quality teacher education, Bowie State is well-positioned to provide high-quality educational services to a diverse student population. 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 business, biology, computer and information sciences, nursing, 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.

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. Government agencies, including the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF), Department of Defense (DoD), and National Security Agency (NSA) fund STEM researchers. 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. 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 addition, 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.

# BOWIE STATE UNIVERSITY

## MISSION AND GOALS STATEMENT

### 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, continues to provide opportunities for a high-quality education for the citizens of Maryland and the nation. The University is positioning itself to increase its enrollment 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. In addition, the University continues to implement strategies to improve student progression and completion in support of State and University System of Maryland goals.

### EDUCATION INNOVATION INITIATIVE: BOWIE STATE UNIVERSITY'S SIGNATURE PROGRAM

The **Education Innovation Initiative ($EI^2$)** is Bowie State University's signature PreK-20 science, technology, engineering, arts and mathematics (STEAM) academic enrichment program that is grounded in advocacy for early career pathway exposure amongst under-represented students in Prince George's County. Through the use of a multidisciplinary approach to discovery-based learning, $EI^2$ provides students with increased access to real-world work experience that produces next generation solutions. Through this collaborative effort, $EI^2$ has been designed to help close the achievement gap in underrepresented populations in science, technology, engineering, mathematics (STEM), arts and humanities-related fields. The program creates a pipeline from pre-kindergarten to college, guiding talented students from Prince George's County Public Schools to Bowie State University by engaging them with real-world experiences that prepare them for leadership in the technology careers of the future. $EI^2$ has the potential to eventually grow to include all of the academic programs at the University, providing students with opportunities to learn the integrated processes of involving varied expertise in developing technology-based business solutions.

### 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.

*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.

## BOWIE STATE UNIVERSITY

## MISSION AND GOALS STATEMENT

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 lab is equipped with some of the latest and most sophisticated analytical tools in the industry.

The **Computer Technology** Program **(C-TECH)** meets the workforce demands for professionals with expertise in field. The program offers tracks in Network Administration, Security (cyber security), Database, and Multimedia and Internet. The program is the only one of its kind in the University System of Maryland that incorporates cloud computing. The program, recently accredited by ABET, provides extensive hands-on experience for students.

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 been featured in major films and Broadway productions and faculty members are invited to perform at such venues as the Kennedy Center and Carnegie Hall. The Fine and Performing Arts Center that opened in 2012 brings the infrastructural modernization to support its teaching and outreach programs. The **Visual Communications and Digital Media Arts (VCDMA)** program offers a BS degree with concentrations in Advertising Design, Animation & Motion Graphics, Digital Cinema & Time-Based Media, Digital Media Arts and Fashion Design. This is one of the fastest growing programs in the Department of Fine and Performing Arts. Students study in one of the most modern facilities in the State of Maryland.

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. The department offers an undergraduate concentration in MIS that combines management, business, and technology-related courses. This concentration provides the students with a solid foundation in problem-solving, analytical thinking and information technology skills to make them competitive in their chosen career. In today's fast-paced world of technology-driven changes, the well-educated technical professional with a management and business background is invaluable.

**Bowie Business Innovation Center** (Bowie BIC) is a joint business incubation program between the City of Bowie and Bowie State University (BSU). The Bowie BIC is the first

Maryland incubator to be established at a historically black college. The Bowie BIC works closely with the academic departments, especially those in the College of Business, to enhance the learning environment by providing experiential activities such as internships, real-life case projects, and class speakers. The Bowie BIC, a nonprofit organization with its own independent board of directors, nurtures entrepreneurial companies by providing business support services and facilities that help companies survive and grow during their start-up period. It exists to produce successful firms that will leave the program financially viable and as freestanding companies. Bowie BIC graduates have the potential to strengthen local economies, create jobs, revitalize neighborhoods, and commercialize new technologies.

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 in Counseling Psychology, Mental Health Counseling, School Counseling, and School Psychology and consistently graduates over 20% of the master's degrees awarded annually by the institution. These programs meet a critical State need by providing skilled mental health professionals.

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 as school principals, assistant principals, instructional supervisors, curriculum specialists, school superintendents and researchers.

The **Criminal Justice Program,** established in 2011, is one of the fastest growing programs at BSU. The program 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 and has established pathways with several area community colleges.

**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.

## BOWIE STATE UNIVERSITY

## MISSION AND GOALS STATEMENT

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 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. The programs recent expansion to the Southern Maryland Higher Education Center supports University, USM and MHEC strategic goals.

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.

**Project Management Graduate Certificate Program (PMGCP),** a component of the master's degree program in human resource development, prepares students for managing, planning, and implementing a diverse range of projects aimed at enhancing organizational effectiveness. In 2012, the PMGCP was designated as a Registered Education Provider (REP) by the Project Management Institute (PMI); the only HBCU to receive such recognition.

## BOWIE STATE UNIVERSITY

## MISSION AND GOALS STATEMENT

### INSTITUTIONAL OBJECTIVES AND OUTCOMES

Bowie State University is committed to strategic planning and institutional assessment. The *2013 – 2018 Strategic Plan* sets forth six overarching goals, as well as supporting initiatives aligned with the University System of Maryland Strategic Plan and the Maryland Higher Education Commission's *2013 State Plan for Postsecondary Education.* Bowie State University's Strategic Plan goals and supporting initiatives are as follows:

Strategic Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.

1.1 Enhance the rigor and relevance of existing academic programs and develop new programs to meet the needs of a global society.
1.2 Select and promote signature programs (degree and non-degree) to attract new scholars and enhance the learning community.
1.3 Provide optimal learning experiences in STEM academic programs.
1.4 Support a strong liberal arts core as a foundation of a university education.
1.5 Continue assessing student learning outcomes and implementing curricula improvements.
1.6 Offer general education experiences that prepare students for success in their majors, promote lifelong learning, and provide a foundation for personal and professional success after graduation.
1.7 Develop a plan that provides a comprehensive range of services and programs to promote and celebrate campus diversity.
1.8 Establish programs designed to prepare faculty, staff and students for integrative and interdisciplinary teaching and learning.
1.9 Enhance the Honors Program to include additional honors courses that extend to each degree program.
1.10 Promote reputable academic scholarship and interdisciplinary research among faculty members.

Strategic Goal 2: Develop and implement programs and services that promote access, affordability, and completion for a diverse student body with an emphasis on underserved populations.

2.1 Assess and increase, as needed, undergraduate institutional need-based and merit financial aid for targeted under-served students.
2.2 Develop a data-informed financial aid strategy that maximizes the effective use of available institutional financial resources.
2.3 Provide structured financial literacy training and counseling to minimize student loan indebtedness.
2.4 Design and implement a service delivery model to increase satisfaction levels of students, parents, and other university constituents.
2.5 Align and revise academic and administrative policies and procedures to conform to current university practices to promote student success.
2.6 Enhance student success by providing effective academic support services.

2.7 Enhance the recruitment of superior student athletes to maintain the university's tradition of athletic excellence and student retention and graduation.

2.8 Develop a comprehensive and coordinated approach to supporting academic achievement of those students assessed as needing developmental coursework as well as those students entering directly into credit courses.

Strategic Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

3.1 Encourage faculty to experiment with new pedagogies and new technologies, recognizing the different pedagogies appropriate for different disciplines and programs.

3.2 Promote intellectually rewarding interdisciplinary collaborations among faculty and the various academic units.

3.3 Identify and implement selected online academic programs and courses to provide alternative modes of instructional delivery for undergraduate and graduate students.

3.4 Ensure students have comparable instructional experiences between face-to-face and distance education offerings.

3.5 Expand and enhance both faculty and student educational technology support services.

3.6 Promote faculty professional development in curriculum design, instructional delivery, assessment, and evaluation as well as the effective application of instructional technology.

Strategic Goal 4: Develop a comprehensive model of regional, national, and global engagement to address societal needs.

4.1 Expand community outreach efforts to middle school and high school students to promote early college planning and to enhance exposure to BSU academic programs.

4.2 Cultivate partnership programs with business, government, media, and community groups to enhance the university's impact in the community and to provide career-oriented opportunities for students.

4.3 Strengthen and increase academic programs at off-campus locations to promote access to the university's academic programs and student success.

4.4 Develop and offer alternative academic programming to enhance the skills, knowledge and career aspirations of key university and community constituents.

4.5 Design opportunities that encourage interaction among faculty, staff, and students to foster a greater sense of community.

Strategic Goal 5: Advance the overall effective and efficient use of resources and identify new revenue sources to support the university's core mission.

5.1 Promote the personal and workplace growth of all employees through professional development aligned with strategic goals.

5.2 Develop a multi-year facilities renovation/refurbishment plan that anticipates the instructional and non-instructional needs of the University.

5.3 Pursue alternative revenue streams through the University, the BSU Foundation, Office of Research and Sponsored Programs and other University affiliated entities in support of institutional initiatives.

5.4 Support faculty and staff involvement in seeking external funding to support the University's strategic initiatives.

5.5 Improve on a continuous basis the technology infrastructure and integrate emerging technology to enhance academic, research, and administrative efficiency and productivity.

5.6 Develop and implement additional sustainability initiatives to meet the University's climate commitment goals.

Strategic Goal 6: Define and communicate the University's distinctive identity and value proposition.

6.1 Develop institutional core messages and engage the campus community as front-line ambassadors to tell the Bowie State story.

6.2 Implement an integrated marketing plan to increase awareness of the university's strengths and value, support student enrollment, and effectively communicate to alumni and other key constituencies.

6.3 Build recognition of the expertise of faculty, staff and students by positioning them to comment on the problems confronted in society.

6.4 Enhance traditional, online, and new media strategies to extend the national and global reach of communication efforts.

6.5 Promote transparency and sustain a system of open communications.

## COPPIN STATE UNIVERSITY
## MISSION AND GOALS STATEMENT

### SUMMARY MISSION STATEMENT

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

### INSTITUTIONAL IDENTITY

As one of three historically Black institutions (Coppin, Bowie, UMES) within the University System of Maryland—and the only one with a specifically urban location and focus—Coppin prepares students for meeting the challenges associated with urban communities. Its historical and still primary constituency includes graduates of Maryland high schools and students attending community colleges in Maryland.

A Carnegie Master's Comprehensive (MA I) institution, Coppin State University is committed to offering students affordable access to high quality academic programs. The university offers 33 undergraduate degrees, 12 graduate degrees and five post-baccalaureate and three post-masters certificates in a variety of academic disciplines, many of which have received national and regional recognition. The excellence of these programs is evidenced by accreditations from the American Academy of Colleges of Nursing (AACN), the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM), the National Council for Accreditation of Teacher Education (NCATE), the Council on Rehabilitation Education (CORE), the Council on Social Work Education (CSWE) and the Middle States Commission on Higher Education (MSCHE).

The university also partners with community colleges and public agencies and offers courses online and off-site, thus providing higher education access to students who, otherwise, might be unable to complete baccalaureate or masters degrees.

The major academic programs offered at CSU that impact its neighboring communities are in business, criminal justice, education, humanities, social and behavioral sciences, the health

professions and in the STEM disciplines. These programs prepare students to compete in state, regional, national and international markets.

For example:

- *CSU's STEM Program* prepares students for rewarding careers in science, technology, engineering and mathematics. STEM undergraduates are engaged in research and mentoring experiences with professors.

- *The College of Business* provides courses and internships in management, management information systems and accounting. College of Business graduates are prepared to assume important positions in the business sector.

- *The College of Arts & Sciences and Education* prepares students in the humanities, liberal arts, and in teacher and adult education. Students can also earn first-rate secondary education credentials as STEM educators.

- *The College of Health Professions* is comprised of two Schools: Nursing and Allied Health. These schools provide students with opportunities to pursue undergraduate and graduate programs that address the critical pipeline of healthcare professionals needed within Maryland and the region: Top quality nurses (most of whom are minorities) and highly skilled health information management professionals.

- *The College of Behavioral and Social Sciences* plays a major role in community engagement. The college enhances the culture of community engagement by developing and nurturing existing strategic partnerships with the local community. Throughout the semester, collaborations occur with agencies such as the Baltimore City Police Department, Baltimore City Public Schools and various on- and off-campus health centers.

Student Profile

CSU's students are a unique blend of achievers, comprising a mix of undergraduates and graduates from a variety of Maryland high schools and community colleges. Coppin graduates are comprised of a significant number of *1st generation students* and *working adults with young families*, 61% and 71% respectively. Of the 3,383 students, 2,549 (75%) have children and/or dependents. Twenty-five percent of the student population is male and 75% female. The average age of the CSU student is 28. The bulk of undergraduate students are from Baltimore City where the median household income is $36,000 annually. The university is able to provide opportunities for a wide variety of students. Coppin's mix of rigorous academic programs continues to attract high quality students from many international settings, including Africa, the Caribbean, Europe, and the Near East.

## INSTITUTIONAL CAPABILITIES

By virtue of its urban history and location, CSU is uniquely capable of addressing the preparation of students from the state of Maryland, Baltimore City, Baltimore County and in particular, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, Coppin extends its institutional capabilities beyond the traditional classroom by providing experiential and authentic learning experiences to and in the community. Coppin is primarily a teaching institution and has integrated best teaching practices not only throughout its curriculum but also in support of its charter school affiliations and into its other community interactions.

- College of Arts & Sciences and Education – Through the College, the institution continues to provide oversight and management of two charter schools that draw from the K-12 population of students residing in West Baltimore. These schools regularly perform within the top 10% of their counterparts in the Baltimore City Schools System. Rosemont Elementary/Middle School continues to outscore other Baltimore City Schools on the Maryland State Assessment (MSA) and regularly receives recognition from the Maryland State Department of Education, local and national media, and national conferences regarding its success. The Coppin Academy, the secondary high school, continues to rank second in the State on end-of-grade assessments at every content level.

- College of Business –The College has submitted an application for specialized accreditation with the Accreditation Council for Business Schools and Programs (ACBSP) which when achieved, will provide national recognition as a college of business. For a number of years, faculty, staff, students, and administrators have provided financial literacy workshops, tax preparation assistance, and course offerings to assist students and other community members in improving their interactions with public agencies. These three activities have served significant numbers of West Baltimore residents.

- College of Health Professions - The College operates the Community Health Center, a nurse-managed clinic located in the Health and Human Services Building. 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 not only on the university campus but also those in the Coppin Heights Community and the surrounding area. The Center provides comprehensive, holistic, and family health care services on a walk-in basis as well as by appointment. It accepts a number of insurance plans, and self-payment plans are based on income.

- College of Behavioral and Social Sciences – The College prepares students to meet the needs of increasingly diverse populations in Baltimore City, the State of Maryland, the U.S. and beyond. With eight undergraduate programs and five graduate programs in five departments of study, the College provides a hands-on, interdisciplinary education that puts learning into action and provides the institution's highest levels of days committed to community service.

- National Collegiate Athletic Association (NCAA) Pilot Program - Coppin is one of six institutions to receive a National Collegiate Athletic Association (NCAA) pilot program grant designed to assist limited-resource schools in developing and enhancing systems to increase student-athlete academic performance. Coppin's award totals over $900,000. Initiatives include, but are not limited to, funding of summer school and winter sessions, hiring additional staff in academic services, establishing faculty enrichment and peer-mentoring programs, creating a mobile athletic computer lab for student-athletes' use during travel, developing a broad-based Academic Progress Rate plan and developing a fifth-year degree completion program. The program has been able to retain 95% of all student athletes, 87% of freshman athletes, and 80% of students who participated in the university's SASA program. Finally, for the 11th consecutive semester, student athletes have amassed GPAs above a 3.0.

- STEM Center – The university established a STEM Center in the fall of 2013. The Center assists in the coordination of academic programming and initiatives to strengthen the pipeline of STEM graduates to the Maryland Workforce. A STEM coordinator directs and assists with collaborative efforts among the sciences, mathematics, and health professions. The coordinator also tracks and monitors students from the time they enter the university to completion of their programs and assists with career placement and/or entry into graduate and professional schools.

- Center for Nanotechnology – The Center brings together faculty members and students from the College of Arts and Sciences for collaborative research. It has benefited from financial support from Constellation Energy, Technology Development Corporation (TEDCO), the U.S. Department of Education and the National Science Foundation. The work focuses on experimental research and development of nano- and bio-technologies as well as on complementary modeling and simulation efforts in computational nano-technology, computational nano-electronics, and processes encountered in nano-fabrication. A key area of research focuses on clean energy generation and storage and on-going projects in the design and simulation of multi-junction photovoltaic cells for solar energy conversion.

- The Bishop L. Robinson Sr. Justice Institute – The Institute formally opened in the spring of 2013 and is named for the first African American Police Commissioner in Baltimore City who devoted 50 years of his life to public service. The Institute provides customized training programs that combine field practice, training, education and cutting-edge research on a broad range of justice issues in law enforcement, corrections, public and mental health and related social factors that contribute to the prevention of crime in urban communities. The Institute has three components: Training Academy, Advanced Academic and Certification Programs and an Applied Research Program.

The university is committed to meeting the educational needs of its urban population including traditional and non-traditional students and adult learners in the classroom, and residents in the community. Coppin is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in

Baltimore City. It is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Through continued advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, into client, management, and student services and into institutional advancement operations. The renovation of existing facilities and the construction of new buildings equipped with the latest technology will provide a better infrastructure with which to foster excellence in teaching, research, scholarship and service.

The university continues to take a leading role in the economic revitalization of its immediate community; it provides 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 visual and performing arts.

Closing the Achievement Gap

Closing the Achievement Gap is a national concern for all institutions of higher education. 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 informs 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.

***The university has closed the gap*** between graduation rates among African American males and African American females. As part of its achievement gap initiatives with the USM, Coppin will continue to monitor success among selected comparison groups. Success is attributed to programs and strategies such as the Freshman Male Initiative and First-Year and Second-Year advisement strategies employed throughout the academic community.

## 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 2013 to 2020. Only a few objectives and priorities will be highlighted for this document.

***Goal 1: Increase College Completion Rates.***
This goal focuses on Recruitment, Retention and College Completion. The university will contribute to the goal of increasing college completion rates.

***Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.***

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

***Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.***

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning and faculty scholarly activities.

***Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.***

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

***Goal 5: Invest in and Support People, Programs, and Facilities.***

This goal is critical to improving academic programs and facilities, hiring/retaining highly-qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first- professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

# ACCOUNTABILITY MATRIX

| Coppin Goals | Sub-Goals | Responsibility |
|---|---|---|
| **Goal 1:** Increase college completion rates. | **Sub-goal 1.1:** Increase student enrollment. | Academic Affairs; Student Affairs |
| | **Sub-goal 1.2:** Increase retention and graduation rates. | Academic Affairs; Student Affairs |
| **Goal 2:** Ensure that Coppin's graduates are competitively prepared for entry into the workforce and first-rate graduate and professional schools. | **Sub-goal 2.1:** Promote a culture of innovation and entrepreneurship. | Academic Affairs; Information Technology |
| | **Sub-goal 2.2:** Strengthen and promote programs designed to alleviate key workforce shortage such as nursing, STEM, and teacher education. | Academic Affairs |
| | **Sub-goal 2.3:** Continue Coppin's legacy of preparing teachers for grades K-12. | Academic Affairs |
| | **Sub-goal 2.4:** Promote graduate and professional education among Coppin students. | Academic Affairs |
| **Goal 3:** Transform Coppin's instructional modalities to improve teaching and learning. Increase Coppin's engagement in the community. | **Sub-goal 3.1:** Support course transformation and redesign to meet workforce and leadership needs. | Academic Affairs; Information Technology |
| | **Sub-goal 3.2:** Explore the capacity to offer unique and/or critical degree programs to address workforce needs. | Academic Affairs |
| | **Sub-goal 3.3:** Obtain and reaffirm national accreditations for eligible programs. | Academic Affairs |
| | **Sub-goal 3.4:** Improve teaching/learning and campus/community environments. | All Divisions |
| | **Sub-goal 3.5:** Review academic policies. | Academic Affairs |
| | **Sub-goal 3.6:** Define, develop and implement a comprehensive evidence-based service learning program that maximally leverages university and community resources. | Academic Affairs; Institutional Advancement |
| | **Sub-goal 3.7:** Design and implement a campus-wide infrastructure to promote, support and evaluate community engagement and community development initiatives reflecting the University as an anchor institution. | All Divisions |

| | | |
|---|---|---|
| | **Sub-goal 3.8:** Integrate service learning across the University curricula. | Academic Affairs |
| | **Sub-goal 3.9:** Establish an Interdisciplinary Center for Professional Development and Continuing Education. | Academic Affairs |
| **Goal 4:** Improve stewardship and effectiveness of Coppin's resources. | **Sub-goal 4.1:** Develop a culture of accountability across campus. | All Divisions |
| | **Sub-goal 4.2:** Leverage existing resources to improve operational effectiveness. | All Divisions |
| | **Sub-goal 4.3:** Implement a Distributive Decision Making Model that employs Responsibility Center Management (RCM) of Budgetary Resources. | Administration and Finance |
| | **Sub-goal 4.4:** Improve business and financial planning. | Administration and Finance |
| | **Sub-goal 4.5:** Technology: Leverage our cutting-edge IT resources and best practices. | Information Technology |
| | **Sub-goal 4.6:** Align institutional advancement's fund raising goals with the university's strategic priorities. | All Divisions |
| | **Sub-goal 4.7:** Improve environmental stewardship. | Administration and Finance |
| | **Sub-goal 4.8:** Restore the Office of Sponsored Programs and Research. | Administration and Finance; Academic Affairs |
| **Goal 5:** Invest in and support people, programs and facilities. | **Sub-goal 5.1:** Encourage and support faculty, staff and student participation in shared governance and services. | Academic Affairs |
| | **Sub-goal 5.2:** Continue to strengthen Coppin's legacy of excellence in teacher preparation and student transformational leadership. | Academic Affairs; Administration and Finance |
| | **Sub-goal 5.3:** Continue to build and maintain world-class facilities. Renovate existing buildings when needed. | Administration and Finance |
| | **Sub-goal 5.4:** Develop a marketing and communications plan to "brand" Coppin. | Institutional Advancement |
| | **Sub-goal 5.5:** Enhance and monitor campus-based student support services that contribute to increasing retention and graduation rates. | Academic Affairs; Student Affairs |

**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 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. 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 was again recognized in July 2013 by the Colleges of Distinction organization for its continued commitment to and excellence in the areas of student engagement, quality of teaching, vibrancy of the college community and success of its graduates. As outlined in *Maryland Ready*, the State's Plan for Postsecondary Education, Frostburg is committed to advancing the educational goals of all by promoting and supporting access, affordability, and completion. The University's Carnegie classification is Master's L.

The University draws its students from all counties in Maryland, and from other states and countries. Frostburg State University greatly values diversity among its students, faculty, and staff. The University includes in its Cultural Diversity Program strategies that focus on the effective recruitment, enrollment and retention of students from traditionally underrepresented groups. Frostburg works to create a welcoming and safe environment that promotes the understanding of diversity both domestically and internationally.

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 include education; business; science, technology, engineering and mathematics (STEM) disciplines; the creative and performing arts; and selected programs in the humanities and social sciences. Frostburg also offers bachelor's, master's and doctoral programs at the University System of Maryland at Hagerstown.

Graduate programs provide instruction for students involved in or preparing for professional careers. In addition to master's degree programs in biology, business administration, computer

science, counseling psychology, education, and recreation and parks management, Frostburg offers a Doctor of Education in Educational Leadership. As it has in the past, the University will continue to develop graduate programs in business, the health sciences and other areas aligned with the mission of the University and responsive to Maryland's development needs.

The University is a student-centered teaching and learning institution that emphasizes experiential education. Frostburg provides a strong support network focused on student success and persistence. Students are encouraged to apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism, service-learning, and undergraduate research. Participation in clubs, campus organizations, and athletic programs fosters students' communication skills and leadership development.

Frostburg also promotes global learning through international initiatives and programs that provide world-wide opportunities for students, faculty and staff. As a means to further internationalize its campus, the University continues to actively recruit international students and partners with a private organization that offers English language training on the Frostburg campus to international students who intend to enter college.

Frostburg also effectively uses technology to enhance instruction and provide greater accessibility to the University. The application of online learning through course redesign has enabled the University to improve students' access to technology and assist them in completing their programs of study. In addition, Frostburg's quality online courses and academic programs provide greater access to the University's curricular offerings and allow nontraditional students to earn credentials they need for career advancement in such important workforce areas as nursing and teaching. GetEducated.com, a consumer organization that reviews online education, has awarded "Best Buy" status to Frostburg's Master of Business Administration, Master of Science in Recreation and Parks Management, and Bachelor of Science in Nursing in recognition of these programs' value.

The University is also strongly committed to preserving the environment through sustainability. The campus's Climate Action Plan provides a detailed blueprint of specific and tangible methods by which Frostburg can achieve carbon neutrality by the year 2030. The University's Sustainable Research Facility (SERF) provides a completely off-grid research facility that will serve as an academic center for residential-quality sustainable energy technologies and research. This facility will join Frostburg's ongoing exploration of 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 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 fosters the overall good health of its students by promoting good nutrition, exercise, and healthy choices.

Frostburg State University is an important and significant contributor to the economic prosperity of Western Maryland. A February 2013 University study reported that the institution has an economic impact conservatively estimated to be $173 million across the state of Maryland, including $121 million in Allegany County. The number of University economic development initiatives continues to grow, and includes both the well-established Allegany Business Center at Frostburg State University (ABC@FSU) and participation with the Maryland Industrial Partnerships (MIPS), which are funding research and development projects between FSU faculty members and regional companies.

**Frostburg State University Institutional Capabilities**

Frostburg State University places primary emphasis on its role as a teaching and learning institution offering experiential opportunities for its students. Faculty and professional staff engage in a wide range of scholarly activities and professional involvement, with the ultimate goal of enhancing student learning. The University's Center for Communications and Information Technology (CCIT), opening spring 2014, and the proposed Public Safety Facility and Education and Health Sciences Center are important and required facilities. Together they ready Frostburg for 21st century modalities of instruction and applied learning experiences while supporting quality teaching, learning, scholarship and co-curricular programming.

The University recognizes the importance of developing a highly educated and technologically competent workforce to meet the needs of a modern knowledge economy. Programs developed in response to the needs of businesses and industries in the region and state include Secure Computing and Information Assurance, Information Technology, and Engineering.

The University continues to strengthen its partnerships and collaborations with community colleges and other institutions throughout the state. The University has negotiated articulation agreements with community colleges to offer its B.S. in Engineering and promote interest in STEM-related disciplines at those sites. Reverse transfer agreements are being developed to assist with the state's goal to increase the number of Maryland adults with either an associate's or bachelor's degree.

Responsive to evolving workforce demands, Frostburg also embraces its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and preK-20 partnerships. Increased opportunities for the continuing education of teachers are achieved 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. The University, through its Center for International Education, also directly supports an Allegany County Public Schools initiative to offer a Chinese language and culture program for elementary students.

In the area of health science and allied health programs, FSU's RN-BSN program has received accreditation through the Commission on Collegiate Nursing Education (CCNE). Frostburg plans to expand its health science programs.

The University serves as a regional cultural center in Western Maryland. Frostburg's diverse performing and visual arts programs feature exhibits and performances by students, faculty, national and international professional artists. The University's arts program attracts community members to campus to experience theatre, music, dance, international film, poetry, literary readings, and the visual arts. Other cultural resources that enhance the University's visibility in the community include the University's Center for Creative Writing, which provides space for students and Frostburg residents to pursue creative endeavors. Mountain City Traditional Arts, an arts cooperative staffed by Frostburg students and a University professor/folklorist, works closely with the Allegany Arts Council to provide retail opportunities for local artists.

Each year the University attracts thousands of visitors to the institution and Western Maryland through special events such as Homecoming, Family Weekend, the Cultural Events Series, and its vigorous summer programming, all of which bring additional resources to the institution and to the region. Moreover, representatives of Frostburg State University are actively involved in FrostburgFirst, a community-driven program that fosters economic development and cultural growth in the City of Frostburg.

**FROSTBURG STATE UNIVERSITY**
Mission Statement

**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 2013 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.
  - Implement experiential and co-curricular transcript by fall 2015.
  - Complete experiential and co-curricular governance activities by fall 2015.
- 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.
  - Increase F-1 and J-1 students enrolled at the University to 125 by fall 2016.
  - Increase the number of student at the University participating in study abroad to 75 by fall 2016.
- Support and develop academic programs that address statewide and regional economic and workforce development needs.
  - Increase the number of health sciences, STEM and teacher education graduates by 5% per degree year through 2020.
  - Gain approval for a new health science program and a doctorate in Business Administration.
- Sustain graduates' satisfaction rate with education received for work and for graduate and professional schools at 85% or higher.
- Maintain the percentage of graduates employed one year after graduation at 90% through 2019.

**FROSTBURG STATE UNIVERSITY**
Mission Statement

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.
- Continue lobbying efforts to move through the Maryland Capital Budget Pipeline the design and construction of new buildings for University Police, EDUC/Health Science, and the College of Business, and a Residence Hall.

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:

- Develop and implement strategies to increase the academic profile for first-time students to the institution.
- Increase the retention and graduation rates for all students to contribute to the State or Maryland completion goal of 55% of residents' ages 25 to 64 will have a college credential.
- Continue to implement the Achievement Gap initiatives.
- Maintain a diverse student population by continuing to improve retention and graduation rates for minority students.
- Upgrade academic advising and student support services designed to increase student retention and facilitate persistence to graduation.
- Continue the focus on maximizing the effectiveness of financial aid.

LONG-RANGE:

4. ***Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.***

SHORT-RANGE:

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

LONG-RANGE:

5. ***Promote activities that demonstrate the University's educational distinction.***

SHORT-RANGE:

- Continue efforts to implement marketing and branding strategies.
- Increase 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.
- Maintain the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded at $3,000,000 in FY 2019.
- Provide increased opportunities for students to engage in service learning, volunteerism, and community service.
- Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.

LONG-RANGE:

6. ***Serve as a catalyst for economic development in Western Maryland and the region.***

SHORT-RANGE:

- Evaluate the adequacy and efficacy in spending of current resources and institutional structures that support the institution's goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific resources to desired outcomes.
- Establish annual goals in seeking extramural financial resources to augment and amplify the institution's resource needs in its fulfillment of the economic development and public service needs of the region.
- Identify and inform the University's constituencies of the full range of economic development and community service and cultural initiatives, accomplishments, and recognitions.

## MISSION

Salisbury University is a premier comprehensive Maryland public university with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master's and doctoral 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, faculty serve as academic advisors, and 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 through its shared governance bodies 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, comprehensive university widely recognized 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 Masters 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 possess 21st century skillsets that make them agile and adaptive thinkers capable of participating in a global workforce.

**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, we emphasize 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 curriculum 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, math education, 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 and graduate programs. Recent additions of applied doctorates in

nursing and education address specific pressing needs of our region. 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. The development of online programs allows SU to offer programs beyond our campus and internationally.

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.

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 B.S. degrees in respiratory therapy and in exercise science. 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, at Cecil College, at the Higher Education Center in Southern Maryland, and, in a unique partnership with the University of Maryland University College, at Ramstein Air Force Base in Germany.

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 Perdue School of Business building and Henson Medical Simulation Center.

High on our list of capital needs is a new library. While our Blackwell Library is challenged by the limitations of a current facility built 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. With funding from the state of Maryland and a private donor the Patricia R. Guerrieri Academic Commons, home to the library and the Nabb Center for the Study of Delmarva History is scheduled to open in Fall 2016. The Academic Commons building is designed to promote academic discussion and discovery and to blend space for public events, community outreach, quiet study, collaborative teamwork, 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 needs.

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 continue to recruit, support and develop 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. Also, SU is well represented by student researchers presenting at professional meetings within their disciplines and at the National Conference on Undergraduate Research (NCUR). Additional high praise has come to SU students with three undergraduates selected between 2010-2011 for the prestigious Environmental Protection Agency (EPA) Fellowship to conduct research in environmental science, one student Fulbright recipient, one Gates Foundation Fellowship recipient, and one graduate recipient of the highly coveted National Science Foundation Graduate Research Fellowship. In fall of 2011 SU began publishing its annual *Re:Search* magazine (http://salisbury.edu/gsr/publications.html) to highlight excellence in research and creative activities from faculty, staff and students.

Salisbury University faculty has 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 education at four other Maryland satellite locations. The elementary education and the school leadership programs are offered at the Eastern Shore Higher Education Center and the exercise science program is available at the Universities at Shady Grove (USG) in Rockville, MD. 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 public and private social service agencies, sports medicine clinics, hospitals, fitness clubs, schools and universities. All Seidel students complete internships with trained professionals in their respective fields. 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 13 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,

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## INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury University is increasingly outcomes oriented and reports these measures to internal academic and administrative leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The Institution is committed to a Strategic Plan and outcomes that support the State of Maryland's objectives for higher education as stated in the 2013 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the University System of Maryland (USM) 2020 Strategic Plan, *Powering Maryland Forward.* 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 2014 and reflects the spirit and emphasis of the State Plan. Salisbury University's current strategic goals and objectives are:

### Goal 1: EDUCATE students for Campus, Career, and Life

#### Focus Area 1: Academic Programming

1.1 Evaluate entire curriculum, including general education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.

1.2 Produce graduates with strong digital citizenship skills including digital access, literacy, etiquette, health and wellness, and online security.

1.3 Create Center for Student Academic Engagement.

1.4 Provide high-quality graduate programs and course offerings in formats suitable, convenient and relevant to students and faculty and in line with workforce needs.

1.5 Support a vibrant honors program that becomes integral to the entire campus.

**Focus Area 2: Recruit and retain a diverse group of students**

1.6 Implement Enrollment Master Plan

1.7 Fully support programmatic initiatives for retention, including: the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRIO programs and mid-semester reporting and advising initiatives.

**Focus Area 3: International Students and Study Abroad**

1.8 Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens and individuals in an increasingly interdependent world.

**Focus Area 4: Recruit, Support, and Retain Faculty**

1.9 Recruit, support and retain high quality teacher-scholars with the knowledge and skills to direct students in the increasingly knowledge-based economy.

1.10 Grow support for faculty scholarship, research and creative activities.

**Focus Area 5: Student Advising Process**

1.11 Assess whether the current student advising process continues to be effective and implement any recommended changes to ensure SU offers the highest quality academic advising.

**Goal 2: EMBRACE innovation of the Salisbury University Experience**

2.1 Construct and open the new Academic Commons

2.2 Create the Office of Innovation in Teaching and Learning

2.3 Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.

2.4 Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow System offices and potential partners outside the university setting.

**Goal 3: FOSTER Community**

3.1 Increase the diversity of students, faculty and staff.
3.2 Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity.
3.3 Continue to improve Town/Gown relationships.
3.4 Incorporate sustainability throughout the curriculum and as a core value of the University.
3.5 Build upon more SU "traditions" and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.
3.6 Continue to develop wellness programs for the SU community.
3.7 Ensure campus police have adequate resources for campus safety.
3.8 Develop mechanisms to support student identity, inclusiveness, engagement, and success.

**Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community.**

**Focus Area 1: Financial Resources**

4.1 Seek increases in State appropriations and tuition revenue to meet existing needs.
4.2 Continue to work with the SU Foundation to support the goals and objectives of Salisbury University.
4.3 Increase the transparency of budget and resource allocation across the university.

**Focus Area 2: Recruiting, Retaining and Supporting Staff**

4.4 Continue to recruit, retain and support high quality staff across campus.

**Focus Area 3: Spaces**

4.5 Develop and implement the next Facilities Master Plan, including upgrading of athletic and recreational facilities.

**Focus Area 4: Information Technology**

4.6 Ensure Information Technology (IT) and Web Development Office have sufficient resources to support growing technological needs of the campus.
4.7 Explore products to move faculty tenure, promotion, and reporting process to an online environment.
4.8 Move all University documents to electronic formats, including academic and non-academic forms.

## MISSION

Salisbury University is a premier comprehensive Maryland public university with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master's and doctoral 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, faculty serve as academic advisors, and 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 through its shared governance bodies 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, comprehensive university widely recognized 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 Masters 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 possess 21st century skillsets that make them agile and adaptive thinkers capable of participating in a global workforce.

**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, we emphasize 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 curriculum 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, math education, 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 and graduate programs. Recent additions of applied doctorates in

nursing and education address specific pressing needs of our region. 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. The development of online programs allows SU to offer programs beyond our campus and internationally.

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.

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 B.S. degrees in respiratory therapy and in exercise science. 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, at Cecil College, at the Higher Education Center in Southern Maryland, and, in a unique partnership with the University of Maryland University College, at Ramstein Air Force Base in Germany.

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 Perdue School of Business building and Henson Medical Simulation Center.

High on our list of capital needs is a new library. While our Blackwell Library is challenged by the limitations of a current facility built 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. With funding from the state of Maryland and a private donor the Patricia R. Guerrieri Academic Commons, home to the library and the Nabb Center for the Study of Delmarva History is scheduled to open in Fall 2016. The Academic Commons building is designed to promote academic discussion and discovery and to blend space for public events, community outreach, quiet study, collaborative teamwork, 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 needs.

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 continue to recruit, support and develop 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. Also, SU is well represented by student researchers presenting at professional meetings within their disciplines and at the National Conference on Undergraduate Research (NCUR). Additional high praise has come to SU students with three undergraduates selected between 2010-2011 for the prestigious Environmental Protection Agency (EPA) Fellowship to conduct research in environmental science, one student Fulbright recipient, one Gates Foundation Fellowship recipient, and one graduate recipient of the highly coveted National Science Foundation Graduate Research Fellowship. In fall of 2011 SU began publishing its annual *Re:Search* magazine (http://salisbury.edu/gsr/publications.html) to highlight excellence in research and creative activities from faculty, staff and students.

Salisbury University faculty has 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.

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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 Delmarva Public Radio, two public radio stations offering classical music, news, and public affairs programming. 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 $400 million annually for the local and regional economy, an extraordinary sum that does not include such well-attended events as the Sea Gull Century, one of the top 10 bicycle rides in the country, and the state-wide respiratory therapy conference.

The University will respond to regional and statewide educational needs and create specialized programs at the undergraduate, masters, and doctoral level as demand requires and resources allow. We have identified areas of growth and access issues as well as the resources needed to accommodate strategic enrollment growth, particularly in high need areas such as teacher education, nursing and STEM. 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 increasingly outcomes oriented and reports these measures to internal academic and administrative leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The Institution is committed to a Strategic Plan and outcomes that support the State of Maryland's objectives for higher education as stated in the 2013 Maryland State Plan for Postsecondary Education as well as the Managing For Results (MFR) process and the University System of Maryland (USM) 2020 Strategic Plan, *Powering Maryland Forward.* 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 2014 and reflects the spirit and emphasis of the State Plan. Salisbury University's current strategic goals and objectives are:

### Goal 1: EDUCATE students for Campus, Career, and Life

#### Focus Area 1: Academic Programming

1.1 Evaluate entire curriculum, including general education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.

1.2 Produce graduates with strong digital citizenship skills including digital access, literacy, etiquette, health and wellness, and online security.

1.3 Create Center for Student Academic Engagement.

1.4 Provide high-quality graduate programs and course offerings in formats suitable, convenient and relevant to students and faculty and in line with workforce needs.

1.5 Support a vibrant honors program that becomes integral to the entire campus.

**Focus Area 2: Recruit and retain a diverse group of students**

1.6 Implement Enrollment Master Plan

1.7 Fully support programmatic initiatives for retention, including: the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRIO programs and mid-semester reporting and advising initiatives.

**Focus Area 3: International Students and Study Abroad**

1.8 Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens and individuals in an increasingly interdependent world.

**Focus Area 4: Recruit, Support, and Retain Faculty**

1.9 Recruit, support and retain high quality teacher-scholars with the knowledge and skills to direct students in the increasingly knowledge-based economy.

1.10 Grow support for faculty scholarship, research and creative activities.

**Focus Area 5: Student Advising Process**

1.11 Assess whether the current student advising process continues to be effective and implement any recommended changes to ensure SU offers the highest quality academic advising.

**Goal 2: EMBRACE innovation of the Salisbury University Experience**

2.1 Construct and open the new Academic Commons

2.2 Create the Office of Innovation in Teaching and Learning

2.3 Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.

2.4 Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow System offices and potential partners outside the university setting.

**Goal 3: FOSTER Community**

3.1 Increase the diversity of students, faculty and staff.
3.2 Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity.
3.3 Continue to improve Town/Gown relationships.
3.4 Incorporate sustainability throughout the curriculum and as a core value of the University.
3.5 Build upon more SU "traditions" and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.
3.6 Continue to develop wellness programs for the SU community.
3.7 Ensure campus police have adequate resources for campus safety.
3.8 Develop mechanisms to support student identity, inclusiveness, engagement, and success.

**Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community.**

**Focus Area 1: Financial Resources**

4.1 Seek increases in State appropriations and tuition revenue to meet existing needs.
4.2 Continue to work with the SU Foundation to support the goals and objectives of Salisbury University.
4.3 Increase the transparency of budget and resource allocation across the university.

**Focus Area 2: Recruiting, Retaining and Supporting Staff**

4.4 Continue to recruit, retain and support high quality staff across campus.

**Focus Area 3:Spaces**

4.5 Develop and implement the next Facilities Master Plan, including upgrading of athletic and recreational facilities.

**Focus Area 4: Information Technology**

4.6 Ensure Information Technology (IT) and Web Development Office have sufficient resources to support growing technological needs of the campus.
4.7 Explore products to move faculty tenure, promotion, and reporting process to an online environment.
4.8 Move all University documents to electronic formats, including academic and non-academic forms.

# Towson University Mission Statement

## I. Summary Mission Statement

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

## II. Institutional Identity

Towson University, founded in 1866 as the Maryland State Normal School, offers nationally recognized undergraduate and graduate programs in the liberal arts, sciences, arts, and applied professional fields. Towson University is more than Maryland's largest comprehensive university, it is an institution that prepares a qualified workforce and produces innovative, evidence-based research. As a productive, research-oriented comprehensive university, it provides students with extraordinary opportunities to work alongside faculty in addressing significant issues, while also generating new knowledge to solve real world societal problems.

The university's longstanding commitment to creating a multicultural campus is advanced by policies and practices that promote the recruitment and retention of diverse student, staff, and faculty bodies that reflect local, regional, national, and global diversity. Curricular and extracurricular programming supports the university's commitment to diversity and inclusion.

As a large and complex learning community, the university offers rigorous undergraduate and graduate programs. The undergraduate curriculum promotes the intellectual skills essential for:

- communicating effectively,
- gathering and evaluating information,
- thinking critically and meaningfully,
- using technology effectively,
- appreciating diversity and commonalities, and
- making informed ethical choices.

These skills are grounded in the university's long-standing commitment to a strong liberal education core that emphasizes an understanding of how the arts and sciences gather, evaluate, and apply information to reach valid conclusions. The core curriculum, combined with focused study in a chosen discipline and a commitment to students' co-curricular experience, serves to develop intellectual and social abilities that will guide students as contributing members of the workforce and of a democratic society.

The masters and applied doctoral programs build on the strengths of the university and are in areas that are fundamental to the development and vigor of the institution and the State of Maryland by conducting critical research that informs business, health care, and educational practices. The goal of these programs is to prepare ethically and globally minded professionals who are leaders in their fields.

The six colleges that define the fields of study at Towson University include:

The College of Business and Economics, accredited by AACSB International (The Association to Advance Collegiate Schools of Business) in both its accounting and business administration programs, offers a one-of-a-kind Business Excellence program designed to prepare students to enter their careers. AACSB accreditation places the college in the top one percent of business schools worldwide and the top 10 percent in the United States. Offering both undergraduate and graduate programs, the college provides a comprehensive business and entrepreneurial focused education.

Recognized as Maryland's preeminent teacher education institution as well as a national model for professional preparation, Towson University has a distinguished history in the preparation of classroom teachers and education specialists. The College of Education offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from the college enter schools as teachers and specialists.

The College of Fine Arts and Communication encourages students to develop their creative and analytical abilities, tailored to their aspirations, by encouraging dialogue, inspiration, passion and beauty. These attributes are fostered through a broad liberal arts education and specialized professional training. Recognized as a thriving visual arts center for Maryland, the college contributes to the cultural life of Towson and the Greater Baltimore region.

The College of Health Professions develops outstanding professionals at the undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health, well-being, and human performance in a diverse world. Students are supported in a wide array of applied experiences that complement their academic coursework, including via the Institute of Well-being, which provides a wide range of professional and inter-professional opportunities that develop and evaluate best practices, promote professional development, facilitate research, and enhance the lives of community members through outreach programs.

The Departments and Programs of the College of Liberal Arts explore what it means to be human, how people construct identities and institutions, and how individuals and groups interact over time--in communities, in cultures, and in nations. The college includes those disciplines customarily identified as the humanities and those generally identified as the social sciences.

The Jess and Mildred Fisher College of Science and Mathematics offers undergraduate and graduate programs in the physical, mathematical, computational and life sciences, with an emphasis on student success through improving student retention, persistence, and time-to-graduation. The FCSM promotes a wide range of opportunities for authentic research experiences for all undergraduates. The college is the home of numerous STEM education and outreach programs including Towson UTeach – Towson's path to becoming a high school science or mathematics teacher.

**III. Institutional Capabilities**

By Carnegie Classification, Towson University is a Masters (Comprehensive) University I. It has achieved national prominence as a premier comprehensive university by offering a wide-range of excellent graduate and undergraduate degree programs. Towson University has increased 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 outreach to business, education, non-profit, and health care organizations.

Towson's faculty members actively pursue scholarship and creative activities that complement and expand disciplinary knowledge while maintaining superior teaching. The university values and rewards equally the scholarships of discovery, teaching, integration, and application. Members of Towson University also engage in a wide range of research, entrepreneurship and service activities which support the university's institutional outreach programs to government, health care, sport organizations, non-profit groups, education, business, and the fine arts. Towson University is designated by the Carnegie Foundation as a university recognized for curricular engagement, outreach, and partnership. Our intercollegiate athletics program is an integral part of building campus community and pride. Athletics also provides leadership development and other co-curricular opportunities for both student-athletes and the student body as a whole.

The university capitalizes on its location by providing varied and distinctive opportunities for students, staff and faculty learning, leadership development, teaching, and research. It recognizes its obligation to serve at the local, regional, state, and national levels through its academic programs, applied research, and professional services. Towson University is an integral partner with the state's community college system. The university serves a robust and growing transfer student population, focusing on program offerings, integration and success in completing their baccalaureate degree and beyond. As part of its pursuit to meet societal needs in a comprehensive manner, Towson University will maintain a wide range of baccalaureate programs while further developing graduate education, and expanding its focus on research, particularly in the applied fields.

As Towson University has grown, we strive to maintain our commitment to student-centered experiences that include frequent engagement with faculty and librarians through diverse course

formats and settings. This value is reflected in the master plan that calls for substantial modification to and growth of the academic precinct over the next 10 years. The plan includes a focus on designing new academic and academic support spaces which emphasize the values of interactive learning, informal teaching and learning communication, and individual student attention.

**IV. Institutional Objectives and Outcomes**

In keeping with the Towson University 2020 Focused Vision, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the university will pursue the following directions:

**We are committed to:**

- Rigorous undergraduate and graduate education,
- Expanded interdisciplinary and co-curricular experiences,
- Innovative community outreach to meet societal needs,
- The University Library as a center for intellectual inquiry, and
- Quality faculty and staff professional development.

Our undergraduate and graduate student learning outcomes include:

- Information literacy and technological competency
- Effective communication
- Critical analysis and reasoning
- Specialized knowledge in defined fields
- Working in multifaceted work environments
- Local and global citizenship and leadership

TU2020 is the evolution of Towson University's two previous strategic plans, TU2010 and TU2016 and focuses the action items into institutional priorities as presented.

**Academic Excellence & Student Success:** Towson University's top priority, academic excellence and student success, is dependent on the teaching and mentorship of faculty. Academic innovation through academic transformation and course redesign are central to enabling student success. We are committed to the continuous improvement process of examining programming, curricular and co-curricular offerings to ensure students have outstanding educational experiences and opportunities.

- 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.
    - Include diverse perspectives across the curriculum.
    - 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.
- Improve recruitment, marketing and outreach to make Towson a first choice institution for an increasing percentage of students.

We will continue to improve graduation completion and retention rates, close the achievement gap, ensure a seamless transfer process, and prepare globally conscious students for an expanding workforce.

- Optimize retention and time to graduation for all students.
  - Strengthen student advising.
  - Implement an early warning system to assist students throughout their academic career.
- 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.

**A Model in Higher Education through Innovation in Teacher and Leader Preparation, STEM Workforce Development, and a National and International Reputation for Arts and Arts Education:** Towson University will focus program enhancements in areas of existing strength. We will continue to lead the nation as an example of best practices in teacher preparation and school leadership. In addition to teacher preparation, we will reinforce and expand our contributions to workforce development in critical STEM disciplines such as cyber-security, forensic chemistry, and environmental science.

We will continue to expand our national and international reputation in arts and communication.

- Feature the arts, 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.
- Continually assess our success in meeting marketplace demands and continuing education needs through feedback from alumni, donors, employers and business and government leaders.
  - Right-size enrollment, faculty and staff to build capacity in high demand fields such as STEM, health professions and education.
  - Continue to develop and implement regular market research from opinion leaders, alumni and employers.

**Innovation, Entrepreneurship and Applied Research**

Towson University's focus on innovation and entrepreneurship facilitates collaborations and strategic partnerships with the community and state.

We will continue to support our faculty, staff and student applied research endeavors and connect their work to teacher transformation, innovation and entrepreneurship.

- 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 successful community outreach efforts and continue to enhance collaboration with our neighbors.
- 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.
- Communicate the significance of 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.

We will continue to promote economic and workforce development to keep the majority of Towson graduates working in Maryland.

- 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.

**Internships and Experiential Learning Opportunities**

Towson University will expand its emphasis on internships and experiential learning, and significantly increase corporate, educational, government and health care partnerships to help provide these opportunities.

- Increase corporate, educational, government, and health care partnerships to help provide internship and experiential learning opportunities.
    - Build upon successful community outreach efforts and continue to enhance collaboration with our neighbors.
    - Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the region.
- 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.
- 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.

**A Model for Leadership Development:** Towson University is rooted in our strong commitment to civic engagement, civility and ethics. The university supports personal and professional growth by recognizing and developing positive leadership philosophies and styles.
Our primary goal is to instill in our students the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are committed to increasing credit and noncredit opportunities in leadership development for our faculty, staff and students.

- Challenge, inspire and support members of the academic community to perform at the highest level.
    - Provide credit and non-credit bearing programming for students, faculty, staff and the community to develop and understand leadership philosophies and styles
    - Inspire students, faculty and staff 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.
    - Offer professional development programs on the use of online delivery and new technology to support faculty and students.
- 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.

**A Model for Campus Diversity**

Towson will further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming, and peaceful community respectful to all. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.

- 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.
    - Encourage broader participation in activities by all members of the university and greater community.

**Student, Faculty, Staff and Community Well-Being**

We are dedicated to continue to empower our campus and greater community to make choices for lifelong well-being and effective stewardship of our natural resources.

- 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.
- 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.
- 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.
- 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.

- 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.
- Maximize resources and success through stronger internal partnerships and collaborations.
    - Increase collaborations across the university.

**Excellence in Athletics**

Towson University is committed to a financially stable, gender-equitable, and competitive athletics program. The university will continue to support these goals by placing academics first. We will support opportunities for all Towson University students to participate in a range of sports activities and leadership opportunities that support physical well-being and personal excellence.

- Feature athletics as a key component 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.

# University of Baltimore

## 2014 MISSION STATEMENT

**March 31, 2014**

### 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
- 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 provides high-quality, career-oriented education at the bachelor's, master's and professional-degree levels, including offering a select number of applied doctorates. UB's faculty, staff and students apply their expertise and University resources to current economic, social and political problems, all under a shared understanding of Knowledge That Works. Located in midtown Baltimore, in the heart of the cultural district, the University contributes significantly to the city's academic, economic and cultural vitality. UB is committed to valuing and enhancing its connection to Baltimore and to continuing development of its campus. The University works diligently to invite capable students, diverse in identities and experiences, to pursue their education in a culturally rich urban environment.

UB uses the synergy among its four schools to provide multidisciplinary academic programs that ensure responsiveness to 21st-century urban and global challenges within and across professions and geographic boundaries. UB is also committed to developing and sustaining cooperative programs with other USM institutions and with other public and private institutions in areas of complementary strength and to building upon UB's rich history of collaboration with Maryland's community colleges.

The AACSB International-accredited Merrick School of Business offers undergraduate and graduate programs designed to empower students to be knowledgeable and responsive business leaders. The school supports an Entrepreneurship Fellows program as well as accounting honors and business honors options for undergraduates. The faculty's strength

is in its dedication to both teaching and research. Its centers of excellence—the Jacob France Institute and the Center for Entrepreneurship and Innovation—provide impactful programs and research to and for the business community and local, state and federal government agencies.

The College of Public Affairs emphasizes applied and professional programs in an interdisciplinary context, including a graduate program in Nonprofit Management and Social Entrepreneurship offered jointly with the Merrick School of Business. Its graduates possess the theoretical knowledge and substantive skills necessary to enhance the governmental and nonprofit organizations in which they work and practice. The M.P.A., Criminal Justice and Health Systems Management programs are accredited or certified, and the college is also home to the Schaefer Center for Public Policy, the pre-eminent public policy research center in Maryland.

The Yale Gordon College of Arts and Sciences offers undergraduate and graduate programs in its divisions of Applied Behavioral Sciences; Legal, Ethical and Historical Studies; and Science, Information Arts and Technologies and in the Klein Family School of Communications 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. The college is recognized as the heart and center of creative, cultural and intellectual excellence with distinction for experiential learning and for commitment to promoting high-quality, innovative and interdisciplinary applied liberal arts and sciences for a digital world.

The School of Law, one of only two law schools in Maryland, educates leaders in government, the judiciary and private law firms across the region. Faculty members are both major scholars in the field and experienced practitioners. Areas of faculty strength include clinical legal education, family law, intellectual property law, international law, litigation skills, criminal practice and taxation law.

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. Students self-report that 53 percent are U.S. minority, 38.7 percent are African-American and 58 percent are female. UB aims to be especially responsive to the needs of students with disabilities. The average age of UB students is 29.9, with undergraduate students averaging 28.7, graduate students averaging 33 and law students averaging 27.9. Graduate and law students make up 46 percent of all UB students.

UB's plans for future academic programs include:

- expansion of baccalaureate, master's and advanced certificate programs in technology and applied fields
- development of additional applied doctoral programs similar to the J.D., D.S. and D.P.A. in areas of UB's particular strengths and of societal need
- growth in online, hybrid and distance-learning curricula and in the use of supporting technology (e.g. social networking, mobile communication, collaboration tools and

webcasting) in both credit and noncredit programs, including e-learning instructional design and measurement
- development of new continuing noncredit education programs that provide opportunities for local professionals and leaders to advance skills and expand impact both within their profession and the local community and region.

Carnegie Classification: Master's Colleges and Universities (larger program)

## 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. UB is committed to enhancing student access and achievement, including access for students of underrepresented minority groups, older students and returning students, ensuring them opportunities for academic success.

More than 90 percent of UB's core, tenure and tenure-track faculty members hold a terminal degree in their respective fields. Work-life and workload policies and reward structures are designed to promote 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.

A major institutional goal is to ensure success of UB's graduates in a digital information- and media-oriented society. UB places a high priority on integrating technology enhancements into instruction across all fields. Transformation of the traditional library to a learning commons with renovation and expansion of library functions and collaborative learning spaces is critical to success in this area. A large and growing number of classroom courses provide online components as a complement to UB's growing online course and program array, all supported by the library's expanding collection of digital resources.

UB has strengthened its commitment to incubating creative ideas, spurring entrepreneurial projects and developing teaching and learning initiatives among its faculty and staff by creating an Office of Academic Innovation. Under its umbrella fall a teaching and learning center, the honors program and an experiential-learning program. The office is responsible for supporting, coordinating and institutionalizing creative and innovative approaches to teaching, student learning, curriculum and program development, and promoting and demonstrating student achievement.

UB emphasizes quality in scholarly activities, as measured by peer-reviewed publications, juried creative works, 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 local or regional impact; in addition, much of this research is conducted through its research centers. Many faculty members combine research and service by analyzing important public-policy issues. Faculty research from AY 2004-05 to AY 2012-13 produced 227 books, 1,533 refereed articles and approximately $53 million in sponsored research.

UB is committed to community engagement and experiential learning through reciprocal partnerships that advance student learning and faculty scholarship as well as revitalize urban life in Baltimore and its surrounding region. Academic and student affairs program conduct several community engagement initiatives collaboratively. 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, nonprofit groups and K-12 education. College readiness programs serve hundreds of Baltimore city high school students each year.

As an anchor institution in midtown Baltimore, UB is an integral, engaged partner in the growth of the city's cultural center. UB has invested in new buildings, renovated existing structures and implemented streetscaping to enhance the neighborhood and contribute to its economic and cultural vitality. It has also developed a student residential facility in collaboration with the private sector and expanded area partnerships to enable more students to live near the University and participate fully in campus and urban life. UB is committed to urban environmental sustainability in both its programmatic offerings and its campus practices.

## 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:

- enhance the learning experience at UB as measured by retention, progression and completion rates; student satisfaction indicators; and job placement data
- support the creation, development and implementation of transformative, 21st-century academic models, programs and pedagogies
- align graduate and professional education and curricula with changes in professional disciplines and market conditions
- grow programmatic offerings at the Universities at Shady Grove
- 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
- maintain a welcoming and vibrant campus for commuter and residential students
- remain an active, engaged and contributing partner to the health and prosperity of Baltimore, Maryland and the region.

# INSTITUTIONAL MISSION STATEMENT

# UNIVERSITY OF MARYLAND, BALTIMORE

## SUMMARY MISSION STATEMENT

### Mission

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

### Vision

The University will excel as a pre-eminent institution in our missions to educate professionals, conduct research that addresses real-world issues affecting the human condition, provide excellent clinical care and practice, and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and interprofessional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

## INSTITUTIONAL IDENTITY

### Brief Description of the Institution

The University of Maryland, Baltimore (UMB) was founded in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 65 buildings in West Baltimore near the Inner Harbor. UMB is Maryland's only public health, law, and human services university. Its seven professional and graduate schools train the majority of the state's physicians, nurses, dentists, lawyers, social workers, pharmacists, as well as a substantial number of the state's biomedical scientists. Under the leadership of President Jay A. Perman, MD, the University is a leading partner in the redevelopment of Baltimore's Westside. The University of Maryland BioPark, which opened in October 2005, promotes collaborative research opportunities and bioscience innovation. Sponsored research totaled $479 million in Fiscal Year 2013. With 6,284 students and 6,966 faculty members and staff, the University is an economic engine that returns more than $15 in economic activity for every $1 of state general funds appropriation. The University community gives more than 2 million hours a year in service to the public.

## The Schools

The following is a brief history of each the seven schools in the order in which they were founded.

*Medicine*

The Maryland General Assembly chartered the *College of Medicine* in 1807; it is now the nation's fifth oldest and first public medical school. In 1812, the Maryland General Assembly rechartered the College of Medicine as the *University of Maryland* and expanded its mission.

*Law*

The forerunner of the law school, the Maryland Law Institute, was opened in 1824.

*Dentistry*

The world's first dental college, the *Baltimore College of Dental Surgery*, was chartered in 1840.

*Pharmacy*

In 1841, the Maryland General Assembly chartered the *College of Pharmacy*, making it the fourth oldest pharmacy school in the nation.

*Nursing*

In 1889, Louisa Parsons, a colleague of Florence Nightingale, established the *School of Nursing,* one of the nation's oldest formal nursing training programs, at the University of Maryland.

*Graduate*

To promote and enhance research, scholarship, and advanced study, the *Graduate School* opened in 1918.

*Social Work*

In response to growing social and cultural needs, the *School of Social Work* opened in 1961.

## Distinguishing Attributes

*Professional and Graduate Education*

As the State of Maryland's academic health, law and social work institution, the University of Maryland, Baltimore includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. Our student mix differs markedly from other University System of Maryland institutions. Only 12% of our students are enrolled in our three baccalaureate degree programs; namely, nursing, dental hygiene, and biomedical research and technology. The remaining 88% of students are in post-baccalaureate 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, toxicology, 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, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

*Clinical Care and Service*

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.

*Biomedical Research*

UMB builds upon its excellence in basic science and biomedical/biohealth research to develop large, 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 53 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, University of Massachusetts, Worcester, and University of Texas Health Sciences Center, San Antonio.

## INSTITUTIONAL CAPABILITY

### Interprofessional Education

Interprofessional education (IPE), a priority at UMB since the arrival of Dr. Perman as president, reached new heights in 2013 with the formation of the Center for Interprofessional Education and the launch of UMB's first IPE Day. The Center, which will serve as a resource and as a connector for IPE initiatives across UMB, is headed by Jane M. Kirschling, PhD, RN, FAAN, who, in addition to being the Center's director and University director of IPE, is dean of the School of Nursing. The Center will advance President Perman's vision for preparing all UMB

students to provide high-quality, affordable health care and human services within a team-based model. Formation of the Center was announced at IPE Day in April 2013. During this event, 309 health and human services students and 114 faculty gathered to form multidisciplinary teams to tackle complex scenarios such as "Crossing the Line," a case staged at the School of Dentistry in which a child's broken teeth may be a clue to child abuse. IPE Day was planned by members of an IPE task force formed by President Perman in December 2010. Since then, health fairs and Interprofessional Critical Care Simulation exercises have emerged, as well as an annual Interprofessional Patient Management Competition, where teams of students representing UMB's schools pool their knowledge to devise a treatment strategy for a hypothetical patient whose case presents complex medical as well as legal or social issues.

**Community Engagement**

When former UMB President David J. Ramsay, DM, DPhil, made the University of Maryland BioPark a reality in 2003, extending the University's reach across Martin Luther King Jr. Boulevard for the first time, he was hailed for bringing hope to the struggling Poppleton community that borders the BioPark. President Perman, Ramsay's successor, has taken community commitment several steps further. Through the President's Outreach Council, which is now a part of UMB's new Center for Community Engagement, Dr. Perman oversees an expanded partnership with community schools—such as Vivien T. Thomas Medical Arts Academy, Southwest Baltimore Charter School, and George Washington Elementary School—to help meet identified needs of children and their families. An executive team is working with community groups to develop a West Baltimore initiative to foster an environment that enables young people from elementary school through college to prosper. Reducing chronic absenteeism in targeted local schools is a key goal, as is creating a pipeline to success for children with an interest in careers in health care and law. The search is currently underway for an executive director of community initiatives. Working directly with the UMB president, this position will direct and coordinate initiatives that enhance the community and the University through the establishment of an enduring umbrella of coordinated programs.

**MPowering the State**

In March 2012, the USM Board of Regents, with guidance from the Maryland General Assembly, charted a bold new course by bringing the leading institutions in the system—UMB and University of Maryland College Park (UMCP)—together through the *MPowering the State* initiative to jointly compete for funding for collaborative projects. This initiative uses the resources of the two universities to better serve students, attract more exceptional faculty and researchers, and boost research, technology transfer and commercialization. While *MPowering the State* is just getting started, it has already had a profound impact on technology transfer and commercialization efforts at UMB and UMCP. For example, faculty and students from computer science and engineering at College Park are partnering with the experts in drug design and medical treatment at Baltimore. Fifty-five million in collaborative research projects have been proposed through December 31, 2013 and $25 million in collaborative research grants have been awarded to the two universities so far this fiscal year.

## Economic Growth and Vitality

UMB is a catalyst for new businesses and innovations in health care. The University returns $15.52 for every $1 of state General Funds invested. In addition to employing thousands of Marylanders, UMB research provides the foundation for new medical treatments and diagnostic tools. Our researchers collaborate extensively with 300 pharmaceutical and biotechnology companies to bring new drugs, diagnostics, and medical devices to the market. Over 140 companies are working to commercialize technologies invented by our faculty. These efforts create jobs, with the 35 companies and research centers currently in the University of Maryland BioPark employing over 600 people. The BioPark, which blends scientific advancement and economic growth, continues to be an important focus. In the past seven years, the BioPark has opened three research buildings and a parking garage. A total of 475,000 gross square feet have been built, 100% of which is leased. 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. A new Proton Therapy treatment facility is under construction and will open in 2015 to treat patients with a variety of cancer diagnoses. 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 BioPark is a model of economic development and is 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, nurses, attorneys, social workers, dental hygienists, biomedical researchers and technicians. UMB continues to be 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 doctoral 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 will institute six Advanced Practice Registered Nurse (APRN) specialties in its doctor of nursing practice in fall 2014, while continuing to offer master's specialties in several other areas.

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 section, the campus is emphasizing interprofessional education as the wave of the future in health care delivery.

## INSTITUTIONAL OBJECTIVES AND OUTCOMES

### Strategic Planning

UMB has a long, illustrious history of achieving excellence and providing benefit to the state. However, the University, like all institutions of higher education, finds itself in challenging times. Yet these challenges also provide great opportunities. The University's strategic plan is designed to take advantage of these opportunities. UMB created its strategic plan in careful alignment with the University System of Maryland (USM) Board of Regents' strategic plan. The plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to realize its completion. Hundreds more participated in town halls, interactive feedback sessions, focus groups, surveys, and provided online feedback. The participation was exceptional, but perhaps more impressive is the genuine enthusiasm at all levels for moving the University forward.

Eight themes were identified as major areas of focus for the strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and community focus groups, developed the goals and tactics for each theme.

The themes are as follows:

1. Achieve Pre-Eminence as an Innovator
2. Promote Diversity and a Culture of Inclusion
3. Foster a Culture of Accountability and Transparency
4. Excel at Interdisciplinary Research and Interprofessional Education, Clinical Care and Practice, and Public Service
5. Develop Local and Global Initiatives that Address Critical Issues
6. Create an Enduring and Responsible Financial Model for the University
7. Drive Economic Development
8. Create a Vibrant, Dynamic University Community

The implementation of the strategic plan is guided by the following *Core Values,* as defined during the planning process:

- *Accountability:* The University is committed to be responsible and transparent in all areas.
- *Civility:* Professional, ethical, respectful and courteous interactions are the expectation.
- *Collaboration:* Teamwork fosters insightful and excellent solutions and advancement.
- *Diversity:* The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions and leadership.
- *Excellence:* The University is guided by a constant pursuit of excellence.
- *Knowledge:* The University's industry is to create, disseminate and apply knowledge.

- *Leadership:* The University continuously strives to be a leader and to develop leaders.

Strategic plan funding for Fiscal Year 2014 (July 1, 2013, through June 30, 2014) was recently approved with the Executive Implementation Committee (EIC) allotting $500,000 in one-time funds and $600,000 in recurring funds. When this $1.1 million is added to the $1 million in recurring funds that were part of the FY13 first round of funding, a total of $2.1 million is being invested into strategic plan initiatives this year.

The strategic plan includes 134 tactics — measurable steps meant to put the plan into action. In FY13, 61 tactics were selected to go forward, 15 of which received funding. In FY14, 19 new tactics were selected by the EIC to move forward. Of those, 12 required no funding. Four involved one-time funding, while five received recurring funding. Two of those tactics received both one-time and recurring funding.

The University's complete strategic plan which includes goals, tactics, and metrics for evaluating outcomes can be found at: http://www.umaryland.edu/strategicplan/

**Diversity and Inclusion**

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP PROMISE Program. This Program has been a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the Diversity Advisory Council (DAC), which was established by Dr. Perman within months of his arrival as president, received a 2013 Higher Education Excellence in Diversity (HEED) national award. The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the

extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

## CONCLUSION

Simply stated, UMB's mission is to improve the human condition. Accordingly, 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.

UMBC

AN HONORS UNIVERSITY IN MARYLAND

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

As an honors university, UMBC aspires to be one of the finest of the new American research universities that effectively blend 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 participation in research projects, and service to the community. Members of UMBC's faculty are selected and promoted on the basis of their scholarly and creative productivity, successful teaching, and service to the profession and the public. They are at the forefront of their fields, nationally and internationally, and apply their knowledge and scholarship in 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. The University is sensitive to the needs of non-traditional, evening, international, and part-time students. The needs of these students are addressed increasingly through flexible programs and through programs, certificates, and courses delivered asynchronously off campus. Also, as UMBC's reputation for excellence grows, so do the numbers of students from beyond the region and State who seek admission.

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 students in the sciences and engineering. Its emphasis on quality, high achievement, and the integration of research, teaching and learning, and civic engagement is designed to prepare all students for success in graduate and professional education as well as success in the workplace.

UMBC will achieve national recognition as the best public research university of its size and will maintain its Doctoral/Research–Extensive Carnegie classification. UMBC has emerged as a major center for intellectual 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 an optimal array of undergraduate and graduate-level programs. UMBC intends to expand existing areas of strength at the undergraduate and graduate levels, including credit and non-credit offerings in information systems and computer science at the graduate level, and to build on internal research strengths unique to the campus to develop offerings in emerging fields, such as bioscience and environmental science. The University will also continue to enhance its academic program and strengths in the arts, humanities, social sciences, and engineering, and will expand the capacity of its programs to help address K-16 issues.

UMBC will consider different delivery modes for its programs, especially at the graduate level, so as to maximize the number of citizens who have access to its programs. This will include program delivery at Shady Grove and other centers when resources permit; web-based courses and programs; expanded access to library resources; partnerships with other institutions permitting them to use UMBC-developed courseware; and continuing education initiatives offering 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, and technology transfer program. UMBC will continue to expand its research funding, diversify its funding sources, and involve private enterprise in sponsored programs across disciplines.

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 technology fields, 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 technological 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 cutting-edge 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 link research and public policy analysis with business and government.

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, will attract corporations with the potential to complement many of UMBC's academic and research programs. A growing 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.

UMBC is a national leader in promoting 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.

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, especially 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 aspires to be one of the nation's best public research universities of its size as it combines the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC faculty seek to integrate research, teaching and learning, and civic engagement so that each advances the others for the benefit of the State and society.

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

1. To enhance the quality of undergraduate education: by ensuring that all students have access to an honors university experience that is defined by a strong liberal arts and sciences core, is enriched by research and service learning experiences, incorporates technology across the curriculum, and cultivates a sense of civic responsibility; by strengthening the first-year experience program to assist freshmen and transfer students making the transition to UMBC; by expanding campus programs and services that support the success of all UMBC students; by improving the articulation of transfer students; by demonstrating our commitment to high quality teaching through a vital faculty development program; and by expanding the array of academic program options available to students;
2. To promote cutting edge 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 campus community: by maintaining a campus climate that promotes equality, diversity, respect and support; by building on our success in minority achievement and expanding the capacity and reach of current programs that support the advancement of minorities and traditionally underrepresented groups; 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 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 and the business community; and by continuing to work together with UMB to address research and technological 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 supports, enhances, and reflects our educational priorities and research agenda.

UMBC

AN HONORS UNIVERSITY IN MARYLAND

UMBC Mission Statement, Strategic Planning &
the 2013 Maryland State Plan for Postsecondary Education
Addendum

## UMBC 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. UMBC 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.

## UMBC'S MISSION AND STRATEGIC PLANNING PROCESS

UMBC's current mission is aligned with the 2013 Maryland State Plan for Postsecondary Education and the university's strategic plan, UMBC Strategic Framework for 2016. Given both those factors, UMBC will not revise its mission at this time.
We have begun the multi-year process of developing a new strategic plan, *Our UMBC: A Strategic Plan for Advancing Excellence*, which will guide the university beyond 2016. Plans for UMBC's next capital campaign, campus master plan, and Middle States 10-Year Review will reflect findings and strategies emerging from the strategic planning process. Investment and implementation will begin during our 50th anniversary year in 2016.

## ALIGNMENT OF UMBC'S CURRENT MISSION WITH THE GOALS OF 2013 MARYLAND STATE PLAN FOR POST SECONDARY EDUCATION

*Goal 1) Quality and Effectiveness*
Serving the State of Maryland and its citizens within its current mission, UMBC was ranked this year by *U.S. News & World Report* as the # 6 national university for the "Best Undergraduate Teaching," a measure of our "commitment to undergraduate teaching." That ranking places us alongside colleges such as William and Mary, Berkeley, Princeton, and Brown. UMBC has consistently ranked in the top 10 on this list. UMBC's Undergraduate Research and Creative Achievement Day is widely considered a national model for promoting and supporting undergraduate research. About 40 percent of our students enter graduate school immediately after graduating, and employer assessments of alumni are very positive. Regarding research production, UMBC is classified by the Carnegie Foundation as a Research University (High Research Activity) and ranks eighth among U.S. universities in NASA funding, according to the NSF HERD Survey of FY11 (the most recent year for which data are available).

*Goal 2) Access, Affordability, and Completion*
Within its current mission, UMBC's STEM Transfer Student Success Initiative, funded by the Bill and Melinda Gates Foundation, is building a national model for ensuring more transfer students complete four-year degrees. Gates Foundation funding allows delivery of broad support to science, technology, engineering, and mathematics (STEM) transfer students. One focus is streamlining the transition process for students arriving from two-year institutions. The initial collaboration is between UMBC and four partner community colleges: Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College. UMBC's iCubed study, funded through the National Science Foundation, is examining the effectiveness of a variety of learning interventions for STEM students. *Kiplinger's Personal Finance* magazine named UMBC one of its best values in public colleges for 2014.

*Goal 3) Diversity*
Vital to UMBC's current mission is being one of the most diverse universities in the country. We serve students representing a cross-section of our State – by gender, race and ethnicity, family income, and first-generation college status – as well as students from more than 100 countries. We have found minimal difference in academic performance across those diverse groups. In fact, African American freshmen at UMBC graduate at a higher rate than the overall freshman population and a higher rate than the USM average. The Meyerhoff Scholars Program continues to be at the forefront of efforts to increase diversity among future leaders in the STEM fields. We have identified two areas for focus as we continue to improve diversity: Women are underrepresented in certain STEM fields, such as engineering and IT, and minority men in STEM who transfer from two-year colleges are not as academically successful as students who begin their studies at UMBC. The STEM Transfer Student Success Initiative outlined above is designed to address the latter issue. To address the representation of women in engineering and IT, we have increased investments in our Center for Women in Technology, including creating a new Cyber Scholars Program with a focus on recruiting women in cybersecurity.

*Goal 4) Innovation*
Operating within its current mission, UMBC has worked with USM in support of developing innovative approaches to teaching and learning. The Chemistry Discovery Center, the CASTLE for active learning in natural and life sciences, and the Hrabowski Innovation Fund for faculty projects are just a few examples of the avenues through which UMBC supports and encourages innovation. Our Alex. Brown Center for Entrepreneurship is a leader in developing entrepreneurship education outside of the business school environment, and the center continues to expand its entrepreneurship programming with a grant from the Kauffman Foundation. Further, UMBC is helping to lead a new national movement around campus and community engagement. The initiative on our campus, known as BreakingGround, launched in 2012 and supports inventive courses, community engagement activities and online conversation. In recognition of our innovative approaches, *U.S. News & World Report* has named UMBC the #1 national "Up-and-Coming" university in the country for five years in a row.

*Goal 5) Economic Growth and Vitality*
Within its current mission, UMBC has been a leader in Maryland in teaching, learning, research, and technology transfer in the STEM fields. The *bwtech@UMBC* Research and Technology Park serves more than 100 companies in fields such as cybersecurity and the life sciences, and it is a critically important incubator for the economic growth and vitality of Maryland. With its strong focus on STEM education, UMBC is a major contributor to the highly-trained labor force that that is needed to fill the many STEM jobs in Maryland. In addition, the new UMBC-UMB Research and Innovation Partnership Seed Grant

Program provides start-up funds for research collaborations that show great potential to bring new federal and private funding to Maryland and to develop technologies for commercialization.

*Goal 6) Data Use and Distribution*

Operating within its current mission, UMBC's newly-renamed Office of Institutional Research, Analysis and Decisions Support (IRADS) and its Division of Information Technology (DoIT) have actively participated in USM and MHEC initiatives in data use and distribution. DoIT has worked with USM on the development of state IDs for students. IRADS staff have served on all the MHEC committees making changes in data collection processes. IRADS staff also have worked with MHEC, USM, and other institutions in planning new data definitions, and UMBC volunteered as a pilot institution in that initiative. In addition, UMBC has been an early leader in making data available to faculty, staff, and administrators across the campus, providing tools for them to access data easily through the new REX system. This system enables faster and more sophisticated use of data for crucial analysis and decision-making, and it plays an important role as UMBC continually improves its performance in support of the 2013 Maryland State Plan for Postsecondary Education. Our faculty and administrators regularly publish articles on trends in data warehousing and analytics, and we are a national leader in data-driven decision-making.

## MISSION STATEMENT
**University of Maryland Center for Environmental Science**

## SUMMARY MISSION STATEMENT
Through its four laboratories distributed 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 joint degree programs with USM institutions, particularly through the System-wide graduate programs in Marine- Estuarine-Environmental Sciences (MEES), in which UMCES has a leading role. In addition, UMCES offers post-baccalaureate certificates in specialized areas for professional development. 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 in collaboration with 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 the 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 in excess of its state support; promoting economic development; conducting outreach to state and federal agencies; and collaborating 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 UMCES is scientific discovery leading to comprehensive scientific knowledge of our environment and the societal 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 joint degree programs with USM institutions. Most are enrolled in the System-wide graduate programs in Marine- Estuarine-Environmental Sciences (MEES) and Toxicology, and in graduate programs in Wildlife/Fisheries Biology and 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, biotechnology, seafood processing, etc.) through technology transfer directly and via collaboration with 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 and isotopic measurements; 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: (1) interdisciplinary research in estuarine and coastal dynamics; (2) environmental biotechnology; (3) fisheries ecosystem science; (4) environmental chemistry and toxicology; (5) the ecology of terrestrial landscapes and watersheds; and (6) cycling, transport, and effects of nutrients. Building on these foundational strengths, the Center's strategic plan focuses on five topics that address needs for the future: (1) understanding genetic regulation of key ecological processes and applying this knowledge, (2) supporting resilient ecosystems and human health across the land-ocean continuum, (3) evaluating and communicating the environmental opportunities and consequences of energy production alternatives; (4) understanding, evaluating and reducing the environmental consequences of the demand for water for agricultural, industrial and human use; and (5) enhancing the capacity for international collaboration and training to develop expertise in environmental research, application and management.

**Collaboration**. A hallmark of the UMCES science is a collaborative, multidisciplinary approach to discovery, integration, application, and teaching in response to the challenging environmental issues of the 21st century. The Center's faculty members actively collaborate with each other, 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 80 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 sustain and conserve marine resources; evaluation and development of bio-energy production; environmental observation and sensor development; environmental toxicology and remediation; marine biomedicine development; and sustainable ports and urban 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, environmental managers and entrepreneurs; 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 and federal agencies, as well as 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 UMCES 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 from diverse sources;

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, particularly through the Integration and Application Network (IAN) and the National Socio-Environmental Synthesis Center (SESYNC), which facilitate 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 UMCES 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. In 2013 UMCES was given the legislative authority to award graduate degrees jointly with public senior higher-education institutions in Maryland and to award post-baccalaureate certificates. UMCES was subsequently granted Candidacy for Accreditation status by the Middle State Commission on Higher Education. Progress will be reflected in part by:

   a. completion of a self-study that leads to full accreditation during 2015-2016;

   b. effectiveness in leading the reform and curriculum restructuring of the Marine-Estuarine-Environmental Sciences program and improving its national ranking;

   c. increased enrollment together with stronger qualifications of entering graduate students and greater professional success (awards, placement, etc.) of degree recipients; and

   d. establishment of a successful program for continuing education

for environmental science professionals, including post-baccalaureate certificates.

4. Expand the role of UMCES 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, the nation and the world. 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 its vision as an internationally preeminent center for advanced research in the marine and environmental technologies.

**Mission and Goals Statement**
**University of Maryland, College Park**
March 31, 2014

## Summary of Mission Statement

The mission of the University of Maryland, College Park is to provide excellent 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 being a preeminent national center for research and for graduate education, and 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 62 members of the Association of American Universities, comprising the leading research universities in the United States and Canada. The University creates and applies knowledge, nourishing a climate of intellectual growth and providing outstanding instruction and 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. The University offers faculty and students a vibrant ecosystem that nurtures and encourages innovation and entrepreneurship is a variety of ways. As a public flagship campus, the university is committed to providing high quality educational opportunities that are affordable by all students regardless of family income.

The excellence of the University's faculty, staff, and students is vital to these activities. The University counts the diversity of its community as among its greatest strengths and integral to its mission of excellence, and 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, recruiting and graduating talented students from traditionally underrepresented groups, and providing a supportive climate for their health, well-being, and professional growth 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 nourishes a climate of intellectual growth, advances knowledge and provides outstanding and innovative instruction 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 challenging and rewarding education and training 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 with faculty mentors who are leaders in their fields. The University recognizes the importance of educating all undergraduate and graduate students to engage, interact, and work effectively in a diverse world. 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, through embracing a climate of academic freedom. 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, its graduate and undergraduate student government associations, 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. The University will also look to other Big Ten public flagship institutions for benchmarks on academic performance and funding. With a large number of nationally ranked doctoral programs and a distinguished faculty, 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 general education program encourages students to study large societal problems from disciplinary and interdisciplinary perspectives, to develop their skills in communicating across diverse cultures, and ensures training in written and oral communication and fundamental mathematics. Opportunities for student-centered learning include nationally recognized living-learning communities, intensive experiential programs, and internships, research experiences, and service learning opportunities. University programs contribute to the State's critical work force needs in education, STEM disciplines, and health-related fields. 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.

With a $3.4 billion annual impact on the State, the University of Maryland is an important partner, providing technology-based solutions for Maryland citizens, creating new companies from UM technologies, and helping the Maryland Small Business sector grow. The 128-acre University of Maryland Research Park gives the university the ability to attract new research activities and businesses to the state, and international businesses to Maryland through the International Incubator. The University's strong liberal arts and humanities programs provide opportunities to work with area resources, including the Library of Congress, National Archives and the Smithsonian Institution. Because of the depth of knowledge possessed by faculty across many disciplines, the University of Maryland has forged strong relationships with major federal and State agencies, national laboratories, corporations, non-profit organizations, other educational institutions, and local school districts. Partnership agreements with many federal

agencies and local industries support research and training for graduate and undergraduate students. The Institute for Bioscience and Biotechnology Research provides a unique opportunity for enhanced collaboration between the University, the University of Maryland, Baltimore, and NIST, supporting development of biotechnology in the State. Through the MPowering the State initiative and UM Ventures, the University of Maryland, College Park and the University of Maryland, Baltimore are creating new resources in technology transfer, public health, and agricultural services throughout the State.

The University of Maryland is strong across disciplines. It is at the forefront of advanced 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 a diverse educational system, and offers innovative pathways to teacher certification.

**Institutional Objectives and Outcomes**

In accordance with the 2013 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 that 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, to enroll, retain, and graduate more students from traditionally underrepresented groups, and to become the school of choice for more of the highest achieving students graduating from Maryland high schools.

Objectives:

1. Increase the retention and graduation rates of all undergraduate students and continue to reduce the time to graduation. Continue to reduce the achievement gap for African American/Black, Hispanic, and low-income students.
2. Increase the amount and flexibility of financial aid available to students, with the goals of increasing accessibility, reducing the debt burden of our graduates, and reducing the number of students who leave the university prior to graduation due to financial reasons.

3. Increase the number of STEM graduates by creating new programs, increasing instructional capacity in existing STEM programs, improving success rates in early courses, and providing early exposure to research and scholarship.
4. Continue to implement a 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. The General Education curriculum provides students with opportunities to develop cultural competence, to recognize human differences, and to appreciate their value in plural societies.
5. Improve student learning and success through innovative teaching methods, including the expanded use of technology, alternate delivery formats, and options for collaborative and active learning. This also includes enhanced opportunities for learning outside the classroom through research projects, internships, and service learning.
6. Expand opportunities for students to develop skills and habits of mind to tackle the world's toughest challenges by infusing the undergraduate curriculum with elements of focus on innovation and entrepreneurship.
7. Enhance opportunities for global engagement by increasing the enrollment of international undergraduate students, increasing opportunities for students to participate in outstanding and enriching international programs, and creating deep and sustained partnerships with key international peer institutions.
8. Increase the number of 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.
9. Continue to improve pathways for transfer students in our undergraduate programs on the College Park campus and at the Universities at Shady Grove.

## II. Graduate Education

The University of Maryland will continue to provide the highest quality graduate and professional education at all levels. 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. Continue to develop 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 graduate students.
2. Expand the diversity of the graduate student body through collaborations with USM partner institutions that focus on recruitment, academic success, professional development, and the creation of a supportive work environment for all students.

3. Expand opportunities for graduate students to study and/or conduct research in international venues and increase international collaborations between UMD programs and top research universities around the world.
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.

## 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, both through enrollment of a diverse student body and through increased recruitment and retention.
2. Develop and implement recruitment and retention strategies to increase the diversity of our faculty and staff. Increase the percentage of tenure-track faculty from traditionally underrepresented groups who are hired and who are promoted, tenured, and retained. Increase the percentage of tenure-track women faculty in STEM fields who are hired and who are promoted, tenured, and retained.
3. Continue to strengthen the academic curricula to better include diverse content and perspectives and to enhance the use of a variety of pedagogical approaches for diverse learners.
4. Continue to develop and implement initiatives to build a greater sense of community among faculty, staff, students, and alumni.
5. 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. Research and Innovation

The University strives to be recognized as a world center for the creation and dissemination of knowledge across all disciplines, and for its application for the good of humanity, by addressing major societal issues and expanding the frontiers of knowledge that will allow us to take our place among the very finest research universities in the nation and the world.

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. Expand interdisciplinary research and educational programs that address major intellectual and policy issues of critical importance to the State, the nation, and the world.
2. 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.
3. Continue to develop and facilitate access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning.
4. Strengthen technology transfer and research commercialization activities by streamlining processes that will enhance collaboration with industries, by nurturing new entrepreneurial and enterprise development endeavors, and strengthening the University's licensing and patenting infrastructure. These efforts are leveraged by the new UM Ventures and the Maryland Innovation initiatives, in collaboration with the University of Maryland, Baltimore.

**V. 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 and research 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. 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.
2. Continue efforts to create a vibrant Route1 corridor in collaboration with the College Park community, by building market rate graduate and faculty housing integrated with retail, office, and hospitality-centered establishments.
3. Continue to work with the College Park residents to prioritize public safety and opportunities for excellent K-12 education in the community.
4. Continue to develop M Square Research Park, increasing collaborative research and professional employment to enhance the State's economic competitiveness.
5. Increase the scope, impact, and success of the University's international programs, partnerships, and collaborations.

6. 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.
7. 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.

## VI. 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, students, and staff to excel in all facets of their work. This includes resources for mental and physical health, and policies and procedures that support work-life balance.
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, including a process of continuous review of the allocation of space resources that reflects the best use of our facilities in support of the University's research and academic mission.
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

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**4/14/14**

## MISSION STATEMENT

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

## INSTITUTIONAL IDENTITY

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment. 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 a mission focused on learning, discovery, and engagement. This is consistent with valuing the scholarship of faculty in discovering new knowledge, and disseminating and applying it 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. These aspirations are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution. Founded in 1886 under the aegis of the United Methodist Church, UMES is proud of its long history of continuous educational service.

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), included the disciplines of agriculture 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, and the exponential growth of information communication technology. Just as the focus on agriculture 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 global agenda. UMES is committed to providing an array of undergraduate and graduate programs in an environment that is responsive to global perspectives in education. The University aims to imbed internationalism in selected 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 University of Maryland Extension Service and the Agriculture Experiment Station, UMES works collaboratively with the University of Maryland College Park, the 1862 land-grant institution. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hospitality and Tourism Management (HTM) Program's provision of well-trained personnel for state and national tourism industry, and the work of faculty researchers that relates to conservation and use of natural resources including water, plant, and animal diversity exemplify this responsiveness. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, managerial, organizational, and internet assistance. The seafood, poultry, and fresh produce initiatives assist businesses with the development of procedures that maximize quality, safety, and profitability of food products through the use of applied research, certified training, and educational materials.

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

UMES supports the Eastern Regional Higher Education Center (ERHEC) at Wye Mills. Specifically, the Department of Human Ecology and Chesapeake Community College have implemented a 2+2 Child Development Program that is offered via distance education. Further, Allegany Community College of Maryland, Frostburg State University, and UMES collaboratively offer HTM course work to the Western Region. Additionally, UMES' Hospitality and Tourism

program and Construction Management Technology program are offered at the USM Universities at Shady Grove.

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

While the Carnegie Foundation classifies UMES as a Masters Small Programs, the University aspires to achieve Doctoral/Research University (DRU) classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Physical Therapy, (c) Organizational Leadership, (d) Educational Leadership, (e) Toxicology, and (f) Marine Estuarine and Environmental Sciences (System–wide). 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.

**INSTITUTIONAL CAPABILITIES**

UMES views, with pride, its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. Toward that end, the University offers programs and assistance that attract, serve, retain, and graduate first-generation college students, nationally-recognized scholars, and international clientele as part of its core capacity. Students come from over 70 different countries. At the faculty level, the University is impressively diverse, with a variety of highly qualified faculty from various ethnic backgrounds.

Research and development activities focus on faculty and student development, agricultural and environmental sciences, renewable energy resource development, health sciences, and international development. Through those focus areas, UMES plays a pivotal role in responding to local, state, and international priorities through the unique initiatives as described below.

Faculty and Student Development

The university supports the Maryland State plan to develop a 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. As such, UMES is an ideal venue for field trips and instruction for the UMES/Salisbury University dual degree program in biology and environmental sciences. Coupled with the UMES MEES program are excellent facilities, which prepare post-secondary students for careers in research and public policy that support a sustainable harvest and conservation of the state's and nation's living marine resources.

Agricultural and Environmental Sciences

The UMES Coastal Ecology Teaching and Research Center (CETRC), located at Assateague Island (six miles from the Chesapeake Bay and thirty miles from the Atlantic Ocean), plays a significant national role in the diversification of the work force of the National Oceanic and Atmospheric Administration (NOAA).

The Center for Research Excellence in Science and Technology (CREST), which includes UMES (lead institution), the Virginia Institute of Marine Science, the Institute for Marine and Environmental Technology (IMET), and Morgan State University, is funded by the National Science Foundation (NSF). The CREST Center's research focuses on the effects of: (1) land use and climate change on water quality; (2) water quality changes on microscopic algae and seaweed, including harmful species; (3) environmental factors on zooplankton populations, which serve as food for commercially and ecologically important fish species; (4) low dissolved oxygen and pollution on fish populations such as Atlantic croaker; and (5) water quality changes on the infection of blue crab by the parasite *Hematodinium* and on blue crab distributions in Maryland's coastal bays.

Renewable Energy Resource Development and Implementation Strategies

UMES is currently leveraging the 17-acre, 2.2 MW solar farm located on its campus. The facility currently supplies approximately 15% of the university's electricity needs. The university is committed to utilizing the engineering, agricultural and natural science faculty for the development of renewable energy resources and implementation strategies. This includes the investigation and use of solar, wind and biological resource development. By deploying state-of-the-art wind measurement equipment, UMES engineering and engineering technology department faculty are developing wind resource evaluation standards for Maryland's Eastern Shore. The biological energy recovery is focused on implementation of biodiesel and chicken-litter digestion technologies. There are also plans to develop smart grid technology that will efficiently combine all three energy utilization technologies.

Health Sciences

After the establishment of a novel, 3-year accelerated Pharmacy program at UMES, the faculty in the areas of Pharmacy, Physical Therapy and Physician Assistant are investigating new ways of treating patients. In the area of physical therapy, research is being conducted on capturing patient motion through the utilization of computer monitoring and simulation. The University also offers a hub to blend the experiences of students who major in health professions, coupled with research opportunities that motivate them to pursue graduate degrees in the health sciences.

International Partnerships

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

**INSTITUTIONAL OBJECTIVES AND OUTCOMES**

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

The 2011-2016 Strategic Plan represents the collective effort of administrators, faculty, staff, students and community stakeholders.

UMES' overarching goals that are consistent/aligned with the goals and themes of the University System of Maryland have been carefully developed through to address UMES' priorities over the next 5-10 years. The themes are as follows:

Theme 1: Access, Affordability and Attainment
Theme 2: Economic Development and Competitiveness
Theme 3: Academic Transformation
Theme 4: National Eminence
Theme 5: Efficiency and Effectiveness

The goals are also aligned with the 2009 Maryland State Plan for Post Secondary Education including investing in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) and health care programs.

**GOAL 1: Develop, strengthen, 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.**

1.1 Promote and support college readiness and retention to graduation.

1.2 Expand the capacity to offer unique and/or critical undergraduate, graduate, and professional academic programs that address regional workforce needs.

1.3 Develop a comprehensive international program to support: (i) student study abroad, (ii) international students and scholars, (iii) globalization of the curricula, and (iv) linkages with international institutions.

1.4 increase student enrollment, retention and graduation rates in the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) fields.

1.5 Increase enrollment of community college transfers, non-traditional students, and veterans.

1.6 Obtain and retain the Carnegie Doctoral Research University (DRU) Classification.

1.7 Obtain national program accreditations for eligible programs; and reaffirmation of accreditation for existing programs.

**GOAL 2: Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness.**

2.1 Develop a culture of innovation and entrepreneurship.

2.2 Enhance existing successful research initiatives to become recognized centers of excellence.

2.3 Expand partnerships with: (i) business and industry, (ii) governmental agencies, (iii) community-based organizations, and (iv) other institutions of higher education.

2.4 Enhance interdisciplinary research opportunities to impact the quality of life for all Maryland citizens.

2.5 Increase revenue opportunities for faculty and students.

**GOAL 3: Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and competed globally.**

3.1 Support online course transformation and redesign.

3.2 Upgrade instructional technology services.

3.3 Increase student retention; four and six-year graduation rates.

3.4 Improve the teaching/learning environment.

3.5 Develop and implement the "Maryland Compact for Student Learning, Leadership Development, and Civic Engagement."

3.6 Enrich the campus and community environment.

**GOAL 4: Improve academic and administrative systems to facilitate learning, discovery and community engagement; to gain national and international eminence.**

4.1 Improve structure for attracting, developing and retaining high quality and diverse students.

4.2 Improve the structure for attracting, developing and retaining high quality and diverse faculty and staff.

4.3 Promote philanthropy as a cornerstone of the university's agenda.

4.4 Develop and implement a comprehensive marketing plan that will "brand" the institution.

4.5 Obtain reaffirmation of accreditation from Middle States Commission on Higher Education (MSCHE).

**GOAL 5: Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.**

5.1 Enhance research and laboratory facilities.

5.2 Continue to implement cost savings/avoidance measures.

5.3 Reduce the campus carbon footprint.

5.4 Improve teaching, research and learning facilities.

5.5 Invest in new teaching, research, living and learning facilities.

5.6 Continue to implement an integrated institutional strategic plan which links planning, decision-making, enrollment management, budgeting, resource allocation, and evaluation.

5.7 Enhance the system for monitoring progress and institutional priorities.

March 31, 2014

# UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
# MISSION AND GOALS STATEMENT
# 2014

## SUMMARY MISSION STATEMENT

The mission of University of Maryland University College (UMUC) 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 through online and face-to-face delivery, 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 higher education;
(3) Continue as a leader in distributed education.

UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates, through courses offered both online and on-site. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to educate 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.

In support of the emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership. In addition, through UMUC's Inn and Conference Center and the Academic Center at Largo, the university hosts professional conferences and meetings that support the economic and societal needs of the State.

## INSTITUTIONAL IDENTITY

UMUC is a well-respected and widely recognized leader in online 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, both online and on-site.

UMUC's focus is on the adult learner. This focus supports the university's longstanding relationship with the Department of Defense and its military contracts in Europe, the Middle East and Asia. The focus on the adult learner is core to UMUC's programs and services for non-military students, who comprise about half of UMUC's student population. The average age of UMUC's undergraduate student population is 31 years old; most are employed, married and have

children. As a group, these students have attended an average of five other colleges or universities before transferring to UMUC and the university aims 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 53 other community colleges outside of Maryland, representing 24 states. These relationships are an integral part of the university's identity and account for the fact that UMUC takes more transfer students than any other college or university in the State.

As an open university committed to providing access to all students who wish to pursue higher education, UMUC does not employ selective admissions to undergraduate programs, but instead admits all applicants who have earned a high school diploma or the equivalent. Likewise, most UMUC graduate programs require only a baccalaureate degree for admission.

UMUC has a richly diverse student body, faculty and staff. In fall 2013, 38% of UMUC's stateside undergraduate students and 45% 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 2013, 33% of UMUC bachelor's degrees, 43% of its master's degrees, and 47% of its doctoral degrees were awarded to African-American or Hispanic students, totaling more than 3,000 degrees. Thirty-three percent of UMUC's full-time faculty and staff are African American or Hispanic.

UMUC's Carnegie classification is Master's - Larger Programs. 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 and cybersecurity, education, technology and other fields. The emphasis within the university has been and will continue to be on applied, workforce-related programs and continuing education that responds to market needs. UMUC is adept at understanding and 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 external validation of its academic programs through blue ribbon advisory groups of nationally-known practitioners, through its partnerships to provide instructional programs to local employers, and through its learning outcomes assessment initiatives. 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 and quality of student services and academic support.

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are *scholar-practitioners* 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, the university's financial model is based on tuition revenues, and all programs must be self-supporting.

UMUC is a globalized American institution whose academic, technical and business operations are integrated across the United States, Europe, Asia and the Middle East, requiring staff to work together across time zones and allowing students to move seamlessly from one division to another. UMUC's contracts with the Department of Defense have given the university a global perspective and have prepared it to pursue international relationships outside of the military contracts with universities in Russia, Indonesia, Dubai, and South Africa.

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. The Board of Visitors, representing the highest ranks of leadership in the public and private sectors, the military, and higher education, advises UMUC's president on matters related to strategy, planning, and operations.

The university serves the State and its citizens by preserving and exhibiting collections of the UMUC Arts Program, which includes one of the world's largest collections of the work of Maryland artists (including Gladys Goldstein, Herman Maril, Doris Patz Collection, and a major permanent exhibit featuring the work of Joseph Sheppard), as well as a significant collection of Asian art. Selections from UMUC's collections are on display in the public spaces at the Inn and Conference Center. The Arts Program furthers the university's goal of promoting lifelong learning and serves as a unique focal point for engagement with the community. 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. In support of the teaching mission, UMUC offers professional development opportunities for its faculty in techniques of online education and adult learning. UMUC has developed an extensive IT infrastructure, student support services, library resources and business process to enable its programs to be offered 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 that are directly targeted on workforce needs. All university degree programs are mapped to core competencies desired of UMUC graduates and ongoing curricular improvements are informed by a sustained learning outcomes assessment program. The university maintains the currency of its workforce programs by using high-level advisory boards of industry and government representatives and by forming partnerships with employers in areas that align with UMUC's academic programs.

In support of these core capabilities, the university has built a strong Institutional Advancement Office to raise scholarship funds and other resources to serve the needs of UMUC students. The

Office of Institutional Research and the Office of Business Analytics draw upon a robust data warehouse, Business Intelligence tools and an analytic staff to conduct evaluation and assessment of UMUC's programs as well as developing predictive models for the future. In all of the areas of its activity, academic and administrative, the university has defined key metrics to regularly measure its performance. These metrics are displayed in administrative dashboards that identify the most critical areas of the university's activity and allows systemic accountability to manage for results.

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

**State Plan Goal 1: Quality and Effectiveness. Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state, and the nation.**

- The university has engaged in a major curricular redesign at the undergraduate level to align programs with student learning outcomes and to ensure that students learn what the programs are intended to teach. Across all programs in the Undergraduate School, the common set of core outcomes 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.

- UMUC aligns its academic programs with market needs, using its network of employer contacts and data on growing needs in the workforce to make decisions about programs to be developed.

- UMUC's learning outcomes assessment program provides data about the success of the university's programs in developing student competencies and promotes 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 by the UMUC experience when comparing the skills and knowledge of entering and graduating student groups.

- UMUC aligns the content of its academic programs with the criteria of professional certification 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.

**State Plan Goal 2: Accessibility, Affordability and Completion. Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.**

- UMUC is unique among public four-year higher education institutions in Maryland in utilizing an open admissions system. At the undergraduate level, UMUC requires only a high school diploma for admission; SAT or ACT scores are not required, nor is there a minimum high school grade requirement. Similarly, at the graduate level, most programs

require only an earned bachelor degree for admission, and a minimum grade point is not a criterion for admission. By focusing on access rather than selectivity in admissions, UMUC provides underserved segments of the population with an opportunity to earn a college degree. An open admissions process requires that UMUC have the flexibility and capacity to provide seats to all students who wish to enroll.

- To ensure a range of educational opportunities to citizens throughout the State, UMUC will continue to offer degree programs at regional higher education centers around the State, to offer programs on military installations. At the same time, UMUC will continue to offer high quality online programs, accessible to students throughout the state, the nation, and the world. Providing educational opportunities close to home and the workplace, or online, not online serves to make education accessible but also serves to reduce the cost, for both the student and the institution, by making on-campus residential facilities unnecessary.

- In an initiative to further reduce the cost of education, UMUC is working toward using free (often open-source) textbooks and/or replacing the traditional textbook—in every course—with a set of high-quality and up-to-date electronic resources that are aligned with student learning outcomes. These resources will be free to the student in most cases.

- 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. A $1.2 million award from the Kresge Foundation has funded a joint effort with Prince George's Community College and Montgomery College to develop a predictive analytics model that will enable the institutions to provide targeted interventions to those transfer students most in need of support.

- UMUC will continue its emphasis on seeking scholarship funding to support students in critical workforce need areas, such as cybersecurity, STEM certification fields within the program leading to the Master of Arts in Teaching (MAT), and others. UMUC also provides scholarships specifically for community college transfer students.

- The university has a number of targeted interventions to support student retention and degree completion, including the university's predictive analytics initiative, which will lead to a better understanding of the needs of UMUC's students and how the university can help them be academically successful.

**State Plan Goal 3: Diversity. Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.**

- UMUC's mission as an open admissions university serving adult students through online and on-site formats brings educational opportunities to a diverse student population.

- The university's scholarship program with needs-based criteria supports those who may not easily be able to afford the cost of postsecondary education.

- The university has and will continue to implement a program to support the success of all students and to close the achievement gap to ensure that African-American, Hispanic, and low-income students graduate at the same rate as the student population as a whole.

**State Goal 4: Innovation. Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.**

- UMUC has completed an ambitious project to redesign the entire undergraduate curriculum, in order to provide consistent and predictable learning experiences for students, to provide a seamless pathway for students to complete a program worldwide, to 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 has more firmly anchored curriculum development in learning outcomes.

- At both the undergraduate and graduate level, UMUC is embarking on an initiative to re-format the curriculum of every program to a competency-based approach. Competency-based education allows students to processed at their own pace, incorporate knowledge and skills already gained from the workplace, and demonstrative mastery of the subject matter using real-world assessments.

- To support the transition of the curriculum to a competency-based approach, UMUC will enhance its current process for prior learning assessment to ensure that all entering students, undergraduate and graduate, have the opportunity to receive academic credit for skills and knowledge that they already possess from job training, military education, and other sources. Prior learning assessment directly supports improvement of degree completion rates.

- UMUC is implementing an updated learning management platform to support the online delivery of its degree and certificate programs to a state-wide, national and international audience. The learning management platform will be part of a constellation of online systems to fully support students, wherever they are.

- UMUC has a strong and broad cadre of teaching faculty. To support its faculty, the university's Faculty Development Office serves as the locus for a wide array of faculty training, from an initial course in online teaching to numerous specialized online workshops intended to help faculty enhance their skills in targeted areas. The Faculty Development Office administers a program of professional development opportunities for both full-time and adjunct faculty, including grants to fund travel to professional conferences. UMUC will continue to offer teaching opportunities to large numbers of adjuncts and will likewise invest in their development as faculty.

**State Goal 5: Economic Growth and Vitality. Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.**

- UMUC contributes to the economic growth and development of the State of Maryland through its focus on the education and training of the State's workforce. Examples are its programs in cybersecurity and STEM certifications within its Master of Arts in Teaching program. UMUC's strategic plan provides for tracking workforce needs and developing academic programs through the doctoral level to meet such needs.

- Through its Office of Corporate Learning Solutions, UMUC seeks educational partnerships with corporate and government entities in order to serve specialized workforce development needs.

- UMUC seeks opportunities to enhance its academic programs to provide the best possible opportunities to develop 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. Through the National Leadership Institute, UMUC offers Maryland's employers the opportunity to develop the leadership skills of their managers. UMUC's goal is to provide programs to support a broad spectrum of Maryland's workforce.

**State Goal 6. Data Use and Distribution. Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.**

- To support internal decision-making, UMUC is developing a suite of dashboards that display key metrics that update instantly and allow managers to track their unit's effectiveness in meeting university goals.

- To provide transparency to students and the public, UMUC has agreed to participate in the College Portraits initiative, formerly known as the Voluntary System of Accountability (VSA).

- UMUC is a collaborating with other universities across the country in the Predictive Analytics Reporting (PAR) Framework, a non-profit multi-institutional data mining collaborative. The PAR framework brings together two- year, four- year, public, proprietary, traditional, and progressive institutions to collaborate on identifying points of student loss and to find effective practices that improve student retention in U.S. higher

education. With twenty participating institutions, over 1,700,000 anonymized student records and 8,100,000 institutionally de-identified course level records, the PAR Framework applies descriptive, inferential, and predictive analytical data mining techniques to a single, federated dataset to better gauge risks and implement interventions that remove barriers to student success. The PAR Framework is an initiative of the Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies (WCET).

## INSTITUTIONAL OBJECTIVES AND OUTCOMES

UMUC's objectives for the 2013-2017 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 competency-based education.

- 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.

- Continue to 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 UMUC's core values where employees are empowered, supported, and provided with professional career development to enable UMUC to achieve its mission.

### Access, Affordability and Opportunity (Goals 2 and 3)

- Support a student population of a diversity and size that serves the state of Maryland's national and international educational interests.

- Enhance UMUC's leadership position in the education of individuals who are serving in or affiliated with the military.

- Develop strategies that will enable a new business model rooted in a more highly diversified revenue portfolio, including a healthy endowment.

- Strengthen UMUC's fiscal viability by improving effectiveness and efficiencies.

### Promotion of a highly qualified workforce (Goal 5)

- Ensure that UMUC's 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.

**Transformation of the learning process through innovation and use of data to support decision-making (Goals 4 and 6).**

- Employ innovative technology to transform the learning process while supporting student success.

- Employ data-driven decision-making in development of academic programs and student support student programs, and in management of the institution toward overall achievement of its goals.

MORGAN STATE UNIVERSITY

GROWING THE FUTURE • LEADING THE WORLD

Office of the President

June 30, 2014

Catherine M. Schultz
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Schultz:

On behalf of Morgan State University, please be advised that the University submits no changes to its current institutional mission statement to the Maryland Higher Education Commission.

Kind regards,

David Wilson
President

**MHEC Statement of Mission and Goals, 2014**
**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 approximately seventeen hundred 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 a GPA over 3.3, and the middle two quartiles (middle 50%) of applicants had a total average SAT score in the range of 1070-1310.

In addition to our degree-seeking students, the College serves the needs of the local community and region. The campus regularly hosts lectures and performances to which the local community is invited – most of these are provided free of charge to both campus and community constituencies. For

instance, the College hosts a very popular River Concert Series, 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 has been an integral part of the Strategic Plan of the College. 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 approximately two-thirds of St. Mary's graduates pursue graduate or professional education within ten years of graduation; 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, artists, and researchers. They regularly publish and present scholarly and creative work in local, regional, national, and international venues. 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, the Mellon 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 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. The College also maintains an Educational Partnership Agreement with the Patuxent River Naval Air Station in nearby Lexington Park and with the Patuxent Partnership. The Patuxent Partnership has provided essential support for the College's expansion of the physics major to include curriculum in applied physics. 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, the Smithsonian Institutions, Solomons Environmental and Archaeological Research Consortium (SEARCH), and of course with our state-endorsed affiliation partner, Historic St. Mary's City. Our students benefit from a wide variety of internship opportunities, facilitated by the Career Development Center.

*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. The College recently upgraded its wireless capacity to facilitate this goal.

*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. Approximately half of each graduating class in the past five years has participated in one of our international study programs.

The College administers many semester- or year-long, bilateral exchange programs, including those established with Heidelberg University in Germany, James Cook University in Australia, the University College of Dublin, Sciences Po in Paris, the University of Bordeaux in France, Fudan University in China, Lingnan University in Hong Kong, 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 Middlebury College and Keble College in Oxford, England; the Institute for Central American Development Studies (ICADS) in Costa Rica; and programs in Italy, Spain, Thailand, and 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 Greece for ancient philosophy and history; in India and Thailand for studies of religion and culture; in The Gambia for anthropological and sociological field study. 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.

*Maintaining Cost Effectiveness.* Institutional operations were found to be efficient in recent assessment reports from peers and consultants. Recent state funding has allowed the College to reduce its tuition rate by 8 percent. Enrollment challenges and rising expenses have created pressures on the College's budget, necessitating budget reductions in recent years. The College strives to continually assess whether it is distributing its resources effectively to meet its goals and objectives: a current focus is on the most effective distribution of financial aid to attract and retain high quality students regardless of their ability to pay. 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, such as museum studies, environmental studies, education, public policy, history, and the STEM fields.

*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. The College provides space for local high school graduations, hosts the Chesapeake Bay Aquatic Club practices and meets and numerous athletics camps for regional students.

*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. For instance, the Center co-sponsors an annual Patuxent Defense Forum, which provides an opportunity for rich interaction between internationally-recognized experts on defense issues to present and discuss ideas. Participants include academics, military and government officials, and members of the defense contractor community. The Center also hosts events on Constitution Day, the Schaefer Internship Program, candidate debates, and the Bradlee Lecture.

Institutional Objectives and Outcomes

The College will begin its strategic planning process in the 2015 – 16 academic year. The strategic priorities identified in that plan will reflect the State of Maryland's Plan for Higher Education.

The College's most recent strategic plan identified the following major priorities:

*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. Ensure a high quality and rigorous academic program.

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff..

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

Goal 5. Obtain additional external funds to support institutional goals.

The St. Mary's College of Maryland most recent outcomes associated with each of the Managing For Results (MFR) objectives are provided below.

**Goal 1.** Ensure a high quality and rigorous academic program.

**Objective 1.1** 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.

**Outcome 1.1** In 2014, 82% of the graduating class successfully completed a one-on-one learning experience.

**Objective 1.2** Maintain a full-time faculty of which 95 percent are tenured or tenure-track and 98 percent have terminal degrees.

**Outcome 1.2** In 2014, 94% of all full-time faculty are tenured or tenure-track; 100% of full time-faculty have terminal degrees.

**Objective 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1 and average class size to not exceed 15.

**Outcome 1.3** In 2014, the student:faculty ratio is 10:1, and the average class size is 12.3.

**Goal 2.** Recruit, support, and retain a diverse and qualified 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.

**Objective 2.1** Recruit a qualified and diverse entering class with the following attributes of the entering class: Median verbal and math combined SAT score of at least 1250, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 20 percent, students from first generation households enrollment of at least 20 percent, and Pell grants disbursed during their first year student enrollment of at least 20 percent

**Outcome 2.1** In 2014, median SAT was 1190, 27% of the entering first year class were minorities, 10% were from out of state, 19% were first generation, and 25% received Pell grant disbursements. The average high school GPA was not calculated for 2014, but is being collected for future classes. The average high school GPA was 3.34 in 2013.

**Objective 2.2** Maintain 4-year graduation rates for all students (75 percent), all minorities (63 percent), African-American students (55 percent), all first generation students (70 percent), and all student with a Pell Grant disbursed during their first year (62 percent). Maintain 6-year graduation rates for all students (82 percent), all minorities (74 percent), African-American students (71 percent), all first generation students (80 percent) and all Pell Grants disbursed during their first year (70 percent).

**Outcome 2.2** In 2014, the four-year graduation rate for all students was 65%, for all minorities it was 58%, for African-American students, it was 43%, for first-generation students, it was 58%, and for students with Pell grants in their first year, it was 55%. The six-year graduation rate for all students was 81%, for all minorities it was 80%, for African-American students it was 77%, for first generation students it was 84%, and for students with Pell grants it was 80%.

**Objective 2.3** The first to second-year retention rate will be 90 percent.

**Outcome 2.3** In 2014, the first-to-second year retention rate was 90%.

**Objective 2.4** The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (15 percent and 28 percent), and women (50 percent and 50 percent).

**Outcome 2.4** In 2014, 17% of tenured or tenure-track faculty were minorities and 49% were women. In 2014, 24% of all full-time staff were minorities, and 56% were women.

**Goal 3.** Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

**Objective 3.1** 68 percent of student needs is met by awarding any need-based aid.

**Outcome 3.1** In 2014, 71% of student need was met by awarding need-based aid.

**Objective 3.2** Create a sustainable strategy through institutional need-based awards and connecting students to external scholarships and grants to allow for an average need-based award of $9,975.

**Outcome 3.2** In 2014, the average need-based scholarship and grant awarded (for those with need-based aid) was $11,349

**Goal 4.** Increase student contributions to the Maryland community and to the state and national workforce.

**Objective 4.1** 80 percent of graduating seniors will have performed voluntary community service while at SMCM.

**Outcome 4.1** In 2014, 62% of graduating seniors report having performed voluntary community service while at SMCM.

**Objective 4.2** 60 percent of graduating seniors will have participated in a paid or unpaid internship.

**Outcome 4.2** In 2014, 47% of graduating seniors report having fulfilled a paid or unpaid internship.

**Objective 4.3** The rate of employment among five-year out alumni will exceed 95 percent.

**Outcome 4.3** In 2013, 95% of five-year out alumni were employed. In 2014, unforeseen problems with the alumni survey make this metric not available. These errors have been corrected for subsequent alumni surveys.

**Objective 4.4** At least 65 percent of the five-year-out alumni of St. Mary's College of Maryland will pursue an advanced degree.

**Outcome 4.4** In 2014, 44% of alumni were pursuing or had obtained an advanced degree five years after graduation.

**Goal 5.** Obtain additional external funds to support institutional goals.

**Objective 5.1** Grow endowment market value to $35 million by fiscal year 2018.

**Outcome 5.1** In 2014, the endowment market value was $29.1 million.

**Objective 5.2** Maintain total philanthropic commitments of $3.5 million by fiscal year 2018.

**Outcome 5.2** In 2014, total philanthropic commitments were $2.0 million.

**Objective 5.3** Maintain scholarship philanthropic commitments of $1 million by fiscal year 2018.

**Outcome 5.3** In 2014, annual scholarship philanthropic commitments were $646,281.

**Objective 5.4** Maintain the amount of annual federal funds and private grants at a minimum of $2.5 million.

**Outcome 5.4** In 2014, total annual federal funds and private grants were $3.6 million.

**Objective 5.5** Reach annual requested grant amounts of at least $4.5 million.

**Outcome 5.5** In 2014, the dollar amount of annual grants requested by faculty was $2.8 million.

Community Colleges (16)

Allegany College of Maryland
Anne Arundel Community College
Baltimore City Community College
Community College of Baltimore County
Carroll Community College
Cecil College
Chesapeake College
College of Southern Maryland
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*

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

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

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

4. To support an environment that promotes quality teaching and learning.

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

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

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

8. 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.

9. 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 2013-2017 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, and one-year Certificates, as well as Letters 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 although there are also students enrolled to transfer and in Early College courses offered for high school students. Because of its unique service radius and proximity to West Virginia and Pennsylvania, ACM serves a large regional population. Eighty-four percent of ACM students are Caucasian, which is a general reflection of the ethnic demographics of the region. Minority student populations have increased over the last five years. Many 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 needs in the regional job market.

The Maryland Higher Education Commission has designated certain instructional programs at Maryland community colleges as statewide designated 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 colleges within the State. Also,

since residents of one county can enroll in designated programs in other areas with reduced costs depending on state funding availability, there is less need to have all programs available locally. Programs with these designations promote access and affordability (State Plan 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 Plan Goal 1 to "...enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its 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 the Allegany County Public School System, with a significant increase in the enrollment of this population. The College has 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 the Allegany County Public School System: Office technologies, hotel and restaurant management, radiologic technology, massage therapy, medical assistant, automotive technology, multimedia technology, computer technology, culinary arts, medical laboratory technology, nursing, physical therapist assistant, occupational therapy assistant, respiratory therapist, and criminal justice. We have agreements in place with other school systems in Maryland in the following areas: culinary arts (Washington County); hotel and restaurant management (Washington County); forestry technology (Carroll County, Washington County); automotive technology (Garrett County); and 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); massage therapy (Mineral County); medical assistant (Mineral County); radiologic technology (Mineral County); and practical nursing (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, nursing, forestry technology, occupational therapy assistant, radiologic technology, respiratory therapist, culinary arts, hotel and restaurant management, office technologies; Blair County: office technologies, hotel and restaurant management; Cambria County: nursing, medical laboratory technology, automotive technology; Franklin County: automotive technology; Somerset County: forestry

technology, automotive technology, culinary arts, 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: Frostburg State University (Health Sciences, Criminal Justice, Computer Science and Technology); California University of Pennsylvania (Business Administration, Business Management, Criminal Justice, Criminology, Professional Golf Management, Nanotechnology); Mount Aloysius (Nursing); The Pennsylvania College of Technology (Automotive Technology); Pennsylvania State University (Nanofabrication Manufacturing Technology); Saint Francis University (Business Administration, Computer Science); Shippensburg University of Pennsylvania (All ACM Programs); Potomac State College of West Virginia University (Business Management, Criminal Justice); West Virginia University (Forest Technology); and Virginia Polytechnic Institute and State University (Forest Technology).

## 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***. *Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state and the nation.*

Maintaining quality programs is an integral part of the College's mission. The College ensures program quality by designing and revising career programs to provide graduates with high levels of occupational skill necessary to meet contemporary workforce needs. Additionally, the college maintains transfer programs that articulate with other higher education institutions. By measuring performance of both students and teachers, the College ensures that 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-returning students, graduates, employers, and the general community; advisory committee feedback; external reviews by national or state accrediting agencies; faculty evaluations; student tracking systems; and internal study documents.

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.*** *Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.*

The College is an open-admission institution that accepts students from various walks of life, from dual-enrolled students still in high school to mature adults who are transitioning from one career to the next to senior citizens who might take courses for personal enrichment. The College maintains access through a number of outreach activities including a vigorous student recruitment program, special tuition discounts for early college (dual-enrolled students), coursework offered at local high schools and other off-campus sites, and numerous courses available via distance education. The College uses several technologies to provide distance learning educational opportunities, including a teleconferencing system for interactive courses among campus sites and a web-based learning management system for online courses. The College continues to offer an affordable tuition in comparison to Maryland four-year schools and currently offers approximately 1,200 scholarships valued at over $550,000 each year. In the fall of 2013, the Allegany County Commissioners established a scholarship program to benefit students who attend Allegany College of Maryland. Realizing that the future well-being of Allegany County is dependent on having an educated and skilled workforce, the commissioners developed a resolution and memo of understanding to provide additional financial resources to increase educational opportunities, enhance economic development, and support the continued well-being of our community. Administered through the Allegany College of Maryland Foundation, the following scholarships will be awarded to students who have resided in Allegany County for a minimum of three years: tuition subsidies for credit students with an unmet need, merit scholarships, continuing education and workforce development scholarships, and jump start early college scholarships. Funding, in excess of $350,000 annually, is anticipated to be provided to support this program.

***Diversity.*** *Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.*

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 2008-2013, minority enrollments increased from 396 to 465 with the largest component being African Americans. The number of international students has decreased from 54 to 41 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). Implementing a recommendation from the Diversity Task Force, the College now operates the Center for Diversity & Student Engagement through Student Life. Diversity programming for students and employees is provided or supported by the Diversity Center, Student Life, Student Government Association, and various student clubs and campus organizations including Democracy Commitment, Culture Club, and Peace Studies Club. Other College offices and personnel including Residence Life, Instructional Affairs, Admissions/Registration, Advising, and Continuing Education provide direct services to diverse student populations and support diversity initiatives. The College's annual Diversity Plan Progress Report is available by contacting the Office of Student & Legal Affairs or online at www.allegany.edu.

***Innovation***. *Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.*

***Economic Growth and Vitality***. *Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.*

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 local businesses, agencies and industries to develop and deliver training services.

The College's Center for Continuing Education staff are called upon by various economic development organizations to assist with presentations to prospective firms interested in locating or expanding in the Region. The College has focused on providing skills training for new 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.

***Data Use and Distribution***. *Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of state goals.*

The College generates and discusses a variety of data on a regular basis for both internal and external constituencies. Data are provided to the state of Maryland through MHEC on a continuous basis for the purpose of informing the legislature and general public about the activities and importance of higher education. Committees and groups within the College regularly discuss data about student behavior, demographics, and achievement so that the College can provide students with the most effective and relevant services possible. The Office of Institutional Research regularly provides data to any number of groups on campus for the purpose of improving services, decision making, and student outcomes.

## 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 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 campus buildings to meet student enrollment and projected needs to provide an accessible campus. The major renovation project outlined in the 5-Year Capital Improvement Program includes renovations to the Technologies Building. Completion of this projects is needed to maintain quality programs and will require State and local support.

**Objective #2:** 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 scholarships from companies, agencies, and individuals. The College's affiliated Foundations have been successful in helping to meet the needs of the College, as documented through a recent benchmarking initiative that has been completed for all Maryland community colleges and their affiliated foundations. Although Allegany County has the lowest median household income in the state, the success of raising private funds demonstrates the commitment of the College and the community. Allegany College of Maryland had the highest contributions and was second in net assets. When Full Time Equivalent (FTE) comparisons were analyzed, the College had the highest contributions per FTE, the highest net assets per FTE, and the highest endowment per FTE in the state as compared to every other Maryland community college. 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 of maintaining tuition levels that are affordable and competitive and increasing the number and amounts of scholarships and other financial aid available to students. Maintaining or increasing State and federal financial aid is, however, another critical component in making higher education a possibility for all Maryland residents.

**Objective #3:** Increasing students' success.

The College continues to have a goal of increasing students' success at the institution. In fall 2012, the College enhanced its commitment to student success by relocating tutoring areas enabling more students to be served. The Writing Center, Math Lab, and Academic Reading Center all saw large increases in student use as a result. A Completion Agenda Task Force was created in fall 2011 to research specific ways in which the college can help students succeed. The task force is comprised of faculty, administrators, and professional support staff and meets as a group through the academic year with sub-committees focusing on three goals of (1) Planning for Success, (2) Initiating Success, and (3) Sustaining Success. The entire student experience is being evaluated from the time a student first makes contact with the institution through his/her last semester of instruction. Members of the task force have attended the annual Completion Summit sponsored by the Maryland Association of Community Colleges to learn about best practices and how to implement them.

**Objective #4:** 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.

# *Anne Arundel Community College*
## Mission Statement for the Maryland Higher Education Commission
## June 10, 2014

### Introduction

Established in 1961, Anne Arundel Community College (AACC) is a nationally recognized, public, two-year institution and the largest single-campus community college in Maryland. Over half a million people call Anne Arundel County home, and the county continues to attract businesses and new residents because of its central location between Baltimore, MD, and Washington, DC; its proximity to Annapolis, the state capital; and the natural beauty and recreational opportunities offered by its 533 miles of shoreline.

This year, AACC will serve approximately 53,000 students who will enroll in more than 2,800 courses, both credit and noncredit, in more than 200 areas of study. The college also offers extensive lifelong learning opportunities and noncredit continuing professional education courses to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest.

The college is increasingly diverse, with 27 percent of credit students reporting they are from underrepresented groups (Black/African American, Hispanic, Asian, Native American, Native Hawaiian/Pacific Islander, Multi-Race). Of recent public high school graduates in Anne Arundel County who enroll in Maryland higher education institutions, 72 percent attend AACC. The median age of AACC students is 27 with the majority attending part time. AACC currently employs 259 full-time faculty, 933 credit part-time faculty of which 74 are special term contract faculty, 18 instructional specialists, and 264 noncredit part-time faculty.

AACC is one of the nation's 19 community colleges represented on the board of directors of the League for Innovation in the Community College. The college has been a member of the League for Innovation since 2004 when it was unanimously selected for its innovative programs and services, commitment to learning-centered education, and dedication to serving students and the community. Under Dr. Lindsay's leadership, in fall 2013 AACC was reaffirmed as a League for Innovation board member.

AACC's distance education is growing exponentially. The award-winning Virtual Campus, a model e-Learning provider, makes readily accessible AACC's learning programs supported by fully integrated and responsive student success services delivered locally, regionally, nationally, and globally. In fiscal year 2013, almost 51 percent of the credit student body took at least one credit course via distance education. Students can complete nine degrees and 30 credit certificates fully online.

Over the past several years, the college has made major capital improvements in the form of new construction and extensive renovation. These projects include a complete renovation of the

Careers Center (2009), the Andrew G. Truxal Library (2011-2012), and most recently, Ludlum Hall, the college's administration building (2013-2014). In addition to its 230-acre campus in Arnold, MD, AACC currently operates the following offsite locations.

Arundel Mills

AACC at Arundel Mills, designated a Regional Higher Education Center, is a four-story, 77,000-square-foot facility in Hanover, MD. It is home to the AACC University Consortium; through the consortium community residents have access to educational attainment beyond an associate degree. The partnership offers bachelor and graduate degree programs identified as in the greatest demand by the community and that align with AACC's associate degrees. The center also houses the Teacher Education and Child Care Institute; the Science, Technology, Engineering, and Mathematics (STEM) Center; the Physician Assistant program; student services; classrooms; and labs.

The Sales and Service Training Center

The Sales and Service Training Center at Arundel Mills works in partnership with the Anne Arundel Workforce Development Corporation and the Maryland Department of Labor, Licensing and Regulation to provide services to job seekers and employers at no cost through the One-Stop Career Center. AACC offers Adult Basic Skills and GED classes at the center.

Glen Burnie Town Center

AACC operates facilities in two buildings at the center in Glen Burnie, MD. The five-story Arundel Center North has classrooms, computer facilities, and student services. It is also home to AACC's Center for Workforce Solutions, which provides employee training and business services to companies, agencies, and organizations when and where the training is needed. The Hotel, Culinary Arts and Tourism Institute is housed in the second building, which is 10,000 square feet and has a commercial kitchen and training classroom.

Center for Cyber and Professional Training

The Center for Cyber and Professional Training in Hanover, MD, opened in fall 2012. The center's mission is to develop a highly knowledgeable, highly skilled cyber security workforce to support government and industry.

AACC also offers student services at the Fort George G. Meade Army Education Center and is a member of the Servicemembers Opportunity Colleges. The college participates in numerous military programs, including GoArmyEd, the Air Force's General Education Mobile initiative, the Reserve Officer Training Corps, and the Military Spouse Career Advancement Accounts.

The college offers additional classes at other county locations including schools, churches, and senior centers. The college also delivers Workforce Development and Continuing Education courses at various off-campus locations.

## Institutional Identity

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.

Strategic Plan: Student Success 2020
Building on the theme of the 2004 Reaffirmation of Accreditation, "The Learning College," the current mission has evolved from a teaching and learning perspective to a focus on student success. To this end, the college transformed the embodiment of student success into the Student Success 2020 (SS2020) initiative, which is now the college's strategic plan.

AACC launched SS2020 in December 2009 to help more students be more successful. AACC will measure student success in terms of educational goal attainment with emphasis on completion of degrees, certificates, and other workforce credentials, which continues to be our focus.

Fundamental to SS2020 is a commitment to maintaining the high quality and rigorous academic standards for which AACC is recognized locally and nationally. SS2020 identifies three strategic issues:

- Increase college access for all student populations
- Optimize student success and goal completion
- Maximize internal and external resources

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. To set our institutional direction for the future, college planners used trend data and acknowledged trend implications that influenced the state's planning initiative.

AACC 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: 72% of recent Anne Arundel County high school graduates enrolled in Maryland institutions of higher education attend 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, AACC 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 and 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 AACC centers on the following:

- 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; and
- 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.

As a matter of practice, the college reviews the mission statement during its strategic planning process as well as during the review that takes place when aligning the goals with the Maryland State Plan for Postsecondary Education. The mission statement was approved by the Board of Trustees in 2010 and approved again in June of 2014.

***State Goal 1 – Quality and Effectiveness. Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.***

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 16 community colleges serving the state of Maryland. AACC offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities.

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; 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.

As part of the normal process, the college assesses and evaluates the needs of our diverse learning community on an ongoing basis. We have strengthened partnerships with Anne Arundel County Public Schools (AACPS) both to communicate our capabilities and also to offer support to students who may need additional assistance to prepare for college success. Enhancing developmental education and creating transition courses from high school to college is a priority for faculty and staff. We continue to work with our four-year partners to enhance and create effective transfer agreements. These services are developed collaboratively by faculty and student services staff. In addition to working with our partners, the college has many data points to measure effectiveness and guide resource allocation. Data is evaluated by the Institutional Assessment Team and shared with the Strategic Planning Council.

The college continues to recruit a highly qualified and competent workforce that is charged with meeting the challenges of today's educational landscape. In addition, the college is committed to providing a variety of professional development opportunities for faculty, adjunct faculty, and staff. There is a robust platform of learning opportunities available to all faculty, adjunct faculty, and staff and a systematic way in which professional development is ingrained into the college. Many of the professional development opportunities are dedicated to enhancing learning and strategies for student success.

AACC is poised for the challenge to provide services for students from all backgrounds and levels of education. The college understands that future students may have more need of student support services to help them succeed. The college will continue to provide resources and seek additional resources to support student success as evidenced by Strategy 3.1 of the FY 2015-

2017 Strategic Plan: Secure traditional and non-traditional resources that support Student Success 2020.

***State Goal 2 – Access, Affordability and Completion. Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.***

AACC's Mission Goal 3, Access and Affordability, and Goal 6, Effective Management, address this state goal.

AACC enhances the success of low-performing, new, and underserved populations by working to make all programs and courses affordable to all who can benefit and by developing pathways to assist students in identifying career and academic goals, especially those in STEM, with a focus on open access and reducing time to completion. AACC is also focused on increasing college readiness through its developmental and gatekeeper courses.

The college also works to establish creative partnerships and academic programs to reduce the cost of college education. Specific examples include dual enrollment and college preparation courses. AACC is also committed to diversity in learning and identifies and enrolls non-traditional students and provides support for their success and completion.

As a public, comprehensive, open admission institution committed to affordable education, the Board of Trustees of Anne Arundel Community College recognizes the significance of keeping tuition and fees for credit and continuing education courses/programs affordable. However, this commitment calls for implementing new and creative strategies to save students money and time on their way to completion of a certificate, certification, or degree. As such, AACC extends non-traditional programming to enhance, accelerate, and lower the overall cost of credential attainment. The college is a leader in creating innovative ways to help students attain credentials and degrees by offering dual enrollment opportunities, college preparatory courses, new delivery formats for developmental education courses, financial aid literacy and financial planning seminars for students and their families, and a variety of non-traditional modes of course and program scheduling and delivery. AACC actively encourages enrollment of first-generation college and minority students and works to minimize achievement gaps in the success of both.

***State Goal 3 – Diversity. Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.***

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).

AACC's commitment to diversity is focused around three key components: climate, success, and cultural competency. First, the college strives to create a welcoming and accepting climate that supports the growth and development of all community members. The Office of Student Engagement provides extracurricular and co-curricular programming to raise awareness around diversity-related issues and to create a culture of respect and appreciation. There are also many

student clubs and organizations that provide support and community for historically disadvantaged groups.

Second, the college aims to close the achievement gap as part of its commitment to student success. AACC is part of the "Achieving the Dream: Community Colleges Count" national initiative to improve student success among low-income students and students of color. As part of this initiative the college has redesigned developmental English and math courses; improved resources for ACCUPLACER preparation; and reviewed orientation, advising, and late registration. The college also offers several support programs to support historically disadvantaged, underrepresented, and underprepared groups, including the Student Achievement and Success Program, which targets first-generation and minority students; the Summer Bridge program for African-American students; and the Adelante Bridge Program for Latino/Latina students. International students are provided with English Basic Skills courses and English as a Second Language tutoring. Similarly, AACC's Disability Support Services office provides a range of accommodations to ensure that students with disabilities have equal access to educational opportunities.

Third, AACC encourages cultural competency among faculty, staff, and students. All faculty and staff are required to complete a diversity training program, *Welcoming Diversity*. Furthermore, the college ensures that cultural competency is part of the curriculum. Students who complete an associate degree are required to take a diversity-designated course or fulfill a diversity sequence; the college's Curriculum Transformation Project offers professional development opportunities to support faculty in incorporating diversity-related content across their curricula.

To coordinate and provide oversight of diversity initiatives, the college has a campus-wide Diversity Committee as well as a Diversity Plan that is reviewed annually. Our commitment to diversity is demonstrated by the newly created position of Chief Diversity Officer to help address student, faculty, and staff diversity across our college community.

***State Goal 4 – Innovation. Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.***

AACC's Mission Goal 1 is Excellence in Teaching and Learning, and 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 college'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 objectives uphold AACC's mission focus on learning and support a culture of innovation where students and graduates of AACC are "among the best-prepared citizens and workers of the

world." AACC's strategic plan, Student Success 2020, empowers faculty and staff to increase access for all student populations, support student retention and completion, and maximize internal and external resources to further student success and completion. These efforts have resulted in many grassroots innovations that have had immediate results and will have long-term impact.

In alignment with the College Readiness and Completion Act of 2013, AACC's Admissions and Advising departments have more effectively integrated student support services into a comprehensive continuum of proactive student support from recruitment to graduation; instituted policies, procedures, and specialized support and retention systems to enable underrepresented and at-risk students to succeed at the college; and implemented a student tracking/quality assurance system that monitors and responds to student progress. Additionally, degree pathways with project benchmarks have been developed for each academic major, and students are required to develop and file a formal degree plan in consultation with their academic advisor.

To enhance student success, the college focuses on all levels of learning outcomes assessment: institution, program, and course. AACC's educational offerings are created and regularly reviewed by faculty according to a rigorous process that allows for continuous improvement integrated with learning outcomes assessment. The support and resources dedicated by AACC to maintaining and strengthening its learning outcomes assessment infrastructure are evidence of the college's commitment to improving student learning and student completion. AACC encourages a culture of innovation to meet challenges; for example, annual Design for Learning Grants developed by the faculty and staff address new pedagogies or interests at the college. The resulting new, collaborative, and transformative approaches to delivering and evaluating learning continue to heighten the success of the college's diverse and ever-evolving population of learners. AACC delivers modularized curricula, such as STEM Bridge and Math Firs[3]t, to improve student success by providing opportunities to persist to mastery, obtain individualized assistance, and personalize the learning experience using technology and multimedia resources. Curriculum redesign, technology integration into the classroom, and quality assessment of alternative approaches to learning are enhancing access, student engagement, retention, and completion.

In order to streamline coursework and reduce time to graduation, AACC has agreements in place with secondary school partners to award college credit to students still in high school, and articulation agreements with four-year institutions to support ease of credit transfer among state public institutions. Additionally, prior learning assessment evaluates and assesses an individual's life learning for accelerated credit completion. Reverse Transfer partnerships also shorten the time to academic goal completion by allowing a student to earn an associate degree while working toward a bachelor's degree.

Curricular, co-curricular, and extracurricular activities contribute to student success by providing opportunities to apply coursework knowledge and skills. Through effective collaboration across the college departments and within the community, the AACC Sarbanes Center enhances student engagement by offering community-based internships and service learning opportunities.

***State Goal 5 – Economic Growth and Vitality. Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.***

AACC has an ongoing partnership with the AACPS. College and county school system leaders meet regularly to identify and initiate high-need improvement projects that effectively address pressing pre-K–12 needs and facilitate a coherent, seamless pre-K through lifelong learning continuum. Program Pathways give high school students the opportunity to earn articulated and proficiency credit and transition completed high school programs of study into college degrees and certificate programs. There are currently over 90 pathways from AACPS into AACC associate degrees and certificates. Through a joint professional development program with AACC's Teacher Education and Child Care Institute, workforce development is also provided to AACPS teachers and staff.

AACC provides workforce development through innovative and collaborative programming and partnerships that meet the emerging needs of the local economy. As a recipient of the Walmart Brighter Futures 2.0 Project grant, AACC provides contextualized training programs for middle-skill, high-demand jobs. This training serves low-skilled, unemployed, and underemployed students with accelerated adult basic skills training integrated with occupational training for entry-level employment in high-demand job areas. Comprehensive wraparound student support services are key in assisting students to persist with their connection to employment. Students enrolled in AACC's Accelerating Connections to Employment program are required to engage in a work experience in preparation for middle-skill employment to successfully complete the program. AACC partnered with Maryland Live! in 2012 to meet the growing industry needs for trained and motivated workers in Maryland's new casino industry. The college's Hotel, Culinary Arts and Tourism Institute students reap the benefits of this partnership through curriculum enhancements and work-based learning opportunities. The U.S. Bureau of Labor Statistics predicts employment for gaming dealers will grow by 17 percent by 2020.

To prepare a Maryland workforce, AACC also provides training toward portable industry certification, occupational license and postsecondary education certificate or degree. Convenient, accelerated career training that leads to middle-skill job opportunities is offered in areas such as construction trades, welding, child care, culinary and hospitality, computer and technology, and health-related fields. AACC's CyberCenter is dedicated to meeting the workforce needs of government organizations and industry by developing professionals who are proficient in the cybersecurity field. AACC is currently offering one-year credit certificates in Cyber Technology and Mechatronics, which were developed as part of the National STEM Consortium project. Students enrolled in the programs also complete an embedded STEM Readiness course designed to quickly refresh key skills in math, critical thinking, workplace communication, and professional skills.

Over 20 advisory boards work with multiple departments to review courses, program development needs, and future opportunities. For example, the engineering department has used the expertise and participation of Northrup Grumman representatives on its advisory board in

creating a new technician capstone course to prepare students for employment. Agencies and organizations also work with individual departments to monitor academic quality. The Maryland Board of Public Accountancy prescribes the content of financial accounting courses. The police academy programs follow the 509 specific learning objectives required for police training by the Maryland Police and Correctional Training Commission. AACC was the first community college in the country certified by the National Security Agency (NSA) and the Committee of National Security Systems (CNSS) to map its courses to the 4011 National Training Standard for Information Systems Security Professionals. Subsequently, NSA and CNSS also certified AACC's curriculum to map to the 4013 National Information Assurance Training Standard for System Administrators.

A significant partner in the college's focus on student success is AACC's Sarbanes Center for Public and Community Service, which develops, organizes, and manages the college's community service and engaged-learning efforts, including internships. The college recognizes that college-level learning can be acquired outside of the traditional classroom setting and has documented policies and procedures to award credit for demonstrated proficiency. Experiential learning falls into two broad categories: (1) sponsored learning facilitated directly by the college, including internships, fieldwork, clinicals, and service learning; and (2) learning acquired from non-traditional sources such as military, work, and community volunteer experiences. Students can locate information about the award of credit for prior learning in the college catalog and on the website or by attending regularly scheduled information sessions on prior learning assessment.

***State Goal 6 – Data Use and Distribution. Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.***

AACC's Mission Goal 6 is Effective Management, and 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.

In addition, the college has adopted Operating Principles of College Values that guide our efforts in achieving our mission. Below is a sampling of those values that support the state's Goal 6:

- Collaboration: We believe in the synergy created by teamwork, cooperative effort and consensus building.
- Communication: We believe in keeping ourselves well informed, sharing information honestly and in a timely manner, listening without judgment and exchanging ideas respectfully.
- Prudence: We believe in the analysis and use of relevant data in making our decisions, while maintaining flexibility in our thinking.

The college's Guiding Principles for Institutional Improvement also highlight our commitment to the use and quality of data and include the following principles:

- Committed Leadership
- Use of Evidence
- Broad Engagement
- Systemic Institutional Improvement
- Equity

Valuing outcomes assessment and data-informed decision making is an integral part of the culture at AACC. The college fosters an ethos of assessment and engages all members of the college community to participate in the continuous process of creating shared learning goals that enhance student success and achievement. Through the systematic collection, thoughtful interpretation, and use of assessment data by faculty and staff, AACC fulfills its commitment as a learning college: promoting the improvement of student learning, of teaching, and of the educational environment. At AACC, learning outcomes assessment ensures that more students are successful in achieving their academic, professional, and personal enrichment goals. To improve student success, the college focuses on all levels—institution, program, and course—of learning outcomes assessment.

A culture of institutional assessment undertaken in the spirit of continuous improvement sustains AACC, and all members of the college community are encouraged to participate in the data-driven planning and evaluation processes. Student Success 2020 informs AACC's institutional planning, and, in keeping with that plan, AACC engages in continuous self-assessment, measuring performance levels according to key indicators that are reviewed and adjusted annually. AACC's semiannual student success summits and its systematic and comprehensive program reviews are two examples of the ways that institutional assessment, quality data use, and data distribution are woven into the fabric of college operations. The college's assessment process is fluid and allows for agility in supporting planning and initiatives at both the institutional and statewide levels.

In today's educational climate, data-driven decision making is paramount, requiring timely access to current data. AACC devotes considerable resources to data collection, analysis, and dissemination. As the office charged with gathering and helping analyze institutional data, Planning, Research and Institutional Assessment (PRIA) plays a pivotal role in the college's and statewide assessment efforts. Examples of currently produced scheduled reports include those on enrollment, retention, course success rates, financial aid, student completion rates, and student and employee satisfaction data.

Every PRIA report is reviewed for relevance and currency on a three-, four-, or five-year cycle contingent on the specific report. Whether reviewing and revising existing reports or creating new ones, PRIA involves key constituencies; report-specific user focus groups convene to discuss data needs, and report updates are made as appropriate.

Data needs and accountability requirements continue to expand, both internally and externally. Internal users require data to make decisions about resources, programs, and staffing. Federal, state, and county government and accreditation agencies require accountability reporting. The college continues to enhance its systems and data to support the achievement of institutional and statewide goals.

* * *

*Approved June 10, 2014*
*Anne Arundel Community College Board of Trustees*

BALTIMORE CITY
COMMUNITY COLLEGE

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Gordon F. May, Ph.D.
*President*



September 29, 2014

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

RE: Mission Statement Report

Dear Secretary Schultz:

In accordance with MHEC's review cycle for college mission statements, as President of Baltimore City Community College, I am sending you the College's revised 2014 mission statement for the Maryland Higher Education Commission's review.

The work on revising the mission statement and its adjacent core values and vision statement was carried out by a joint effort of the faculty, staff, administration, students, and community stakeholders. Many voices were heard over the course of the revisions, and the College feels that those ideas have been successfully incorporated into a thoughtful and encompassing document.

Baltimore City Community College has, since 1947, been an urban institution that serves a diverse population with the goal of providing a quality, affordable educational experience that is accessible to the students it serves. The attached document further explains our commitment and is enclosed for your review.

The Board of Trustees for Baltimore City Community College has approved the vision and mission statements.

Sincerely,

Gordon F. May, PhD
President/CEO

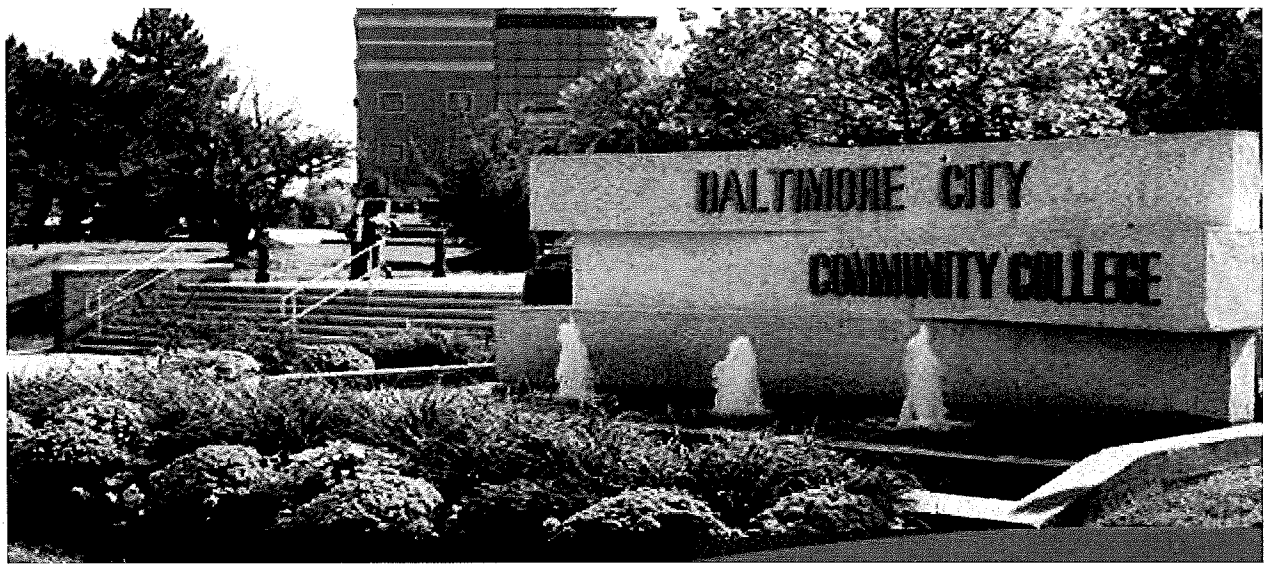
c: Dr. Tonja Ringgold, Vice President of Academic Affairs

BALTIMORE CITY
COMMUNITY COLLEGE
*CHANGING LIVES...BUILDING COMMUNITIES*

# Baltimore City Community College Mission Statement

September 2014

**Dr. Gordon F. May, President**



# Baltimore City Community College Mission Statement

## I. Summary Mission Statement

### MISSION

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

### VISION

Baltimore City Community College is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.

### CORE VALUES

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

- **Integrity** – unwavering adherence to a strict moral and ethical standard
- **Respect** – showing genuine concern and regard for the dignity of others while practicing civility, acceptance, appreciation, and supporting individual differences
- **Diversity** – recognizing, accepting, appreciating, and supporting individual differences and lifestyles
- **Teaching** – imparting knowledge skills, and values that are essential to the success of the individual and growth of the community
- **Learning** – gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity
- **Excellence** – providing excellent teaching, student services, customer services and community engagement
- **Leadership** – empowering, nurturing, and inspiring individuals to be leaders in their own sphere
- **Professionalism** – adhering to the highest standard of customer service

# II. Institutional Identity

The history of Baltimore City Community College (BCCC) chronicles a public urban institution created by visionary urbanites dedicated to ensuring that all citizens of Baltimore could attain a college education. For more than 65 years, city residents — and other Marylanders as well — have taken full advantage of the open admissions, affordability, and convenience offered by this urban oasis of higher education and career preparation. Current and former attendees also include thousands of students representing more than 100 nations. Founded as part of the Baltimore City Public School System in 1947 to provide post-secondary education for returning World War II veterans, the institution (first established as Baltimore Junior College) remains the best hope for a new generation of students and prospective students seeking a better future through higher education. As a result, the College has been a beacon of hope for nearly four generations of students, among them Academy Award winning film director and producer, Barry Levinson, and former Congressman and NAACP President and CEO, Kweisi Mfume.

Now primarily funded by the State of Maryland, BCCC is a comprehensive, degree-granting community college with its West Baltimore campus and satellite locations throughout the city. As a state-sponsored institution, the College offers the same affordable tuition to all Maryland residents.

BCCC offers 28 associate degrees and 13 certificate programs, collectively enrolling approximately 5,000 students per semester. The largest enrollments are in the areas of allied health, business, and general studies. Enrollment in online course offerings has expanded nearly ten-fold over the past decade. As a major provider of higher education and workforce training for residents of Baltimore City and other Marylanders, the College is aggressively attempting to expand its reach to meet the needs of students and employers through targeted innovations, including the establishment of the BCCC Life Sciences Institute at the University of Maryland BioPark; the development of Maryland's only two-year robotics technology program; and the recent introduction of new programs in engineering.

On the non-credit side, the College offers such continuing education programs as General Educational Development (GED) to students seeking a high school diploma. English as a Second Language (ESL) instruction is provided to students to strengthen their language skills and Adult Basic Education (ABE) for those wanting to gain literacy skills. The Business and Continuing Education Division (BCED) develops partnerships with local business and industry to offer cost effective, state-of-the-art contract and customized training to include apprenticeships and other workforce development training and industry certifications. In addition, BCED offers lifelong learning opportunities, as well as citizenship and refugee assistance services. All these programs contribute significantly to the economic and workforce development initiatives of Baltimore.

In the face of all these challenges to institutional sustainability, the leadership, faculty and staff of BCCC have collaborated closely not only to regain lost ground but, in other ways, to surge forward. The following is a sampling of initiatives that demonstrate their focus and commitment to student success.

**Achieving Innovation**

To expand the reach of credit programs to accommodate the needs of students and employers, the College has developed a number of innovative approaches. The following are examples:

- In fall 2008, the biotechnology programs were relocated to the new **BCCC Life Science Institute (LSI) at the University of Maryland BioPark** in response to industry workforce needs and labor projections. In 2010, the College was awarded a $1.4 million grant by the Department of Labor to support students in bioscience and arts and science transfer. At LSI students learn in close proximity to outstanding University and private industry researchers who share space at the

BioPark. Significant numbers of current and former LSI students have been hired for jobs and paid internships. The number of BCCC STEM program degree and certificate awards has been steadily increasing; it reached 289 in FY2014, surpassing its benchmark of 226. Fall 2013 data show that enrollment in STEM programs increased to 2,535 students, an increase of nearly 2 percent from fall 2012.

- BCCC was awarded a three-year Advanced Technology Education grant from the National Science Foundation to fund an **Engineering/Technology (ET) project model** to increase the success rates of ET students, especially among underrepresented minorities and veterans. Through the grant, BCCC created a new Associate of Science degree in engineering (with focus on electrical and mechanical engineering) as part of a statewide effort to facilitate transfer into parallel four-year engineering programs. Grant-funded scholarships for ET students became available in spring 2013. The College is also the only institution in Maryland to offer an Associate's degree in robotics.

- With a five-year, $1.5 million grant from the U.S. Department of Education, the **Upward Bound** program launched a summer learning program in 2013 to help local high school students strengthen their skills in math and science. Partnering with technologists from the University of Maryland and private industry, the innovative program advances a U.S. Presidential initiative to qualify urban and minority students to pursue degrees and careers in promising STEM-related fields.

- The College has partnered with **Year Up**, a national one-year intensive training program that provides young adults with hands-on skill development, college credits, and corporate internships. The collaboration has produced the first campus-based Year Up program, which has become a model for other community colleges across the nation.

- In 2012, the College established the **Aspiring Scholars** program, a performance-based scholarship (PBS) program for graduates of the Baltimore City Public School System who are Pell-eligible and enrolled at BCCC. The purpose of the program, funded through a grant from the Abell Foundation, is to provide scholarships as an incentive for students to pursue and complete their studies at BCCC.

- In fall 2011, BCCC implemented a completely **redesigned developmental education** program to reduce time needed to achieve successful completion. Overall, the maximum required developmental hours were reduced from 32 to 24. ACCUPLACER and writing samples are used as a diagnostic tool to identify a student's weak skill areas, align developmental-level courses to prevent gaps in instruction, combine reading and writing courses to increase content learning, and establish math modules to address various competencies so students are not locked into 16-week courses. Data for FY 2014 show that the combined fall and spring passing rates were higher in five of the six courses when compared to FY 2012.

- Among an array of **new learning support and retention initiatives**, the College initiated its First Year Experience Program to develop skills for success among first-time entrants by front-loading resources and services to support goal achievement. The Performance Alert Intervention System enables faculty to notify systematically the Student Success Center of students who might require tutoring, advising, or counseling. The Phenomenal Steps Toward Success program is helping 50 African American women each year to develop selected competencies through scheduled interaction with staff and peers. The Academic Acceleration for African American Males (4A) Program is part of the Predominantly Black Institutions Grant and exists to accelerate degree completion for African American males in the General Studies program. The 4A Program became fully staffed in fall 2012 and recruits from city public, private, and charter schools; prison rehabilitation programs; veterans' organizations; and other foundations focused on increasing opportunities for African American males through education. Services include advising, tutoring,

workshops, mentoring, a speaker series, and limited financial support to aid with books and transportation.

**Accelerating Outreach to Stakeholders**

Shortly after taking office as Interim President in January 2013, Dr. Carolyn Anderson launched her President's Listening Tour (PLT) in order to ensure that the College fully recognizes and is responsive to the needs of its core constituencies. To that end, the PLT team identified and contacted internal and external organizations that contribute to, benefit from, or partner with the institution and its mission. The team also devised and distributed a survey to ascertain perceptions of the College and how well (or not) it is addressing the needs of each targeted audience. Survey results provided data that is being used in updating the Strategic Plan to reflect changing needs of internal and external customers.

**The Path Forward**

The recent passage of the College and Career Readiness and College Completion Act of 2013 by the Maryland General Assembly, and signed into law by Governor Martin O'Malley will require the College to redesign programs to meet requirements including the development of statewide articulation agreements in support of State-mandated efforts to increase and expedite completion among Maryland students. The College has also fully embraced the Complete College America agenda and is already heavily involved as one of only three urban community colleges identified for national attention. The Act in its entirety can be found at mgaleg.maryland.gov/2013RS/chapters_noln/Ch_533_sb0740E.pdf.

# III. Institutional Capabilities

**Goal 1 – Quality and Effectiveness** – *Maryland will enhance its array of postsecondary educational institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State and the nation.*

**The Commission and Maryland postsecondary institutions will strengthen efforts to prepare and support students making transitions into and within postsecondary education.**

- The Commission, in consultation with postsecondary institutions, will develop reports on best practices and other initiatives to encourage institutions to expand and strengthen programs supporting student populations undergoing critical transitions, including new and transfer students, first-generation students, and adult students entering or reentering postsecondary education.

BCCC Best practices and unique initiatives to expand and strengthen student educational programs

Granville T. Woods (GTW) Scholars. The Office of Student Affairs offers a program titled the Granville T. Woods Scholars Program. The program is cohort-based and has enrollment opportunities for 25 scholars in each cohort. It attracts and prepares high-achieving students primarily from Baltimore City Public Schools. The purpose of the GTW program is to challenge students at a higher level and to create an environment of interdependence which leads to greater successful outcomes. During the summer, scholars study abroad and may participate in research internships.

Prescriptive Tutoring. New and readmitted nursing students may experience additional support through prescriptive tutoring and focused retention efforts. A science tutoring manager arranges similar experiences for students needing specialized science assistance.

Year Up Program. The College is one of a select few institutions to have Year Up on its campus. The Baltimore Year Up program is an intensive training initiative to provide urban young adults, ages 18-24, with a unique combination of technical and professional skills, college credits, and an internship with a corporation or the federal government. The structured program provides entry-level students direct access to college credits applicable toward the IT Basic Skills Certificate and also articulates toward the associate degree program. A Cyber Security certificate was approved by MHEC in September 2014.

Complete College America. The College was selected as one of just three sites nationwide to participate in the current round of Complete College America expansion initiative. In the 2013-2014 academic year, the College launched the Complete College Baltimore initiative which included reestablishing a positive working relationship with the Abell Foundation and securing a commitment of $100,000 from the Foundation.

External articulations

In order to assist students as they transfer to four-year colleges or universities, the College maintains external articulation agreements with a number of institutions. These include Ashford University, Capitol College, Coppin State University, Morgan State University, Excelsior College, Johns Hopkins University, Stevenson University, University of Cincinnati, Virginia State University, and the University of Maryland School of Medicine. The College also has agreements with the Baltimore City Public Schools and private schools to allow high school students to have certain coursework approved through memoranda of understandings to receive college credit.

Internal Articulations

The Business and Continuing Education Division (BCED) and Academic Affairs are developing pathways through internal articulations that are designed to allow students who complete their non-credit level coursework at BCED, including GED, English as a Second Language, health care, telecommunications, information technology, web site development, building trades, and early childhood education, to move seamlessly into developmental or credit-bearing courses and finish a degree or certificate.

These external and internal articulations ensure and support a clear path to completion for BCCC students.

**Goal 2 – Access, Affordability, and Completion** – *Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.*

**The State will continue to make progress toward achieving its College completion goal which posits that 55% of adult Marylanders will hold at least an Associate's degree by 2025.**

- Through FY 2017, the Commission, in collaboration with the segments of postsecondary education, will continue to redesign developmental mathematics and gateway courses in order to increase student success rates, improve consistency and quality of instruction, infuse technology into instruction, and reduce costs.

- By July 1, 2016, the Commission, in collaboration with Maryland public colleges and universities, will create and implement a State-wide reverse transfer agreement where at least 30 credits earned toward a bachelor's degree at a public, four-year institution in the State can be automatically transferred to any community college in the State for credit towards an associate's degree.

BCCC Collaborations with postsecondary schools and redesign of developmental and gateway courses

To achieve compliance with the College Readiness and Completion Act of 2013, the College has reduced curriculum requirements to meet the 60 credit hour maximum for transfer degrees; to establish a clear path between high school and college for first-year students to complete developmental course work using transitional courses in the junior and senior high school years; to increase opportunities through the various Dual Enrollment / Dual Credit Memoranda of Understanding between Baltimore City Community College and Baltimore City Public Schools resulting in 160 high school students taking the ACCUPLACER exam. In fall 2013, 100 students enrolled in college-level courses while still in high school compared to 55 in fall 2010. In FY 2014, BCCC awarded 692 degrees and certificates, compared to 469 in FY 2010.

Additionally, the Act's requirement for successful completion of developmental studies and movement to credit-bearing curriculum includes consolidating developmental writing and reading courses and creating the newly revised RENG series and making modifications within developmental math which include producing such combined accelerated offerings as MAT 87M and MAT 91M. Both the math and RENG courses are technology infused.

BCCC efforts to make higher education affordable

The College offers a variety of programs and services to create greater access through affordability. Access begins with the increasing number of students who choose to begin their college education at BCCC before they have graduated from high school. For many years, the College has provided funding specifically earmarked for high school early enrollment students. There is a variety of other funding sources that

include deferred payment plans, an emergency loan fund, athletic, and merit-based and need-based scholarships, all designed to make educational programs accessible.

Tuition at BCCC remains one of the lowest in the State for undergraduate education. There is no surcharge for non-Baltimore City residents which makes quality education affordable for all Maryland residents who choose BCCC to pursue their educational goals.

Securing adequate financial aid can often be a barrier to higher education access. To avoid that, the Office of Financial Aid has created a FAFSA (Free Application for Federal Student Aid) Lab. The purpose of the Lab is to have staff in place to assist students with completing the FAFSA to ensure its accuracy thereby lessening the likelihood of additional screening which can slow the receipt of aid.

BCCC initiatives to help students complete their educational goals

The diagnostic services offered by a licensed diagnostician through the Disability Support Services is the only such service offered by a community college statewide. Students, who may have a learning disability, can be tested to determine if a disability exists. This very unique service provides unprecedented access for an often under-represented group of citizens in Baltimore City and beyond and helps students with disabilities to complete their educational goals.

The College has created a program, "Passport to Completion Mentoring Program," that focuses on providing students support and encouragement to complete their educational goals. The mentoring program matches students who choose to participate with volunteer members of College faculty and staff who serve as mentors. Mentors and mentees participate in a variety of on- and off-campus activities that allow them to engage each other academically and socially and provide vital links toward successful progress and graduation.

BCCC transfer and reverse transfer options

BCCC students who have successfully completed college-level courses at a regionally accredited college or university receive credit toward an associate degree or certificate and may be exempt from relevant placement tests.

A total of 45 transfer credits may be applied toward an associate degree, and half of the total hours required for a certificate may be transfer credits. Students can earn up to 30 of these transfer hours through transfer of nontraditional credit (with review and approval of the Admissions Office).

The College will review only those transfer courses with a grade of C or better. BCCC accepts transfer credits with a grade of C for general education courses. Students are also eligible for reverse transfer if those students are registered at a four-year college or university and take applicable course work and transfer that work back to Baltimore City Community College in accordance with BCCC's transfer policy above.

The College maintains accreditation with eight accreditation agencies to ensure that BCCC students graduate with accredited credentials needed to transfer to universities or transition directly into the workforce:

1. Middle States Commission of Higher Education
2. Accreditation Review Council on Education in Surgical Technology
3. Accreditation Council Business Schools and Programs
4. ADA Commission on Dental Accreditation
5. Commission on Accreditation Health Informatics and Information Education
6. Accreditation Commission for Education in Nursing

7. Commission on Accreditation in Physical therapy Education
8. Commission on Accreditation for Respiratory Care
9. Commission on Accreditation Allied Health Education Programs

**Goal 3 – Diversity** – *Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population*

**The State will encourage institutions and the segments of postsecondary education to identify and develop a plan for targeting outreach, academic, financial, and student support services to populations that are underrepresented or underperforming in comparison to the overall student body. Such groups may include, but are not limited to, individuals from low-income families, African Americans, Hispanics, men, women in STEM disciplines, veterans, or students with disabilities.**

- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask public institutions to identify specific communities in need of targeted services.

- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask institutions to submit a plan for offering targeted services to specific groups and to define measurable goals for improvement on pre-identified outcomes for these groups.

- By FY 2016, the Commission will ask institutions to report on the impact of these services on student enrollment patterns, outcomes for the targeted populations, and any related achievement gaps.

BCCC diversity initiatives

In a global society, embracing diversity is a conscious effort that is growing in importance every day. The College is fortunate to attract and host a diverse population of students, faculty, and staff who represent and reflect global and cultural perspectives that expand the College's world view. This focus on the importance of diversity permeates all corners of the College including the classrooms, the workplace, common social settings, the fields of athletic competition, and in faculty and staff meeting rooms. Programs like the International Students' Thanksgiving Feast, Human Trafficking Symposium, a lecture on autism, "Lessons Learned from our Son Jimmy: Living with Autism," the International Heritage Day, and an annual Civility, Sensitivity and Diversity Conference were opened to the College community. Students formed new clubs including a Muslim Student Association and a LGBT club. The Professional Development office in Human Resources sponsored a Cultural Diversity Awareness Workshop, and many others help to improve the cultural competency of our campus community.

The PBI-Formula Grant program held several events that included the women of Phenomenal Steps Toward Success hosting students from the Baltimore Leadership School for Young Women for "Sisterhood Experience Day." The Summer Bridge and Winter Experience programs served 93 minority students during 2013-2014. Book club meetings included a discussion on Their Eyes Were Watching God by Zora Neale Hurston, the noted African American author.

The PBI 4A Grant program hosted the first annual Black Men Speak conference and was attended by approximately 250 people.

**Goal 4 – Innovation** – *Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse deduction and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.*

**The Commission and Maryland Colleges and Universities will work to strengthen the quality of the student academic experience and to enhance the ease of credit transfer among public institutions in the state.**

- The Commission, in collaboration with Maryland public colleges and universities, will create and implement a statewide transfer agreement whereby at least 60 credits earned toward an associate's degree at a community college in the State are automatically transferrable to a public four-year institution in the State before July 2016.

- By FY 2018, all public colleges and universities will develop degree pathways with progress benchmarks for each academic major.

- By FY 2018, all public colleges and universities will require undergraduate students to develop and file a formal degree plan in consultation with their academic advisor.

BCCC compliance with Statewide transfer agreement obligation

The College has in place external articulation agreements that guarantee transferability of the College's degrees and certificates. These agreements are continually reviewed and updated by both the College and the receiving institution to reflect curricular currency.

To comply with COMAR statutes, the College is undergoing revisions of its curriculum to make sure the 60 hour maximum is met. COMAR regulations, however, make certain exceptions to the 60-hour restriction if additional hours are required by outside accreditation organizations, and the College will apply for exemption in these cases.

The College has in place a policy for accepting a total of 45 credit hours completed at a regionally accredited institution that may be applied to the appropriate BCCC degree. In the case of a certificate, the College will accept up to one half of the total required certificate hours. Thirty hours of the transfer hours may be the result of accepting the allowable maximum of nontraditional credit.

BCCC degree pathways and milestones

Every entering student to the College meets with a professional advisor and is assigned to a faculty advisor in the student's program area. At the initial meeting, the student is given an Educational Plan containing a curricular ladder identifying all the courses the student must take to complete the program. Students have to meet three credit-hour milestones: the attainment of 15, 30, and 45 hours. At each milestone, the student must seek out the advisor or the student is blocked from further registration. In this way, the student is able to seek advice and meet the benchmarks on the way to completing the educational plan. The BCPS and the four-year articulations ensure and support a clear path to completion for students.

Each matriculating student meets with a professional advisor and is also assigned a programmatic faculty advisor. The student is required to file a formal degree plan upon entry to the College.

**Goal 5 – Economic Growth and Vitality** – *Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.*

BCCC efforts to identify and accommodate workforce training needs

The Business and Continuing Education division of the College is the primary outreach for training through non-credit coursework. As a result, it is an economic driver within the College. Supporting the economic growth and vitality of the Baltimore Metropolitan area is a key aspect of BCED programs and services. The division recently completed a vigorous market analysis including a competitive analysis to realign its workforce course offerings with the region's workforce needs. BCED programs are focused on meeting the workforce needs of high demand industries through specialized industry-based training, customized training for individual employers, and training partnerships with specific industry sectors.

New BCCC workforce training partnerships/programs

BCED has developed a partnership with the new Horseshoe Casino Baltimore to assist in meeting their workforce needs by recruiting and training their table games dealers.

BCED is one of only eight preferred construction-trades providers statewide for the expanded State of Maryland Red Line/Purple Line construction projects.

BCED introduced two new industry sector-based training programs (Hospitality/Tourism/Gaming and Transportation/Supply Chain Management) to meet increased employer demands in those areas and partnered on three successful EARN grants in the following industries: healthcare, energy efficiency, and hospitality.

BCED is part of a consortium of 14 other community colleges in Maryland to provide cybersecurity training and partnered with the Manufacturing Skills Standards Council to offer Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT) training. BCCC is now a certified CLA/CLT testing center with an e-learning website currently under development. BCCC's new certificate in cybersecurity was just approved by MHEC in September 2014.

**Goal 6 – Data Use and Distribution** - *Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making and achievement of State goals.*

Strategies within BCCC Business and Finance, Business and Continuing Education, and Academic Affairs divisions to enhance data use and distribution

All of the Business and Finance areas rely heavily upon data for their success and report such information to internal and external constituents, thus supporting the College's data use and distribution goal. Financial Accounting analyzes present and past data to track the financial activities of the College. The Budget department creates and projects future financial data to help determine future College spending. Student Accounting relies upon student data to track and report College student financial activity. The Procurement department creates and tracks data showing how College departments are setting aside funds through the processing of budgetary-reserving purchase orders. The Facilities Department relies upon various data points in the creation of the Facilities Master Plan and in its daily campus support activities. Other areas, including Cashiers, Bookstore, Public Safety, and the Radio Station also utilize data in its support of the College.

Within the Academic Affairs division, the academic schools, the Academic Support Services Office, and the Office of Assessment make use of internal data gathered and distributed by the Office of Institutional Research to plan their respective budgets, set academic calendars and schedules, project enrollments, graduation, and retention rates. The data analysis becomes part of the Academic Master Plan as Academic Affairs determines new programs and certificates and communicates with other College divisions.

Since BCED programs are focused on meeting the workforce needs of high demand industries as identified by data from the Governor's Workforce Investment Board, Baltimore Workforce Investment Board, the Maryland Department of Labor, Licensing & Regulations, and the US Department of Labor, data collection and analysis inform decision-making, collaborative communication, and achieving divisional, College and State goals. The division re-structured its programs to be more reflective of customer demand, course fill-rates and frequency of offerings with pricing and enrollment patterns being assessed against institutional capacity and resources. It implemented a modified zero-based budgeting process with profit and loss attached to each business unit of BCED. It also developed both internal and external partnerships and articulations that facilitated movement of BCED students to credit-based programs or more advanced training options for increased employment opportunities.

# IV. Institutional Objectives and Outcomes

As a state-sponsored institution, the College offers the same affordable tuition to all Maryland residents. BCCC offers 27 associate degrees and 15 certificate programs,

**GOAL 1: Student Success**

1. Increase fall-to-fall retention rate
    a. Institutionalize a comprehensive and intrusive advising model

2. Increase the number of degrees and certificates awarded
    a. Increase the number of students graduating
    b. Increase the two-year developmental completion rate
    c. Implement the College's Developmental Education Plan

3. Adopt a completion agenda

4. Improve student life experience

**GOAL 2: Community, Business & Industry, & Education Partnerships**

1. Increase partnerships that address student, business & industry, training, and workforce needs
    a. Increase student internship opportunities
    b. Increase partnerships with businesses, community associations, agencies, organizations and faith-based groups
    c. Increase articulation agreements with secondary schools, colleges and universities

2. Develop at least ten new programs that are relevant and meet business and industry needs
    a. Research and identify high demand careers as identified by the Governor's Workforce Investment Board (GWIB), Baltimore Workforce Investment Board (BWIB), Department of Labor, Licensing & Regulations (DLLR), Department of Labor (DOL), etc

3. Ensure the quality and relevance of programs and services
    a. Institutionalize student learning outcomes and assessment for credit programs
    b. Develop and institutionalize student learning outcomes and assessment for noncredit programs
    c. Develop and institutionalize student learning outcomes and assessment that address holistic needs of students
    d. Increase GED transfers to credit programs

**GOAL 3: Institutional Sustainability**

1. Increase non-state revenue to better serve students and the community
    a. Increase grant dollars
    b. Increase fundraising
    c. Generate revenue through special programs and projects (i.e., sports camps, Kids in College, etc.)
    d. Establish multiple revenue streams for the College

2. Ensure the physical plant effectively supports the learning environment
    a. Maintain the College's designation as the safest college in the city
    b. Improve the environment through new and upgraded facilities, state of the art equipment and campus beautification efforts

3. Develop an institutional effectiveness and operational efficiency plan
    a. Assess and improve the College's identified Critical Success Factors (CSFs)
    b. Review and implement cost containment measures
    c. Continuously improve outcomes on institutional surveys (Climate, Supervisor, Student, etc.)
    d. Foster positive internal College relationships
    e. Continue to strengthen diversity

4. Increase credit and noncredit enrollments
    a. Increase marketing efforts
    b. Conduct target marketing to focus on specific constituencies
    c. Implement the College's Strategic Enrollment Management and Retention Plan

5. Ensure a highly qualified employee workforce
    a. Recruit and retain educated, trained and experienced personnel

6. Assess and improve college climate

**GOAL 4: Technology**

1. Implement an industry standard IT infrastructure
    a. Revise and implement the Information Technology Plan
    b. Conduct a needs assessment to determine the feasibility of an alternate email system

2. Implement a college-wide IT administrative system to more efficiently and effectively serve students, staff, and the community
    a. Establish a project team
    b. Review the scope of work and create a Request for Proposal
    c. Begin implementation of the new ERP system

3. Implement best practices in teaching and learning with state-of-the-art technology to improve student success
    a. Identify new sources of funding for technology, through grants, foundations, industry collaborations
    b. Train faculty and staff on latest technology

4. Develop and implement a comprehensive college-wide technology replacement program
    a. Conduct a needs assessment and implement a replacement plan most appropriate for the College

Carroll Community College
Westminster, Maryland 21157

# College Mission and Goals Report to the Maryland Higher Education Commission

May 2014

## Summary Mission Statement

Carroll Community College is a public, open admissions, associate-degree-granting college serving Carroll County, Maryland with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the college engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

## Institutional Identity

Carroll Community College is Carroll County's premier learning community for convenient, affordable, state-of-the-market postsecondary career training, baccalaureate preparation, and lifelong education. As a learning-centered college, Carroll embraces student learning as its primary and defining purpose; 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 is proud of its open door admissions policy and relatively moderate tuition and fee rates, fully embracing the principle in *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* that "Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion."

*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 Fine Arts (A.F.A.) in Music; 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; Associate of Science in Engineering (A.S.E.) degrees in Computer Engineering and Electrical Engineering; plus certificates in Nursing, Office Technology, and most of the A.A.S. fields.

To broaden the opportunities for training in health care professions, the college joined with Frederick and Howard Community Colleges to create the Mid-Maryland Allied Healthcare Education Consortium. Carroll students may pursue credentials in Bioprocessing Technology, Cardiovascular Technology, Respiratory Care, and Surgical Technology through the consortium. In fall 2012, the three colleges opened the Mount Airy College Center for Health Care Education. Students may pursue degrees in Health Information Technology and Respiratory Care, a certificate in Emergency Medical Services, and continuing education courses in a number of health professions, at the Center. Students from the three counties pay in-county tuition rates for programs and courses offered at the Center. Carroll Community College also offers access to three other allied health programs through a partnership with Johns Hopkins Hospital—Diagnostic Medical Sonography, Nuclear Medicine Technology, and Radiography.

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. The college has a student chapter of the American Chemical Society, a STEM club, and an undergraduate research course in chemistry and engineering for students admitted to the SMART Scholars program. In addition to collaborative research, the SMART (Sciences and Mathematics Academic

Research Team) Scholars program offers students opportunities to meet with STEM industry professionals, present their research findings in a research symposium, and participate in career development workshops tailored to STEM professions.

*Business and Workforce Development*

The college is committed to furthering Goal 5 in *Maryland Ready* that "Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training." In addition to its degree-credit programs, the college supports economic development through open-enrollment workforce training courses, continuing education certificate programs, training leading to industry credentials, continuing professional education, and the provision of business training and services under contract. The college's Miller Center for Small Business is a partner in the Carroll Business Path, "Your personal navigator along the road to entrepreneurial success in Carroll County." Other partners in the Carroll Business Path include the Carroll County Department of Economic Development, the Carroll County Chamber of Commerce, the Maryland Small Business and Technology Development Center, and the Carroll Technology Council.

## 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 fine arts 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. The

lifelong learning division in Continuing Education provides opportunities for adult personal enrichment throughout the year, plus summer camps for youth. 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. Nearly eight percent of the college's credit students in fall 2013 were taking courses exclusively online. Online courses accounted for 10.6 percent of all course enrollments in fall 2013.

The college offers students several advantages over other accredited, 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 Goals*

The college's mission is expressed in the following goals:

1. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.

2. Provide opportunities for all learners to develop competencies in communications skills, critical thinking, quantitative and scientific reasoning, information and technological literacy, creativity, global awareness, and personal development.

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

4. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.

5. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and support services.

6. Support county business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.

7. Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.

8. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.

9. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.

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

*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 mission 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, 2008 and again in 2012. The program now includes 62 institutional effectiveness assessment measures grouped under

the college's mission goals. 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 62 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 college's Planning Advisory Council is devoted to a review of the institutional effectiveness assessment measures, 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. At its December meeting, the Board of Trustees receives a report on the current status of the institutional effectiveness assessment measures.

*Strategic Priorities*

In June 2012 the college adopted *Compass 2015*, its multi-year strategic plan with the following goals to guide its operational planning and activities through the end of fiscal year 2015:

Student Achievement: Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

Enrollment Development: Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.

Partnerships: Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.

Continuous Improvement: Invest in the college's employees, technology, and decision support systems in continuous improvement efforts to further the college's excellence.

Resource Management: Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

*Compass* is implemented through annual strategic initiatives announced by the president of the college each June. 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 specified. 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. A reaffirmation of this commitment was the adoption in October 2009 by the Board of Trustees of the *Diversity/World View Strategic Improvement Plan*. This plan identified goals, intended outcomes, activities, and assessment measures for the curriculum, the learning environment, student achievement, and employee development. Fundamental to all these efforts was the 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." An annual report is prepared by the college's World View/Diversity Committee to update the college community on progress in meeting the goals in the diversity plan.

Institutional Mission Review
in response to
Maryland Higher Education Commission

## SUMMARY MISSION STATEMENT

Cecil College is a comprehensive, open-admission, student-centered institution committed to academic excellence. The College provides learning experiences that meet the dynamic intellectual, cultural, and economic development needs of Cecil County and the surrounding region. Through an enriched and supportive learning environment, the College strives to empower each student with skills, knowledge, and values needed for college success, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes diversity, social responsibility, and lifelong learning.

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 73 Associate of Arts degree programs and 35 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 or revision that focus on workforce readiness include:

- Engineering Technology Software
- Government Logistics
- Paralegal Studies
- Cyber Security
- Health Information Technology
- Physical Therapist Assistant

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 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 (65 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 Maryland State Plan 2013-2017 "citizens with college degrees are needed in order for the state to remain globally competitive in an ever-evolving, knowledge-based economy where employment opportunities will increasingly require some form of postsecondary credential." Cecil College 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, Affordability, and Completion**

Cecil College is an open access college. However, ensuring that current and future students are aware of this accessibility is a continuing challenge. In order to help increase awareness, Cecil College hosts both High School and Middle School visits to the campus. These visits include attendance at 'mini' classes that offer the students an insight into the college classroom. Additionally, the college hosts information nights that focus on particular areas of endeavor such as nursing, visual arts and STEM programs. Parents are strongly encouraged to participate in these activities. Cecil College currently offers college level courses at our local high schools and we offer a Tuition Scholarship Program for high school students.

Enrollment at the college has increased by 14.8% in annual headcount over 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, and logistics). Further, the College continues to strive to bring four-year partners to the county or online offerings 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 Degree in Social Work (BSW and MSW)
- University of Delaware: Online Degree in Nursing at In-State Tuition Rates
- 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 values for money" among education providers in the State. The College's tuition and fees remain competitive. The tuition and fees per credit hour for full-time students at the College in fall 2013, remains $24 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. However, between FY '09 and FY '13 the number of financial aid recipients declined from 47% to 41% of the student population. It is also notable that over the past two years, the average student loan increased by $60, while the average Pell grant increased by almost $200. There are several factors in play that have led to the decline in financial aid participants. One of the biggest is the impact of the Satisfactory Academic Progress changes that went into effect in the 2011-2012 award year. More stringent, cumulative requirements have forced many previously eligible students out of the federal aid programs. On the positive side, Cecil College continues to be a leader amongst its peer institutions in low tuition and fee costs. Our consistent low cost of attendance has made it possible for more of our students to pay for their education without financial aid. Still, we have seen an increase in student loan usage. This is in direct correlation to the sluggish economy and students' and their families' need to cover living expenses while in college. With Pell grant lifetime eligibility funding cuts over the past several years, students have had less gift aid to rely on, forcing them to leverage more loan funds.

To mediate the increased demand for need-based financial aid, over the past five years Cecil College Foundation has awarded $820,000 in scholarships and $810,000 in program support

(i.e., textbook funds, program materials, etc.), that directly affects students. These dollars represent a 63% increase in the amount of support provided over the preceding five year period. Additionally, the Foundation's fundraising efforts have increased its endowment fund from 3.2 to 5.2 million dollars between FY '10 and FY '14.

To encourage completion, Cecil College has implemented a number of initiatives to redesign and limit the number of developmental courses. Over the previous five years, the College has reduced the English developmental education sequence from 4 courses to 3 courses. Currently, the college is experimenting with integrating students from the highest level of developmental English into college level courses. The initial results are very encouraging and this pilot program will be continued in the upcoming academic year. If the results continue to be positive; serious consideration will be given to reducing the English developmental sequence to two courses.

Nursing and Health Professions continue to expand opportunities for students to obtain credits by credential assessment. Working closely with the College Registrar students are able to submit requests for credential assessment and subsequent credits for the following degrees and certificate programs: Associate of Science in Health Care Sciences; Associate of Applied Science in Health Information Technology; and Associate of Applied Science –EMT, Paramedic: Associate of Science in Nursing (LPN to RN); Associate of Applied Science in Fire Science Technology; and Certificate-Electronic Records Specialist.

To assist students in degree completion, the Advising Department implemented an "intrusive advising model" in 2010 whereby all new students are required to complete a degree pathway plan, meet with an advisor each semester, and subsequently, their academic progress is monitored during three critical points each semester. Further, advisors actively seek out near-completers and works with these students to develop a degree completion plan as well. The student information system was queried to identify any student over the previous 18 months who has not returned to the college and has accumulated 45+ credits towards a degree. The response rate has been approximately 10%; however, this approach continues to be critiqued to determine strategies to more effectively encourage the return and degree completion of these students.

Goal 3 for Postsecondary Education: **Diversity**

Between fall 2009 and fall 2013, minority student enrollment grew from 10.8% to 17.8% of the total student population. The percentage of minority enrollment at the College exceeds the percentage rate of Cecil County (11.1%) 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. The College will continue to encourage enhancements in this area and use increasing graduation rates as an outcome measure (minority graduates increased from 23 to 49 from FY '09 to FY '13).

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 ('12-'14) 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.

The college will continue with best practices that have resulted in higher than statewide averages in minority achievement. The College has launched a minority student retention initiative that is threaded with multiple strategies to engage and retain minority students. These activities include the following:

- Academic/Multicultural Student Union Advisor host academic success seminars to share study tips, test-taking techniques, goal setting and time management skills. In addition to seminars these themes are embedded as an agenda item at Multicultural Student Union meetings.
- A multicultural student ambassador program was formalized. Students of color who possess a 2.5 GPA or above are paired with entering freshmen and act as a peer resource throughout the academic year.
- A multicultural mentoring program was launched whereby minority staff advises minority students and assist students with challenges they are facing that are compromising their ability to stay enrolled. Mentors are made aware of the status of their students if they are listed in the academic monitoring system for substandard performance or attendance issues. (Monitoring reports are produced 3x/semester)

As a direct result of these initiatives, the retention rate of minority students increased from 35.3% in fall 2012 to 39.6% in fall 2013.

Goal 4 for Postsecondary Education: **Innovation**

Cecil College strongly encourages the use of new, transformative approaches in the delivery and evaluation of instructional methods and in the development of training models and systems to facilitate student success. This is evidenced in our development courses wherein we have converted the math developmental sequence to the Emporium model and have observed some modest increases in completion. Currently, we have one professor and one peer tutor in the each class. During the upcoming academic year, we will be adding a second peer tutor to each course and are working to further increase our success by implementing intrusive teaching and advising techniques. Additionally, the College is experimenting with adding adjunct tutors to the first year college level English courses. Once again, the initial results are promising. We will be continuing this experiment during the next academic year. Should the results remain positive, we will look toward modifying the course curriculum to include adjunct tutors.

Currently, the College is also experimenting with integrating students from the highest level of development English into college level courses. The initial results are very encouraging. We will continue this experiment of the next academic year. If the results continue to be positive; we will seriously consider reducing the English developmental sequence to two courses.

In fall 2014, Introductory Statistics courses will be realigned thereby changing the design from lecture to problem solving competency based courses. The implementation of PARCC and Common Core standards will drive a shift so that the predominance of our classes will need to evolve toward more problem solving and less lecture.

The College is firmly committed to advancing the use of innovative technology in the learning environment. Evidence of this commitment was made clear when the 2010-2015 Strategic Plan was developed and included "Become a regional leader in incorporating innovative technology for learning" as one of the four institutional strategic priorities.

Subsequently, the College also invested financial resources in upgrading systems, security, hardware, and software. The investment was to ensure that greater access and reliability was prevalent as learning options were expanded. A sampling of technology upgrades to enhance learning is below.

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| Reviewed and modified Storage Area Network (SAN) to respond to existing & future storage needs including data archiving & DRP. Expanded capacity to offer students more online databases. |
| Launched a virtual computer lab to allow students remote (at-home) access to software and databases used for classroom instruction. |
| Upgraded uninterruptable Power Supply (UPS) to extend the operational time of data center servers to ensure industry standard managed server shut-down in times of power loss. |
| Upgraded video conferencing facilities to support synchronous distance learning and expand capacity to host four-year partners on campus. |
| Expanded IT support for the Apple environment to assist students and faculty. |
| Upgraded unified wide area network enabling single sign-on and authentication. Resulted in enhanced network security. |
| Upgraded Ethernet cabling to industry standards enabling use of advanced technology solutions and improving network functionality and classroom access. |
| Engaged a new Internet Service Provider, Comcast, to enhance speed and reliability to the Internet for classrooms. |
| Launched Help Desk to provide single rapid response and troubleshooting for students, faculty, and staff. |

Additionally, the Innovative Technology Committee (ITC) was created in the fall of 2010 to help Cecil's faculty be more innovative through increased use of technology, which in turn enhances student learning. Technology and new forms of media have changed and continue to change not only how students learn, but how the faculty teach. At the same time, technology has changed how faculty can instruct and mentor, while also allowing instruction outside of class to complement and improve in-class, face-to-face time. The ITC supports faculty in understanding new functionality and in developing ways to use technology to enhance teaching and student learning. Resources are available to help faculty explore innovative teaching approaches through workshops, seminars and faculty development. For instance, Cecil College has ongoing professional development training for all full-time and adjunct faculty members. Sessions are conducted each May, January and August. The topic for our next meeting is "*Technology and Higher Education: Why Mobility Matters.*" This will be followed by additional technology training in the fall and spring semesters.

Goal 5 for Postsecondary Education: **Economic Growth and Vitality**

Cecil College has consistently increased degree/certificate and continuing education programs that focus 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. Because Cecil College is located in a geographic location that supports major Department of Defense contractors and a military base, the College has developed a variety of programs to address workforce needs including Government Contracting Certificate and Degree, Logistics and Supply Chain Management degree and certificate, and a Human Resources degree. The College is also developing a materials engineering program and confirming an academic partner whereby a four-year institution will co-locate on the campus to deliver a bachelor's degree. In response to local healthcare needs, the College launched a Physical Therapist Assistant program in fall 2014.

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 institutional offerings, the College is 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.

Goal 6 for Postsecondary Education: **Data Use and Distribution**

Over the last five years significant efforts have been made to improve the use of data in order to inform policy decisions, assess the effectiveness of programs and practices, and measure results. This commitment to the use of data has allowed the College to develop short-term and long terms plans by identifying areas of excellence, as well as areas in need for improvement or development.

The following examples identify specific actions that were taken to improve the College's efforts in this area.

- The College has established a Data Stewards Committee, a college-wide committee to review data processes, standards and integrity checks. This group, representing each division within the institution, meets monthly and recommends standards of practice and policy considerations to the College Management Team and president's staff. This approach has facilitated the standardization of data requests, data definitions, and institutional practices overseeing data extraction. Additionally, in response to the Data Stewards recommendation, members of president's staff have now assumed a role as reviewer for all state and federal compliance reporting. The most notable achievements of the Data Stewards Committee are a Data Dictionary, a Data Standards Manual, and a Policy for Management of Institutional Data.
- Beginning in fall 2010, a procedure was established whereby all faculty members submit data requests to the Dean of Academic Programs who then coordinates the requests with the

Director of Institutional Research. Academic data such as grade distribution, retention, course success rates, success in subsequent courses, transfer, etc. are generated by Institutional Research and are used to refine programs and course offerings.

- A Data Committee was formed in February 2011 under the direction of the Dean of Academic Programs. As stated in the *Academic and Assessment Plans*, the committee's primary mission is tracking student completion and success and places special emphasis on collecting data on the progress of developmental education students in subsequent coursework. The results have caused us to re-evaluate our developmental courses, revise a developmental English course, pilot a math boot camp, and obtain a $77K grant used to implement a Summer Bridge Program in 2012.
- Enrollment data is generated through Student Services and Institutional Effectiveness and is used to redirect outreach efforts. For example, in the fall 2010 the enrollment of out-of-district students declined. An analysis of this trend was correlated with a decline in specific programs of study that are unique to the region and was addressed in the *Strategic Enrollment Management Plan.* The College strategically heightened student awareness of specific programs and out-of-district student enrollment increased 25% in fall 2011.
- An analysis of student transfer rates showed that Cecil College rates were lower than the state average, which could in part be attributed to the number of students who transferred to out-of-state institutions and were not captured in state databases. A goal was embedded in the *Strategic Enrollment Management Plan* to address transfer rate of these students. Consequently, the National Student Clearinghouse was utilized to collect data on Cecil College students who transferred to four-year institutions from academic years 2007-2008, 2008-2009, and 2009-2010, which indicated that 1,390 students had successfully transferred to other colleges and universities. This data places Cecil College within the range of statewide averages for other community colleges in Maryland.
- The *Academic Plan* identifies program development that responds to regional needs as a targeted action. Through the use of data gathered on labor statistics and employment trends via the Economic Modeling Specialist Analyst, the Bureau of Labor Statistics Occupational Employment Outlook and O*Net, the College has successfully developed programs that are in direct response to government agencies (i.e. government contracting, government logistics) and trends in employment and occupational need. The programs fulfilled a unique market need for this area and received "statewide designation" from the Maryland Higher Education Commission. Students from multiple state jurisdictions can enroll in the programs at in-county rates and complete a program that fulfills a workforce need, resulting in the enrollment of cohorts that have direct access to employment upon graduation.
- The College uses the FEDES schedule for obtaining DOD and military employment data. The Maryland Higher Education Commission is working with the Department of Economic Development and the Jacob France Institute to develop a database that would track similar statewide data. When the database is complete the College will subscribe. It is anticipated that the data collected from these sources will be used to advance program development and broaden market knowledge for use in the *Academic and Strategic Enrollment Management Plans* respectively.

## 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 Maryland State Plan for Postsecondary Education 2013-2017 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 2010-2015 serves as a basis for assessing the institution's performance accountability.

The goals (long-term) and objectives (short-term) identified in Cecil College's 2010-2015 Strategic Plan are not dissimilar to those included in the Maryland State Plan for Postsecondary Education 2013-2017. In fact, great similarity exists. Goal 1 encompasses academic excellence and student completion, much like the state goal for *"Quality and Effectiveness"*. Goal 2 focuses on access to bachelor's degrees in this region and parallels the state goals of *"Access, Affordability, and Completion"*. 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 *"Innovation"*. It is notable that each of these goals is outcome-based as evidenced by institutional *"Data Use and Distribution"* of results. Specific goals and complementary objectives outlined in the College's Strategic Plan 2010-2015 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.**

- Expand or develop partnerships with targeted institutions
  1. *Salisbury University*: Social Work expansion
  2. *Wilmington University*: Teacher Education
  3. *Drexel University*: Complement of transfer agreements and engineering.
  4. *University of Delaware*: Engineering Program articulations and Supply Chain Management articulation.
  5. *University of Maryland University College (UMUC):* Criminal Justice
  6. *University Center in Harford County*: Develop new articulation agreements with Towson University.
- Identify gaps and add other potential partners to deliver programs in Cecil County:
  1) *Hospitality Industry*
  2) *Information Technology systems and security education*
  3) *Healthcare*
  4) *Green or environmental education*
  5) *International Education*
  6) *Civil engineering*
- 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 '10-'15 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 2013-2017 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 gives considerable attention to the current and emerging needs of the region served by the institution. In as much, the focus is directed toward the specific, or unique, challenges that are faced when internal resources are aligned with the demands of the external environment. An inherent element of addressing this challenge is to include an institutional assessment process that validates the responsible allocation of resources to goals and objectives that respond 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

# Chesapeake College's 2014 Mission and Goals Statement

## SUMMARY MISSION STATEMENT

Chesapeake College's core commitment is to prepare students from diverse communities to excel in further education and employment in a global society. We put students first, offering transformative educational experiences. Our programs and services are comprehensive, responsive and affordable. The college is a catalyst for regional economic development and sustainability and a center for personal enrichment and the arts.

## INSTITUTIONAL IDENTITY

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 core commitment is to prepare students from diverse communities to excel in further education and employment in a global society. We put students first, offering transformative educational experiences. Our programs and services are comprehensive, responsive and affordable. The college is a catalyst for regional economic development and sustainability and a center for personal enrichment and the arts.

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.

INSTITUTIONAL CAPABILITIES

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, 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 ser5ving 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 GOALS

Pursuant to the college's vision and mission and aligned with the Draft 2014 State Plan for Postsecondary Education, Chesapeake College's 2014-2018 Strategic Plan goals, strategies and outcomes for the next four years are presented below:

Goal 1: Transform the Student Learning Experience – New ideas and new technologies are creating possibilities for instruction that were unimaginable a few years ago. We know more than ever about how we learn, shattering previously held assumptions about best classroom practices. We are at the cusp of a new era in teaching and learning, and Chesapeake College's students can reap the benefits of small, responsive, active classes guided by innovative faculty. We will create a climate in which creativity is encouraged and rewarded and where high-impact practices that improve student learning outcomes are the norm.

Strategies

1.1 Encourage intellectual risk-taking among students, faculty, and staff.
1.2 Employ practices and policies that promote active learning.
1.3 Bring international learning experiences to students to develop global competence and perspective.
1.4 Integrate experiential learning into the curriculum to give students the opportunity to combine classroom learning and real-world settings.
1.5 Transform the online experience to raise the quality and availability of online courses and programs

Key Performance Indicators/Objectives

- Student proficiency in critical thinking, information literacy, ethics, technology literacy, quantitative reasoning, reading, and oral and written communication
- Percentage of graduates with academic portfolios presenting students' best work
- Graduates' educational goal achievement

Goal 2: Strengthen the regional economy – The Mid-Shore region has seen major changes to its economy over the past several decades. Most manufacturing jobs have been lost, and the five counties supported by Chesapeake College continue to experience high unemployment. As an institution of higher learning, an employer and a training provider for new and incumbent workers, Chesapeake College is one of the region's most significant economic engines. As one of the few five-county entities on the Mid-Shore, the college is effectively positioned to promote regional economic development. The college will break new ground in educating and training a skilled workforce, helping Mid-Shore counties recruit and retain businesses.

Strategies

2.1 Provide leadership for regional approaches to economic development.
2.2 Be the regional provider of choice for higher education and workforce training.

Key Performance Indicators/Objectives

- Continuing education enrollment
- Workforce continuing education enrollment
- Businesses and organization for which the college provides contract training and services
- Adult Basic Education enrollment

Goal 3: Improve Student Goal Attainment – The college will improve the percent of students who complete a degree, certificate or workplace credential or who transfer in an accelerated time frame. In the most recent Maryland Higher Education Commission report on retention, graduation and transfer rates – focusing on first-time, full-time students – the college is generally in the upper half for most categories. The college's goal is to consistently be among the top five community colleges for all of these categories.

Strategies

3.1 Enhance support services that have been proven to assist in student success.
3.2 Assist students in navigating pathways in all academic programs to encourage timely completion.
3.3 Increase the number of first-time students who enter Chesapeake College with college credit.
3.4 Implement financial aid policies that remove barriers to completion.
3.5 Increase graduation rate of students who enter Chesapeake with developmental requirements.
3.6 Increase the number of college-ready students entering Chesapeake.

Key Performance Indicators/Objectives

- Successful-persister rate of college-ready and developmental first-time students
- Minority achievement
- College's rank among Maryland community colleges for completion rates
- Workforce licensure and certification pass-rates

Goal 4: Growing Enrollment - Enrollment is a measure of how well the college is meeting the community's need for access to higher education, including continuing education and workforce training. It is also critical to the financial health of the college. Substantial growth between FY06 and FY11 allowed the college to weather the recession and add resources. Since then, enrollment declines have forced budget cuts to all areas. The high school population in the region is declining and the college must compensate for that drop or face severe financial consequences. The college is committed to taking advantage of economies of scale, setting a goal of 3,000 students per semester by FY18.

Strategies

4.1 Reframe the college's recruitment strategy to increase enrollment of current and recent high school graduates
4.2 Develop a recruitment model specifically designed to address the educational needs of adult learners.
4.3 Expand online programs and course offerings to better meet student needs.
4.4 Employ a cross-divisional approach to retain students who have not attained their educational goal.
4.5 Develop a comprehensive marketing plan that communicates the quality and value of a Chesapeake College education and supports strategic initiatives.

Key Performance Indicators/Objectives

- Term unduplicated headcount (exceed 3,000 by FY17)
- Full-Time Equivalent (FTE) enrollment
- Dual enrollment, CTE, first-time students and adult learners term headcount
- Fall-to-fall and fall-to-spring retention rates
- Minority enrollment
- Chesapeake Foundation scholarship awards

Goal 5: Advance Environmental Sustainability - Chesapeake College, located in an agricultural region adjacent to the Chesapeake Bay, has an obligation to make a positive impact on the environment through partnerships, leadership, education and modeling. Since the initiation of the last strategic plan, the college has signed the American College and University Presidents' Climate Commitment – a pledge to reduce its carbon footprint in the interest of good global citizenship. Chesapeake College will be recognized as a regional environmental leader. Through our institutional actions, we will model environmental responsibility on the Eastern Shore, inspire environmentally engaged citizens, and reduce our carbon footprint.

Strategies

5.1 Decrease resource use.
5.2 Incorporate sustainability into all academic efforts.
5.3 Develop transportation solutions.
5.4 Excite and educate the campus and community about sustainability.
5.5 Grow the Center for Leadership in Environmental Education (CLEEn) as an educational initiative and physical presence.
5.6 Install renewable energy sufficient to offset campus electricity needs and contribute to the community's electrical needs.

Key Performance Indicators/Objectives

- Carbon footprint
- Environmental waste
- Energy consumption
- Sustainability activities
- Development of green occupations programs

Goal 6: Build the Resources to Advance the College Mission –If the college is to realize its goals and continue to provide opportunities for education and economic development, it will require additional resources. An enhanced institutional advancement infrastructure will support advocacy, communicate the college's value to all stakeholders, and encourage the growth of public and private support. Employees, students, alumni and community leaders will be involved in these efforts.

Strategies

6.1 Establish an infrastructure for institutional advancement
6.2 Tell Chesapeake College success stories.
6.3 Clearly advocate for college needs.

Key Performance Indicators/Objectives

- Campaign goal achievement
- Grant revenue goal achievement
- Annual Internal Giving Campaign participation rate
- State and county appropriations

## RELATIONSHIP TO MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION

Goal 1: Quality and Effectiveness. Maryland will enhance their array of postsecondary education institutions and programs recognized nationally and internationally for academic excellence and effectiveness in fulfilling the evolving educational needs of students, the state, and nation.

Strategic Plan Goal #1 "Transform the Student Learning Experience" provides support for faculty and staff to improve educational outcomes, " Goal #3 "Improve Student Goal Attainment" addresses support for transitions in postsecondary education, and Goal #6 "Build the Resources to Advance the College Mission" will expand investment in higher education.

Goal 2: Access, Affordability and Completion. Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting accessibility, affordability, academic success and completion.

This goal is most related to Strategic Plan Goal #4 "Growing Enrollment" that addresses access and affordability while Goal #3 "Improve Student Goal Attainment" addresses the completion agenda.

Goal 3: Diversity. Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

The enrollment aspect is imbedded in Strategic Plan Goal #4 "Growing Enrollment" and closing achievement gaps is a target within Goal #3 "Improve Student Goal Attainment."

Goal 4: Innovation in Education Delivery. Maryland will seek to be a national leader in the exploration, development and implementation of innovative, diverse, and collaborative approaches to education and training that will align with State goals, increase student engagement and improve learning outcomes and completion rates.

The annotated description of Strategic Plan Goal #1 "Transform the Student Learning Experience" focuses on innovation.

Goal 5: Economic Growth and Vitality. Maryland will stimulate economic growth, innovation, and vitality to support a knowledge-based economy through education and training as well as advancement and commercialization of research.

While Strategic Plan Goal #5 "Advance Environmental Sustainability" and the other strategic plan goals contribute to economic vitality, Goal #2 "Strengthen the regional economy" is entirely dedicated devoted to the concept.

Goal 6: Data Use and Distribution. Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

Use of data to inform decisions has been a hallmark of Chesapeake College. To illustrate, all strategic plan goals have key performance measures associated with them which will be for the basis for annual assessment and subsequent quality improvement strategies.

# COLLEGE OF SOUTHERN MARYLAND

## Mission Statement

## April 2014

## 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 Continuing Education and Workforce Development

(CEWD) Division 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, Tony Hungerford Memorial Art Gallery and Walter Grove II 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 Performance 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 2013.

1. Transfer Programs. CSM currently awards five 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) and the Associate of Science in Engineering (A.S.E). 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 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 with private institutions such as Howard University, Johns Hopkins University, Notre Dame University of Maryland, and George Mason University afford additional access and opportunity for CSM's transfer students. Two recent agreements with St. Mary's College of Maryland, providing for dual admissions and guaranteed transfer will be expanded to other four year college partners. 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.

   Over the past several years, CSM has also made efforts to increase opportunities for students to transfer credits from four year institutions back to CSM through reverse transfer programs, which have been established with Towson University, Salisbury

University and University of Maryland University College. Additional such agreements are being developed for a wide variety of institutions. Through these agreements, eligible students are notified of the opportunities for reverse transfer and encouraged to apply for graduation from their associate degree programs, ensuring that they receive an educational credential at the earliest opportunity.

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 National Science Foundation, among others, and offers three statewide Nuclear Energy Technology programs in concert with the Nuclear Energy Institute and energy provider Exelon. 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. Ongoing partnerships with NAWC and the University of Maryland have provided opportunities for CSM students to fill internships at NAWC and complete their studies at the University of Maryland's facilities at the Southern Maryland Higher Education Center. Over sixty students have participated in this partnership program in the past four years. In 2011, CSM became one of the first Maryland community colleges to offer the Associate of Science in Engineering (A.S.E.) degrees. Opportunities for new degrees and programs are also being explored in other STEM fields such as mechatronics (robotics). 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 now admits student cohort twice per year), pre-dental hygiene, emergency medical technician, medical laboratory technician, pharmacy technician, health information management, practical nursing, and massage therapy. Respiratory therapy, radiation technology, and physical therapy assisting are offered jointly with other community colleges. The 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 while a new ambulance simulator provides similar opportunity in emergency medical technology. 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. In response to the growing industry demand for bachelor's degrees in nursing, the college continues to explore additional partnerships and programs to afford CSM nursing graduates opportunity for continued studies in the southern Maryland service area. To expand access to existing programs and offer new health-related associate degree programs, plans are under development to house

health sciences programs in a new facility more centrally located, the college's regional campus, which is currently being considered for funding through the state's capital funding program.

4. 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, carpenters, welders, and other professions necessary to construction and a growing populace. CSM also offers an associate of applied science degree in construction management. To meet the enrollment capacity for these programs the college opened its Center for Trades and Energy Training at the Waldorf Center and continues to develop programs in response to local needs. The college is unable to expand and duplicate these programs on all three campuses because of the sophistication of the equipment and the amount of space required. The high demand for these programs has resulted in the college purchasing a regional campus in Hughesville. The regional campus will provide a central location for the Center for Trades and Energy Training and enable CSM to address the regions' lifelong needs in the trades and healthcare fields.

5. Business. Programs that meet the needs of business and government include business administration, management development, accounting, and legal 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 Technology and Development Center, housed at the college, also provides a range of services.

6. 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. 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 with the University of Maryland University College, in an effort to bring opportunities in selected fields in secondary education to the region to meet local demand in STEM fields and language instruction.

7. 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 Maryland community colleges.

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 and Teen College, Encore 50 Plus and other programs for senior citizens, driver's education, motorcycle safety and many more.

CSM continuously engages with local leaders to meet the learning and support service needs of distinct groups. In the past three years, two major initiatives have resulted, in the form of the Diversity Institute and Nonprofit Institute. The Diversity Institute addresses pressing social issues that are facing the region and will model how a community can address diversity issue in a productive manner while the Nonprofit Institute more fully addresses the critical needs of nonprofits. This institute works with nonprofit organizations to help each develop its management, leadership and fundraising skills. Learning programs include a variety of community opportunities. CSM routinely offers free community forums, and Money Smart seminars for retirees and new home buyers. The college has also hosted a Connections reading series which brings nationally-known authors to the region, a Lecture Series and a summer Twilight Performance Series, all 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.

The College of Southern Maryland communicates and receives feedback from the community it serves in a variety of ways. CSM students semiannually administer public opinion surveys, "The Pulse of Southern Maryland," on issues of public interest, such as health care, economic development, voter confidence, and satisfaction with public schools. As a way of measuring its impact on the community, the surveys include a question about the respondent's perception of CSM. In the last five polls, greater than 95% of respondents reported that the college is a valuable resource for the community.

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 complements the Nonprofit Institute programs by providing an online database that 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. Ongoing support of the instructional dimension of faculty life is apparent in strong institutional support for an Integrative Learning Center and associated faculty institute to develop innovative teaching strategies and projects, a New Faculty Academy and Adjunct Faculty Academy and the variety of training and education opportunities available through the Distance Learning and Faculty Development Division. While the college encourages scholarly research, teaching effectiveness and

classroom/instructional research remain the primary focus for faculty. Services and research activities are developed to the degree that they enhance and complement the instructional program or meet a specific community need.

The faculty plays a critical role in the functional area of student learning outcomes development and assessment, as demonstrated through the comprehensive Student Learning Outcomes Assessment Plan approved in 2012 which brought together the various assessment activities in place under one consistent system. A critical component of this plan related to the assessment of general education outcomes; recognizing the changing needs in general education, the faculty developed a Core Learning Area framework detailing the expected outcomes for students in areas such as written and oral communication, information literacy, technological competency, quantitative and scientific reasoning, critical thinking, and cultural awareness. This framework serves as the basis for assessment of general education outcomes, critical to the mission of the college.

A functional emphasis is also placed on meeting the needs of students who are under-prepared for entry to college. Efforts to re-design developmental studies programs are led by the full-time faculty and strongly supported by staff and administration. An inter-disciplinary Developmental Studies Committee ensures the activities of the faculty teaching reading, writing and mathematical skills are well-coordinated.

A broad functional effort is placed on student success for all students, regardless of the student goal. A Student Success and Goal Completion Task Force, consisting of executives throughout the college in both credit and non-credit functions, was formed in 2010 and developed a plan for student success that encompassed a wide array of activities. A similarly named committee ensured the execution of that plan and has continued this work through the 2014 development of a new three-year plan.

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 decennial self-study, confirms the college's standards of excellence, as a result of which the college received more than 30 commendations with no negative findings. The report affirms that the institution has an exceptional solid foundation in quality and effectiveness promoted and measured by its mission, goals, performance indicators and student learning outcomes, and continues to play a vital role in the community while seeking to improve and innovate to higher level of performance. Furthermore, CSM is a multi-year recipient of the Work-Life Alliance with the Workplace Excellence Award. The Workplace Excellence Seal of Approval recognizes that CSM exemplifies a culture of inclusion and an environment that values

diversity of its faculty, staff and students, while promoting performance excellence and work/life balance.

The Quality Improvement Process (QIP) is the framework the college uses to assess academic excellence, quality, and institutional effectiveness. In 2008, CSM established the QIP in an effort to support and strengthen the connections among the mission, institutional goals, strategic planning, assessment tools and results, budgeting, and renewal processes. The QIP is directed by the Quality Improvement Council (QIC), which consists of representatives from all major areas and levels of organization within the college. The QIC coordinates and reviews all quality improvement initiatives, including the review of both strategic and assessment plans and plan accomplishments. The QIC also recommends new directions for the institution and budget priorities to the President's Council (PC). Planning and assessment are analyzed and prioritized, and action steps for improvement are developed accordingly. Assessment of effectiveness and success of the college's mission and strategic goals includes the tracking of the college's 53 institutional Key Performance Indicators (KPIs), the Maryland Performance Accountability Report (MPAR) indicators, and data from the Integrated Postsecondary Education Data System (IPEDS), as well as annual financial audits.

The KPIs are the primary avenue for CSM to determine its progress in achieving its goals. The KPIs contain measures and benchmarks that assess the college's performance on each of the five institutional goals. The KPIs measure enrollments (continuing education, credit, and online); student achievement (e.g., graduation, transfer, retention, and persistence rates); market-share; affordability; student and employee satisfaction and diversity; distance learning environment; licensure/certification; and financial stability. Over one-half of the Maryland Performance Accountability Report (MPAR) indicators were adopted by CSM as KPIs and as such are routinely monitored and discussed as part of the institutional assessment component of QIP.

In addition to KPIs, student persistence, transfer and graduation rates are monitored through a well- represented Strategic Enrollment Management Council (SEMC) which meets monthly to discuss methods and techniques for improving student success. Techniques and methods include skills assessment tests to evaluate prospective students' readiness for college level courses; an academic alert system to identify students who are having academic difficulty; developmental course redesign; and promoting and expanding reverse-transfer opportunities. This and many other intervention techniques are employed at CSM to enhance student success. In spring 2011, the Student Success and Goal Completion Committee (SSGCC), a sub-committee of the SEMC, assessed best practices and developed a more comprehensive plan for student success. Based on the Completion by Design findings, the comprehensive plan for student success contains a series of initiatives, activities, and benchmarks focused on helping students succeed as they move from application to enrollment to degree completion. Each step is characterized by momentum strategies and goals, to promote a culture of goal completion for students, staff, and faculty.

CSM faculty are committed to all aspects of student success and play the central role in devising and developing the academic programs and other means by which students can achieve their educational goals. Full-time faculty lead the academic, professional, research, and other educational programs that support the college mission to foster academic excellence in Southern Maryland. Most full-time faculty also mentor adjunct faculty teaching at CSM each academic

year by providing leadership and guidance. Faculty is well supported in their activities, through well-designed professional development opportunities provided internally and with financial support of those pursued externally. The college also has a demonstrated track record of strong faculty support and development to ensure high-quality educational opportunities in all learning environments.

Individual courses and programs at CSM similarly reflect the college's commitment to high-quality education. 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 ensure the quality design of online courses. Several faculty members have been trained to serve our institution and others as peer reviewers. The college will continue to explore, design, and deliver instruction and services that address the lifelong learning needs of the Southern Maryland populace. The College has recently been awarded its first Title III grant, part of which will be used to improve e-learning student outcomes through a variety of activities, including expansion of the Quality Matters standards and online student services.

The quality of CSM's academic programs is evidenced through recognition by professional associations. CSM is not only accredited by the Middle States Association of Colleges and Schools, but several programs of study also carry their own discipline-specific accreditation. This recognition provides assurance to employers and to transfer institutions of the knowledge, skills, and abilities of the CSM graduates of these programs. 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.

In addition to quality academic programs, college affordability is a national challenge and a top priority for CSM. CSM's comprehensive and effective budget development and evaluation process, combined with prudent fiscal planning, active audit committees, and a responsive Foundation allows it to continue to explore new revenue streams and cost-containment measures to keep student costs low. The Foundation's current fundraising initiatives include scholarships and funds to support high-growth programs, such as the trades, career starters programs, the arts, STEM, nursing, and healthcare. The college also actively seeks grants to support programs and initiatives. With the recent award of the college's first Title III grant, CSM is implementing a First-Year Experience course, as well as other new methods and systems to strengthen the college and improve learning outcomes and degree completion.

***Goal 2: Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.***

CSM strives to afford access to many different segments of the community, including: 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 postsecondary education and are willing to engage in postsecondary education have the opportunity to do so." 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.

CSM is an open-admissions institution that provides access for individuals with a desire to learn and strengthens the intellectual development of students. The college also prepares students for college level work. Students are evaluated for placement in English, reading and mathematics developmental courses through assessment testing. The college and local school systems participate in the Better Education Together (BET) initiative which aligns the developmental curriculum, explore problems, and create solutions together that impact the interface between the two sectors. BET is currently exploring Middle College models in all three Southern Maryland counties.

In addition to developmental education access, 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.

Other methods of course delivery include online courses and programs leading to certificates or associate degrees. Major growth in online learning allows CSM to remain accessible and relevant to the adult commuting population and to those students who work and have families. At least one in four students take an online course and several have graduated from one of the 15 online degree programs at CSM. The majority of courses are at least web-enhanced, 117 courses are web-hybrid, blending face-to-face instruction with on-line instruction, and 312 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.

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. In addition to the UMUC partnership, CSM students are actively pursuing locally-based bachelor's degree programs with Towson University, Bowie State University, the University of Baltimore, Capitol College, St. Mary's College, Stevenson University, University of Maryland College Park, Howard University, Johns Hopkins University, Notre Dame University of Maryland, and George Mason University. 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.

Over the last four years, career degree completers have increased by 14%; certificate completers have increased by 26%; and transfer degree completers have increased by 33%. The college has implemented initiatives, which align to the College Readiness and Completion Act of 2013, to increase the pathways to completion and number of degrees and certificates awarded. The following initiatives will assist Maryland in meeting the educational goals where at least 55% of Marylander's will hold an associate degree by 2025 and all degree seeking students enrolled in a public community college earn an associate degree prior to leaving the community college:

(1) Dual Enrollment: Dually enrolled high school students receive a 50% tuition discount.
(2) High School Curriculum and Graduation Requirements: The college continues to work with K-12 partners to improve college readiness.
(3) Pathways to a Degree/Degree Plan: CSM provides an academic degree plans for entering freshmen to help students anticipate the academic workload, courses needed to earn a degree, and when courses will be offered in order to appropriately schedule prerequisites. The college also provides the pathway course plan for first-time students in the first 24 credit hours. CSM is currently redesigning academic advising to be proactive and incorporate intervention strategies mandating advising contacts for students. The college continues to enhance and expand the academic alert system which allows students to be notified of academic challenges and provides effective communication between faculty, student support staff, and students.
(4) Reverse Transfer: CSM is promoting and expanding reverse-transfer opportunities to increase the number of students completing an associate degree with the college. Currently, CSM has reverse transfer agreements with Salisbury and Towson Universities.
(5) Increasing Graduates: The college has automated the awarding of certificates to increase the number of students completing a certificate with the college. Students who earn associate degrees are notified of the certificates they have earned. Graduation candidates no longer pay a graduation fee.

The college serves almost 28,000 credit and continuing education students of Southern Maryland, each campus continues to expand with multiple new and renovated buildings at each

campus. 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. Funding for a fourth, (regional) campus, was recently obtained.

The 24% increase in credit enrollments over the past five years and state funding that did not keep pace with this increase, presented the challenge of keeping tuition costs low while addressing the diverse needs of students and the community. Through sound fiscal management, CSM has minimized tuition increases, remaining half the cost of that of a state four-year public college. The average savings of more than $29,000 is frequently communicated to students as the value and benefit of graduating from CSM before transferring to a four-year college.

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 an information-rich web-site, which includes Financial Aid TV (FATV), to help students and their families research and apply for financial assistance. FATV is an online service that provides current and prospective students with instant access to short videos that discuss important financial aid topics. CSM has also committed resources and a specialized advising office to help veterans navigate through the system of higher education in Southern Maryland with their allotted benefits. 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.

The college makes every effort to keep tuition and fees low for its students, as college affordability is a challenge for CSM and the nation. To help students meet costs, CSM has 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 Exelon 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.

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.

*Goal 3:*

***Ensure equitable opportunity for academic success and cultural competency for Southern Maryland's population***

The College of Southern Maryland (CSM) embraces and values diversity as a fundamental priority for Southern Maryland, and as an institution of higher education strives to eliminate any achievement gap and to ensure all students, faculty and staff are culturally competent so as to perform at their optimal best.

**Defining Diversity**

The college has a long history of equal opportunity and a strong commitment to diversity. CSM strives to build the diversity of its student body, faculty and staff, and to make sure the college is providing a welcoming and supportive environment for individuals of all backgrounds. Broadly defined, diversity at CSM is the combination of individual differences (e.g. personality, learning styles, and life experiences) and social differences (e.g. race/ethnicity, class, gender, sexual orientation, political views) that encompasses each of our unique identities. Diversity is the lens through which we shape our academic and co-curriculum programs for students.

Diversity is an essential element to an educational institution's pursuit of excellence in teaching, learning and service. In pursuit of these goals, CSM attracts students, faculty and staff with diverse perspectives, backgrounds, talents and needs. All members of the campus community work to advance our institutional commitment to diversity and inclusion as a strategic priority. As an institution, the College makes intentional efforts to leverage diversity by increasing awareness, knowledge, empathy and understanding of our human complexities through the curriculum, and in connecting with the diverse communities that we serve.

The President's Council 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 council evaluates and recommends improvements to the college's policies and practices, including recruitment, retention, outreach and marketing.

CSM addresses its performance in the CSM Cultural Diversity Plan which aligns to the college's 2010-2015 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 is 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.

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.

## Closing Achievement Gaps

The College is committed to provide a high level of direct support for students to narrow achievement gaps. Program-related activity that has created opportunities for minority students, while being available to majority students as well, includes the Integrative Learning Center and Volunteer Southern Maryland, which has its Southern Maryland office at the CSM La Plata Campus. The college has been awarded a Title III Strengthening Institutions Program grant, with funds to enhance success and goal completion of its students. The award is helping first-year students become acclimated to the college experience so as to improve upon their success with such services as tutoring and peer mentoring. CSM is expanding direct support to students through such additions as a mentor to promote minority student success as well as veterans affairs coordinators to promote veteran student success.

Through such programs as Try College for a Day, traditionally underrepresented Charles County junior and senior high school students are given the opportunity to experience college first-hand by attending brief course lectures and participating in panel discussions with students, faculty and administrators focused on admissions, financial aid, testing, and student life. Co-sponsored by the Educational Talent Search Department, Try College for a Day is for underrepresented students and typically about 150 students attend. Additional examples encouraging community involvement include the Educational Talent Search's co-sponsored 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; an internship with Concerned Black Men of Virginia. The Division of Academic Affairs sponsors events such as a Women + Math program which enables female role models, in fields traditionally underrepresented with women, to interacting with middle and high school females over the course of the day to introduce them to math fields and to encourage academic success. All campuses also host annual "Destination College" events, which bring 5$^{th}$ graders from Title I schools to experience a day of college life. The final event is a "commencement," where students receive a certificate that guarantees them admission to CSM after they graduate from high school.

**American Promise, Documentary Screening and Discussion:** The Diversity Institute and the Men of Excellence African American Male Mentoring and Leadership Program host a number of public lectures, book discussions and programs focused on closing the achievement gap. One such program was a recent screening and discussion of the Sundance documentary film

"American Promise," which spans 13 years as Joe Brewster and Michele Stephenson, middle-class African-American parents in Brooklyn, NY, make their way through one of the most prestigious private schools in the country. Chronicling the boys' divergent paths from kindergarten through high school graduation at Manhattan's Dalton School, the documentary presents complicated truths about America's struggle to come of age on issues of race, class and opportunity. David C. Miller, M.Ed., Chief Visionary Officer and Co-Founder of the Urban Leadership Institute, L.L.C. led the post-film discussion on the issue of African-American male achievement and the issues around the matter tied to the students, their families and community.

CSM is committed to expanding articulations with many of the state's universities and colleges to provide invaluable opportunities for academic success and degree completion, enabling CSM's transfer students the ability to be successful at a much more manageable cost for their baccalaureate degrees. Most recently CSM and Howard University in Washington, D.C. have partnered to promote successful undergraduate educational experiences for CSM students pursuing bachelor's degrees at Howard. CSM students who have earned an Associate of Arts, an Associate of Science, an Associate of Science in Engineering or an Associate of Arts in Teaching, and who have maintained a minimum grade point average will be eligible for transfer into Howard.

To meet the needs of the 60% of students testing into developmental courses, the college offers traditional developmental education and has redesigned its developmental math and reading courses. More information about developmental courses can be found in Goal 4.

**Cultural Competence and Global Citizenship**

The College identifies cultural awareness as one of its ten core learning areas and is designing opportunities for the inclusion of this competency in its programs of study. All students graduating with an associate's degree will have met the competencies required of the cultural awareness core learning area. 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.

In addition to changes in academic programs, other opportunities to improve the cultural competence of students, faculty and staff sponsored by academic divisions include:

1) Diversity in Education Committee: Twice each academic year, this faculty committee sponsors a discussion of texts related to cultural issues and pedagogy. Participants in the discussion include full-time and part-time faculty. In conjunction with the Division of Academic Affairs, the committee has sponsored guest speakers to discuss diversity issues with the entire faculty.

2) The Global Initiatives Committee: This committee made up of faculty and staff 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.

3) Travel Study Program: Each year faculty encourage cultural competence by incorporating international travel into the curriculum. Students earn college credit while traveling to countries such as Belize, Ireland and England.

Activities frequently provided at the college include a schedule of cultural cafes that provide academic enrichment and celebrate diversity awareness through an ongoing schedule of robust programming through the Institutional Equity and Diversity Office and encompass a wealth of multicultural topics.

CSM has taken a leadership role since 2007 in developing an annual forum to help the community engage in public dialogue around individual and collectives identities in an increasingly diverse community. The Diversity Forum brings community leaders and citizens of all ages together for discussion and dialogue on the theme "Our Community, Our Future". Hosting of the Forum has occurred at the college for three years. The Diversity Institute at the College of Southern Maryland sponsored the 2014 Unity in Our Community Diversity Forum, with a guest speaker who focused on the topic and breakout sessions on Bullying, Defying Definitions a public conversation, and a Youth/Young Adult Leadership panel that asked the participants to discuss the change that they see in their community.

Beyond the annual forum, the Diversity Institute was created at CSM in 2013 to address the dynamics of the rapidly changing demographics of Charles County. hosts public dialogue on issues that intersect our multiple identities (e.g. race, class, gender, religion, etc.). The Institute recently partnered with "Defying Definitions" a community engagement program in partnership with the Maryland Humanities Council (MHC) and the Maryland Commission on Civil Rights (MCCR). This public conversation challenges participants to reflect on how they perceive others, how they are perceived by others and what they understand about themselves. The project uses the humanities (film, literature, photography and poetry) to bring people together for dialogue, both online and in community settings, with the goals of breaking down stereotypes, reducing conflict, and modeling civil and meaningful discussion. These public conversations allow conversations on the topic of cultural awareness are facilitated by trained individuals who ensure the ground rules of respect and tolerance are maintained.

To promote tolerance and civility toward all cultures, in the fall of 2013 CSM launched a civility campaign in that will guide the college community toward a greater demonstration of tolerance and improve the quality of relationships at the college. Choose Civility Southern Maryland (Calvert, Charles and St. Mary's counties) is a community-wide initiative that is partnered with The College of Southern Maryland, local school and library systems and over 40 community partners who have pledged to share the message with the staff members and their communities. With a growing number of community partners, Choose Civility Southern Maryland aims to help those who live and work in Southern Maryland be mindful of ways to interact with mutual respect regardless of person and choose to be models of civil behavior. The effort was launched with a Speaker Series featuring guest speaker, Assistant Professor Daniel Buccino from Johns Hopkins University Bayview Medical Center whose topic was "The Power of Civility in Contemporary Society". Local educators have held in-service training meetings on the subject matter and are incorporating into character education programming. Students have written essays and produced videos on the nine tools of Civility. Employees of partner organizations are

holding book discussions to further incorporate the message of civility within the organizational cultures.

***Goal 4: Promote innovation by implementing creative, cost-saving and effective quality improvement processes and training opportunities for the CSM community.***
CSM recognizes the multitude of social trends that range from economics to education to labor and technology. CSM is involved in a variety of different efforts for the purpose of promoting innovation both within and without to the larger community.

**The College Innovation Team**

The College Innovation Team discusses and debates emerging trends that may impact the college and brings them forward to the QIC. The team is briefed by staff specialists on various aspects of the situation analysis, especially changes in market demands, competition, stakeholder expectations, laws, economy, technology, and other trends. Activities include redrafting the college's mission statement, values, and vision statement, planning for the All-College Convocation which is centering on the theme of Innovation in 2014, and discussing ways of promoting innovation throughout the institution.

Current initiatives of the College Innovation Team include:

Annual Convocation: The CIT plans the college's annual convocation that promotes many desired outcomes. One is to stimulate innovation throughout the college.

CSI: Cost Saving Ideas: CSM has launched its own CSI – in this case, it is to investigate where Cost Saving Ideas may exist within the college. Often the very people that work on projects are best able to identify how to reduce costs or increase efficiencies within their areas.

Open to all staff, faculty and students, CSI: Cost Saving Ideas seeks to encourage and recognize innovation and cost-saving ideas at all levels. Research shows that significant, easy-to-implement cost saving ideas can often come from smaller come from smaller savings opportunities that add up quickly and make a large impact. Monographs: To promote innovation, the CIT solicits monographs from the college community about innovative ideas that have been put in place at CSM to address problems or issues. At the All-College Convocation the winner with the best monograph paper is announced to everyone at the college in celebration of their innovation and ingenuity.

**Integrative Learning Center**

The Integrative Learning Center (ILC) serves students, faculty and the community by providing resources that stimulate intellectual investigation, collaboration and contemplation in a safe and open environment. Among the ILC's goals are two that directly support innovation:

- provide opportunities for connections and collaborations among and between students, faculty and the community
- provide an environment that encourages and supports faculty innovation

Current initiatives of the ILC include:

Integrative Learning Institute (ILI): Meeting every other Friday during fall and spring semesters, the ILI brings faculty together to make connections across disciplines, people campuses and communities. Participants complete a three-semester innovation in teaching project. In this first year of operation, projects include embedded librarians, faculty learning communities, inter-disciplinary projects, a sophomore seminar course, and new approaches to travel study.

First Year Seminar: Taught in the first CSM collaborative classroom where desks are easily moveable so students can meet in small and large group settings, students are actively engaged during each class period through group meetings and presentations to the class. Students use resources such as guest speakers, new media and field experience to develop their research projects. Students respond to reading materials individually through journal writing and collaboratively through small group discussions. Ultimately, students create a research product that is presented publicly.

Travel Study: These courses provide an exciting opportunity to earn credits outside the traditional classroom.

Service Learning: Service-learning combines service to the community with student learning in a way that improves both the student and the community.

**The Distance Learning and Faculty Development Division (DLF)**

The Distance Learning and Faculty Development Division (DLF) supports the faculty in developing high quality, accessible and effective teaching and learning environments. To facilitate these goals, the DLF staff provides service to faculty including planning, consulting, training, and support. The DLF staff encourages, challenges, and assists faculty to incorporate instructional technologies into their traditional or distance learning courses. The DLF staff plays an important role in providing staff and faculty with support and tools to enhance student success in distance learning courses.

Current initiatives of DLF include:

Faculty Mini-Grants: Faculty Mini-Grants provide monetary support up to $650 for creative faculty projects that go above and beyond the normal teaching responsibilities. These grants often support pilot projects, testing of new technology options, development of shared online course modulesand interdisciplinary faculty collaborations.

Adjunct Keynote Projects: To advance to Level III Adjunct Certification at CSM, a Keynote Project is required. Keynote projects invite adjunct faculty to invest 20-25 hours in a project that serves their academic division or the Division of Academic Affairs. These projects often result in development of shared online course modules Quality Matters online course reviews, and other innovative content that is shared across the division or the college community.

Online Course Developments: Stipends are available to faculty who want to convert face-to-face classes into Web-hybrid or online courses. A number of Associate's degrees and certificates are now available fully online, with more in the pipeline. Many of these courses require significant innovation, like converting a Conversational Spanish class or a Maps and Mapping class.

**Academic Division Support for Course Redesign**

Developmental Course Re-Design: Efforts to re-design developmental studies programs are led by the full-time faculty and strongly supported by staff and administration:

- Math faculty have revised the remedial arithmetic courses into a single fundamental math course that provides individualized content delivery, thereby increasing the students' ability to learn at their own pace and receive more personalized assistance.
- ENG-1010T, the longest running T course, first offered during AY 2008-2009, targets students whose placement test scores are within ten points of placement into ENG-1010. Students are provided additional guidance, structure, and individual work to that of regular ENG-1010 courses. The goal is to provide students with an alternative to developmental studies, along with an opportunity to receive transferable college credit. Data indicate students are more engaged in the course, feel confident that they have learned the material presented in class, and practice outside of class well enough to proceed to the next level.
- The most recent re-design effort provides an alternative pathway for students who place into the highest level developmental reading course, RDG-0800. A brand new college level course (IDS-1010T, Making Connections: A First Year Seminar) provides these students with opportunities to make connections to campus student success resources, embeds reading instruction in course activities, and offers students opportunity to learn critical research, writing, and presentation skills they will need through the rest of their college careers. Students who successfully complete this course gain course credit and placement at college level reading.

**College Support for Innovation**

The College Innovator Award

The college offers the Innovator Award that recognizes efficiencies that save the college substantial money or work; ideas that result in improved educational experiences for students; or ideas that lead the college in a new direction.

- Describe an idea of the individual that benefited the college by enabling something to be accomplished more efficiently.
- Describe an idea of the individual that saved a substantial sum of money for the college.
- Describe an idea of the individual that provided a new type of educational experience for students.
- Describe an idea of the individual that led the college in a valuable new direction.

The College Innovative Teaching Award

The college recognizes an individual faculty member or team who has improved the educational experiences for students and has moved the college forward in a strategic direction.

- Describe an idea that provided a new type of educational experience for students.
- Describe an idea that led the college in a valuable new direction.

***Goal 5: In collaboration with public, private and nonprofit partners, promote economic growth and vitality through the development of stronger businesses and a highly qualified workforce.***

The College of Southern Maryland (CSM) is a key contributor to Southern Maryland's economic growth and sustainability. The college works closely with local business and workforce partners to innovate and stimulate the local economy and workforce. The current and projected needs of the workforce are determined through formal and informal partnerships with a very diverse number of small and large businesses and government agencies that support the local economy, such as: four local hospitals, three local Chambers of Commerce, two DOD Naval bases, various STEM and energy-related businesses, construction and transportation/logistics firms, small businesses, hospitality and retail while keeping opportunities of the Washington metro area in sight.

Promoting Economic Growth and Vitality of Southern Maryland

Partnerships in organizations and professional networking efforts such as the following are vital to the continued economic growth and success of the region:

a) CSM 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 residents 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). A formal memorandum of understanding was signed with NAWCAD for expanded cooperative efforts between the college and the Navy.

c) The college is an active 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 is 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 works closely with all three Economic Development Commissions (EDCs) as well as with local area business associations such as Leonardtown and Solomon's Island Business Associations. It also is a member of the newly formed Southern Maryland Black Chamber of Commerce.

e) The college works closely with all three county governments to provide comprehensive employee development training for county employees. For example, CSM has partnership agreements with local public school systems, county 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 developed health care roundtables in each county to address workforce shortages.

g) The college has established a Nonprofit Institute in conjunction with two of the counties to facilitate and offer training for the boards, staff and volunteers of the more than 1,000 nonprofit organizations in the three counties as a means to improve their effectiveness in service to the community. Annual conferences and ongoing workshops address the training and development needs for this diverse audience.

h) The college has established a Diversity Institute to increase collaboration, bring diverse groups together working to develop support systems of inclusion, and provide service and leadership opportunities to help reduce conflict and build communities. Program areas include training and certification; community engagement through public forums, lectures and other sustained dialogues; conflict resolution; youth leadership and social justice, and research and policy development.

i) The college has developed a partnership with Leadership Southern Maryland (LSM) designed to create informed and connected leaders throughout the region who collaborate to address common issues and bring long-term benefits to the community. LSM is hosted on CSM's Leonardtown campus.

j) The Center for Civic Engagement and Service-Learning works to strengthen the community through experiences centered on service-learning, volunteerism, and civic engagement. The center offers ongoing support to faculty, students, and non-profit partners, professional development opportunities (training and technical assistance), and specialized leadership and service programming for students. This year, 599 students participated in service learning opportunities through their coursework. The center also connects individuals seeking to become involved in the community with volunteer opportunities. Through its Volunteer Southern Maryland (VSMD) online database, CSM links volunteer opportunities with individuals. Currently VSMD has 554 volunteers and 326 agencies registered in its database.

Growing Stronger Businesses

CSM is a key player in the development of new small businesses and in developing stronger existing businesses through efforts such as:

a) The Corporate Center offers customized contract training as well as other business and workforce solutions including comprehensive leadership training, supervisory and management development courses, workforce training, and consultations with organizations seeking to increase employee productivity and organizational efficiency.

b) CSM is a key provider of open-enrollment business training programs as well as courses and programs for small business owners and start-ups.

c) The Southern Region Small Business and Technology Development Center (SBTDC), housed at CSM, provides start-up and expansion assistance to local businesses through one-on-one counseling and guidance. SBTDC also provides training programs specifically engineered for the needs of small businesses.

d) Conference Services assists in hosting meetings, conferences and exhibitions on campus sponsored by local businesses and agencies.

e) 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.

f) As a registered Project Management Institute provider, the college produces a full range of project management courses as well as preparation for the PMI certification exam.

Addressing Regional Workforce Needs

CSM is addressing current and future workforce needs in Southern Maryland through its 120 degree programs; more than 25 formal articulation agreements with four-year colleges; and, its more than 35 Career Starter programs that address entry-level workforce development, enhancement and certifications through noncredit courses and programs. Enrollment in the college's academic degree programs exceeded 13,000 in 2013, while enrollment in noncredit programs has surpassed 25,000.

To address workforce needs at the nuclear energy plant in Calvert County, CSM developed a new Nuclear Engineering Technician associate degree program in FY2010 with three pathways: instrumentation and control, mechanical and electrical. The partnership program is a national model and was developed and funded in partnership with the Nuclear Energy Institute, Constellation Energy Nuclear Group, LLC, the U.S. Nuclear Regulatory Commission, and other industry leaders. This degree program also provides a nationally-recognized nuclear engineering certificate upon graduation. Most recently, a new NET lab has been constructed on the college's Prince Frederick campus. In response to the demand for skilled trades and energy workers, and with the award of a $1.2 million US DOL grant, the college developed a variety of non-credit career programs and opened the Center for Trades and Energy Training (CTET) in Waldorf, a 17,858-square-foot leased facility. Its labs and classrooms for training and advanced skills development include electrical, HVAC, welding, plumbing and carpentry quickly filled with students during the past four years. The college is planning to build its own facility on a newly purchased 74 acre site, the future home of a new CSM Regional Campus. Most recently, CTET was authorized by the North American Board of Certified Energy Practitioners (NABCEP) as a Solar Energy Training and Testing Facility, and as a North American Technician Excellence Certified Testing Facility for HVAC—a leading nonprofit certification in HVAC industry.

Additionally, CTET has in place several training partnerships such as with the Sheet Metal and Air Conditioning Contractors National Association that provides students/completers preferred enrollment and advanced placement in registered apprenticeship programs.

The college also made several large investments in workforce training solutions by developing short-term courses (e.g., CNA/GNA, healthcare, etc.) and marketing them as "Career Starters" targeting people who are unemployed, underemployed (e.g., less than full-time) or individuals who are interested in changing careers. This includes career fields such as business, construction, early childhood, healthcare, hospitality, information technology, real estate, transportation and veterinary sciences. Enrollments in the college's noncredit certification and licensure courses has steadily increased to 8,269; the third largest enrollment in Maryland.

To address the growing need for engineers, a transfer degree program in mechanical engineering was created in 2009 with the University of Maryland and the local Naval Air Station, Patuxent River, the largest employer in Southern Maryland. CSM was also was awarded a National Science Foundation S-STEM grant to provide STEM scholarships and support services. During the 2010/11 academic year, the college was one of the first community colleges in Maryland to offer Associate of Science in Engineering (ASE) degrees in Computer Engineering and Electrical Engineering. Also, a new program was launched in the field of Homeland Security. Joining an elite group of thirteen, among more than twelve hundred community colleges across the nation, CSM was designated a National Center of Academic Excellence in Information Assurance Two-Year Education by the National Security Agency and the U.S. Department of Homeland Security. Programs such as the Education Partnership Agreement between CSM and Naval Air Warfare Center Aircraft Division (NAWCAD) address the local workforce needs in homeland security. This agreement develops a pipeline of students to advance from academic studies to employment in national security firms in Southern Maryland.

Access to education and training is achieved in many ways and a major growth area in the delivery of learning and training at CSM has been in the number of online courses and programs. Online enrollments now make up 30 percent of the college's annual credit enrollments. Steady growth in online learning is a means of remaining accessible and relevant to an adult commuting population and students who work and have families; 64 percent of the student population attends on a part-time basis. CSM has been the leader in the state for its high-quality online learning methods and enrollment, embracing Quality Matters to ensure curriculum efficacy and successful learning outcomes. At least one in four CSM students takes an online course, and several have graduated from one of the 14 online programs. Recruiting efforts have also expanded and targeted to include more specific audiences, the use of social media and the web and open houses for non-traditional aged students.

## DATA USE and DISTRIBUTION

***Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.***

The primary tools used for assessing performance and measuring results at the institutional level are the Institutional Key Performance Indicators, Unit Assessment Plans, and the Student

Learning Outcomes Assessment Plan. These assessment tools align measures, benchmarks, and results with the goals and objectives of the ISP and USPs.

Unit Assessment Plans (UAPs) outline the purpose of that unit, intended outcomes, measures, sources of data, and results and recommendations. Each UAP is updated annually and the results and recommendations are reviewed by the division vice president before being sent to the College Assessment Team (CAT) for review. The CAT sets individual meetings with vice presidents and unit heads to review the results, to question and discuss the efficacy of the plan, and to review recommendations, some of which flow into the renewal of the next planning and budgeting development cycle that begin in September.

CSM makes concerted efforts to use assessment in a positive way, as a tool to recognize achievement at all levels, to address areas in need of improvement, to innovate, and to plan for renewal. In the area of student success, for example, a downward trend in student graduation rates was identified. The college created a special ad hoc committee to analyze the data and to research best practices for improving degree completion rates. This ad hoc committee developed a comprehensive Student Success and Goal Completion Plan (tied specifically to ISP Goal 2—CSM promotes student success by providing outstanding education and related services that help students achieve their goals), which was approved by the President's Council in 2011 and assigned to the Student Success and Goal Completion Committee. Based on this research, the Student Success and Goal Completion Plan is organized around four momentum points: (1) Connection, (2) Entry, (3) Progress, and (4) Completion.

The College has made good progress in executing many aspects of the plan and has recently been awarded its first Title III grant which will be used to fund and accelerate some of the objectives of the plan. The focus of the Title III grant is to "Jump Start" our efforts in addressing the middle two momentum points—Entry and Progress—which will help students realize their educational and career goals. Several of these important initiatives to be implemented include:

- Improve First-Year Student outcomes through Academic Planning and Targeted Interventions
- Improve First-Year Student outcomes through implementation of a First-Year Seminar
- Improve e-learning quality and student outcomes through expansion of the Quality Matters standards and online student services.

Analysis of learning outcomes is primarily conducted within the Division of Academic Affairs. Assessment of student learning has been occurring in all courses and programs for decades, which has served the college well. Improvement of these systems has continued, alongside rapid growth, changes assessment requirements and changes in technology. As a result, learning assessment is now conducted under the guidance of an enhanced comprehensive plan and supported by the Quality Improvement Process.

Enhancements to the plan have drawn on best practices, faculty experience and existing structures to create frameworks supportive of faculty efforts. From 2010 to 2012, organizing efforts involved faculty in a variety of planning activities and committees. In April 2012, these various groups were brought together through the formation of the Student Learning Outcomes

Assessment Task Force, a team that brought each of these disparate efforts together into one unifying body and an associated unifying plan

Through the work of this task force, the College of Southern Maryland's Student Learning Outcomes Assessment Plan was formally approved in January 2013. This plan considers ongoing assessment activities and gaps in assessment, as it provides a framework for ongoing and cyclical assessment, reflection, and adaptation. Most importantly, the Student Learning Outcomes Assessment activities clearly align with the overall strategy for assessing institutional effectiveness.

The student learning outcomes assessment framework is organized around three main elements: (1) Institution Level Outcomes Assessments; (2) Program Outcome Assessment, and (3) Other Assessment Initiatives. In many cases, these main elements are assessed at the course level, but many other assessment programs are in place to provide a comprehensive picture. Each of these assessment cohorts has been designed with the overall assessment construct in mind, thereby fitting all of the pieces together to ensure an effective assessment of student learning, one that allows (a) time for analysis of data, (b) opportunities for faculty to propose changes, and (c) procedures for transparent communication of assessment results to the college community.
Other methods of assessing performance and evaluating progress include annual and biannual surveys, as well as studies and reports by which CSM compares itself to its peer institutions throughout the state and nation. Assessment of performance is measured in several ways: in trend data, which is available for all KPIs, MPAR, and IPEDS data; in comparative data with other institutions, also provided in MPAR and IPEDS data; and in data supplied by the Maryland Higher Education Commission (MHEC) and the Maryland Association of Community Colleges (MACC). Data are also used from college surveys and focus groups on student satisfaction, non-returning students, employee performance and satisfaction, graduate performance and satisfaction, and community use and perceptions. IPEDS provides national comparative data. When benchmarks are determined, they take into account "best-in-class" colleges and may be adjusted to recognize the unique characteristics of the region and college. When these data are not available, the college attempts to set benchmarks that are appropriate and competitive. The college's commitment to assessment and continuous quality improvement has been recognized both regionally and nationally. These efforts were highlighted in the awarding of the Maryland Quality Award, Silver, through the Maryland Performance Excellence program.

The college communicates its goals, outcomes, and effectiveness through many different formats and modes. Official college information regarding status and performance outcomes is communicated to employees through the following: the weekly employee newsletter, the Friday Report; the college's robust Intranet site, which is updated daily; the PIER QIC site; division, President's Council, and board retreats; College Convocation and pre-semester faculty meetings; State of the College presentations; Administrative Council meetings; and monthly coffee gatherings at each campus that are held separately by the president, the President's Council, and the VP of Academic Affairs. College progress and effectiveness are regularly communicated to the tri-county community through weekly releases of CSM Headlines News, daily press releases, the CSM Web site, CSM's public access channel, advisory council meetings, and the president's radio talk show. Other external communications outlets include CSM's Discover magazine; direct mail; Annual State of the College Reports by the president to funders, partners, and

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| 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. |
| Objective 1.4 | Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland. |
| Objective 1.5 | Increase the number of students obtaining or maintaining licensure and certification through CSM courses. |
| Objective 1.6 | Increase the number, frequency, variety, and attendance at cultural and community programs offered on each campus. |
| Objective 1.7 | Increase offerings and enrollment in continuing education. |

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

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|---|---|
| Objective 2.1 | Increase persistence, graduation, transfer and goal completion rates. |
| Objective 2.2 | Increase the percentage of African-American students who graduate and/or transfer. |
| Objective 2.3 | Increase the percentage of students who are college-ready within two semesters. |
| Objective 2.4 | Promote cultural diversity and civility through academic instruction. |
| Objective 2.5 | Increase the number of courses, programs and services offered in nontraditional and flexible formats. |
| Objective 2.6 | Increase student preparation for transfer, employment and/or career advancement. |
| Objective 2.7 | Increase the goal completion rates of identified at-risk populations. |

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

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| Objective 3.1 | Integrate a culture of diversity, inclusion, and civility throughout the institution. |
| Objective 3.2 | Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region. |
| Objective 3.3 | Increase retention rates of faculty and staff. |
| Objective 3.4 | Increase the retention rate of adjunct faculty. |

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 six 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:

Regional Campus construction

Prince Frederick Building III

Leonardtown Campus Classroom Building

La Plata Campus renovation of 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 a bi-annual basis and used to improve institutional effectiveness.

# FREDERICK COMMUNITY COLLEGE (FCC)
# MISSION AND GOALS STATEMENT

# 2014

MISSION STATEMENT

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

INSTITUTIONAL IDENTITY

Frederick Community College's current strategic plan was approved by the Board of Trustees at the February 20, 2013 board meeting. The plan was developed using a formal and comprehensive process that involved broad stakeholder participation. This plan will serve us through FY 2015. The mission statement, coupled with its vision statement, "We transform individuals and communities through learning," supports our commitment to be a premier institution of higher education committed to advancing student success and goal completion through collaborative efforts among students, faculty, staff and community partnerships. The mission and vision, along with eight strategic goals and thirty five strategic objectives, provide direction to the College for assisting students to achieve their educational goals and advancing the quality of the institution. The College's current students reflect diverse educational and cultural backgrounds with a variety of reasons for attending FCC.

Frederick Community College's institutional identity embraces six core values:

**Learning**: Lifelong acquisition of knowledge and skills.

**Innovation**: Creative thinking and approaches that enhance learning and support continuous improvement.

**Diversity**: 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**: Fair and ethical standards in all policies, procedures and practices.

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, Associate in Applied Science and Associate of Arts in Teaching degrees, as well as Certificates and Letters of Recognition in assorted career programs.

The College's Continuing Education and Customized Training (CE/CT), offers credit and non-credit programs that consist of a wide assortment of courses and offerings that meet the challenging needs of Frederick County residents, businesses and industries. CE/CT 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. CE/CT supports the instruction and support for our robust Adult Education Program, which includes Adult Basic Education (ABE), General Education Development (GED) Preparation, External Diploma and English as a Second Language (ESL).

## INSTITUTIONAL CAPABILITIES

The primary emphasis of FCC is student learning and goal achievement. Through its credit and non-credit programs, along with rich academic and student support services, the College serves the diverse educational needs of the greater Frederick community while promoting student educational goal attainment and program completion. The College offers high-quality programs in most of the state- approved transfer curricula while actively engaging in articulation efforts with other Maryland institutions to ensure seamless transfer for all students.

As a premier provider of workforce development, the College supports the economic development of Frederick County and the surrounding region. Frederick Community College develops partnerships with various 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, Nursing, Information Technology, Digital Media Design, Criminal Justice and Human Services.

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 industry certifications. Through its participation in Maryland Online, FCC 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. It also 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. In addition, it serves as the County provider for its Adult Basic Education instruction and supports students' transition to their next set of educational and career goals.

A singular characteristic of FCC continues to be its commitment to student achievement and goal completion. The College emphasizes comprehensive academic and student support services, creative partnerships, and leading-edge technology to support that commitment, and monitors its students' success through a comprehensive program review process and systematic learning outcomes assessments.

One of FCC's most significant partnerships is with Frederick County Public Schools (FCPS). This partnership was developed to support FCPS students' college readiness and to facilitate increased access to FCC courses. An additional role was recently added to implement and support the provisions of the Maryland Career and College Readiness Act of 2013. The partnership involves a high quality dual enrollment program that allows students to take FCC courses on our campus and in select high schools. The partnership also involves faculty and staff meetings related to counseling, advising, curriculum and instruction, as well as joint professional development. These efforts are supported by a steering committee composed of senior administrators from FCC and FCPS that meets regularly to enhance and expand our collaborations. Collectively, this partnership aligns very well with Maryland Ready: the 2013-2017 Maryland State Plan for Postsecondary Education and its emphasis to increase early college access to improve college completion and time-to-degree rates.

## INSTITUTIONAL OBJECTIVES AND OUTCOMES

The 2014 Maryland State Plan for Higher Education focuses on several distinct areas: **Quality and Effectiveness; Access, Affordability and Completion; Diversity; Innovation; Economic Growth and Vitality**; and **Data Use and Distribution**. FCC's Mission, Vision, values and associated strategic goals and objectives support these areas of focus and the vision articulated throughout the plan.

***FCC Strategic Goal 1,*** *Promote academic excellence in teaching and learning*. The first strategic objective of this goal is to ensure that our learning environments are appropriate for our programs. We have just completed the renovation of the building that houses our Music, Arts, and Humanities programs. In addition, we recently broke ground on our science building renovation, which will upgrade our current labs and add additional labs and learning areas in support of our growing STEM programs. This strategic goal also has a strategic objective that expresses our support for innovative instruction. We provide support through Innovation Grants, Summer Grants and professional development funds to support the development of our faculty and staff. An additional strategic objective of this goal is in support of completion and goal attainment. It asks that we identify and enhance policies or programs that support completion and goal attainment. To this end we have reviewed our advising and intake practices to ensure that students gets the appropriate placement and advising information to be successful when they begin taking courses with us. This goal also underscores the importance of providing student engagement opportunities that connect to student learning. We accomplish this by providing a robust schedule of co-curricular activities.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**
**Access Affordability and Completion**

***FCC Strategic Goal 2,*** *Increase student success and goal achievement.* This goal charges us to work across all of our units in support of student success and goal completion. It stresses the

importance of generating quality data, and the role that our data is used to make decisions at FCC. The goal emphasizes FCC's commitment to increasing access to our programs through careful analysis of enrollment and retention trends and to provide services that support students to achieve their educational goals. To this end the College has established the Strategic Enrollment Development Committee (SEDC), a standing college committee with cross functional representation to identify and remediate barriers to access and completion. In addition, the College has undertaken a comprehensive planning and design effort to develop a Learning Commons, which will create a "one-stop" for academic support that is integrated into our library facility.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**
**Access Affordability and Completion**
**Data Use and Distribution**

***FCC Strategic Goal 3,*** *Enhance access, support, and opportunities that meet the needs of diverse and changing populations.* This goal underscores FCC's commitment to the value that diversity brings to the campus and community. Diversity at FCC is defined broadly by valuing the wide range of cultural, racial and ethnic backgrounds, human conditions and beliefs of our students, faculty, staff, and community. To this end, recently the College added "gender identity" as one of human condition to the Non-discrimination Policy. This enhances and supports the recruitment, development and retention of a diverse student body and faculty and staff in support of our mission. With this goal, the global perspectives have been infused into instruction, and offering support services in fostering an inclusive climate on campus. All our policies, procedures, and business practices are examined with the emphasis on the importance of ensuring that access and success for all students is the end goal. To this end, the Multicultural Student Services Office supports programs, including a summer bridge program called Partnership to Achieve Student Success (PASS) was established and received grant money for three consecutive years from MHEC. PASS is a cohort model designed to assist first-time degree-seeking students who are at-risk, first generation, Pell eligible, or from an underrepresented population to attain college success by increasing their persistence rate and good academic standing. This program has helped the College to reduce the achievement gaps among different racial/ethnic students.

Also, The Woman to Woman Mentoring (W2WM) Program is a partnership between FCC and the Woman to Woman Mentoring Program Advisory Board for the purpose of offering women the opportunity to be matched with a female mentor. This program is open to any woman between the ages of 18 and 35 who lives or works in Frederick County. The program offers free workshops, on various topics, such as networking and financial planning.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**
**Access Affordability and Completion**
**Diversity**

***FCC Strategic Goal 4,*** *Expand opportunities for employee excellence and professional development.* This goal compels the College to assess how we support, develop, and reward its employees as critical stakeholders in the pursuit of our mission. The goal directs the College to examine its structure and the allocation of human resources to ensure that its positions and job

descriptions are appropriately allocated to serve the mission. It also asks that the College develop a succession plan and a career ladder in support of projected employee demands and to increase employee retention.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**

***FCC Strategic Goal five,*** *Identify and secure additional funding to meet the College's mission.* This goal moves the College toward ensuring its future viability and its continued ability to carry out its mission in the future. To achieve this goal the College is examining ways to develop additional revenue streams in support of what it receives from county and state allocations, and tuition and fees. By engaging in entrepreneurial resource development and investing in programs and partnerships that leverage our resources, the college could increase the revenue needed to support our budget without having to increase tuition. In addition, the plan indicates that the College invest in infrastructure to support the application process for grants. To this end we have retained the services of a grant facilitation group called Hanover Research, which is currently supporting the development of a grant to support the training needs to re-employ long term unemployed workers.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**
**Economic Growth and Vitality**

***FCC Strategic Goal Six,*** *Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals.* This goal demonstrates our commitment to integrating planning, budgeting and decision making by developing and implementing an improved and effective Institutional Effectiveness Process. To this end the College invested in a consultant to lead the college in the systematic development of our current Strategic Plan. This process began in 2011 and was completed with final Board approval in 2013. In conjunction with this process, the main units of the College have developed Tactical Plans around the Strategic Plan which will be assessed in the summer of 2014. Currently, a revised Institutional Effectiveness Procedure has been submitted through the governance process that is in support of this goal and will align institutional research, the college planning process and will inform budgeting. In addition, the College is developing a variety of data dashboards that measure key indicators of institutional effectiveness which will provide useful and easily accessible data for decision making at FCC.

**Maryland Ready Goals:**
**Quality and Effectiveness**
**Innovation**
**Data Use and Distribution**

***FCC Strategic Goal Seven,*** *Utilize new and emerging technologies that improve learning and business operations.* FCC's IT leadership team has a goal in its tactical plan to leverage technology to enrich and transform the teaching and learning experience at the College. The College wants the students, faculty and staff to have the skill set needed to use technology effectively. FCC is committed to leveraging technology to support the education of a multigenerational student body through the use of multimodal methodologies and materials. Additionally, the College supports the use of technology to enhance the quality and delivery of

student services and to promote student engagement in the college community. A second tactical goal directs the College to provide necessary measures to ensure application and network security, Personal Identity Information (PII), and disaster recovery plans and systems. We are committed to ensuring the ongoing functional viability of all College data network, telecommunications systems, and campus security networks, and the security and survivability of the College's technology infrastructure and digital information assets. The College is examining its acceptable Use of Information Technology Resources Policy and Procedures to ensure that they address current and emerging technology trends and practices. An additional outcome is that the College is leveraging enterprise content management software in support of the College's data management and records retention needs.

**Quality and Effectiveness**
**Innovation**
**Data Use and Distribution**

***FCC Strategic Goal Eight**, Increase programs and services that anticipate and respond to current and future workforce needs.* The College operates an offsite education center that focuses on career and workforce training called the Monroe Center. The Center currently houses the Building and Trades, Culinary Arts and Continuing Education Allied Health programs. The new strategic focus for the Center is to develop training programs that lead to progressive, stackable credentials that allow students to move seamlessly between continuing education and credit programs throughout their career. The programs will be developed with a focus on adult learners entering or re-entering the workforce using innovative instructional design, combined with comprehensive support services such as prior learning assessment options, refresher courses and a comprehensive industry certification testing center. The College has partnered with Frederick County Workforce Services to support the planning and program development. In addition, all of the career programs have industry connected advisory boards that are critical to our curricular and program development. Also in support of this goal, the College is piloting a workforce development position in Continuing Education, and is concluding a search for a new Associate Vice President/Dean for Professional Studies. This position will manage and develop our credit career programs and related industry partnerships.

**Quality and Effectiveness**
**Innovation**
**Data Use and Distribution**
**Economic Growth and Vitality**

Frederick Community College, a Middle States accredited institution, continues to demonstrate strong performance on its State accountability indicators regarding access, retention, diversity, quality and effectiveness, economic growth and vitality, workforce development and community outreach.

Frederick Community College

# Strategic Plan

## AY 2013-2015

## Mission:

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

## Vision:

We transform individuals and communities through learning.

## Values:

**Learning:** Lifelong acquisition of knowledge and skills.
**Innovation:** Creative thinking and approaches that enhance learning and support continuous improvement.
**Diversity:** 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:** Fair and ethical standards in all policies, procedures and practices.

## Strategic Goals:

**Promote academic excellence in teaching and learning**

Strategic Objectives:

- Develop and implement standards for learning environments
- Develop a shared vision of a Learning College
- Identify and enhance policies or programs that support completion and goal attainment

- Enhance learning with a variety of student engagement opportunities
- Support innovative instruction

**Increase student success and goal achievement**

Strategic Objectives:
- Increase interdivisional collaboration and communication to support student success and/or goal achievement
- Improve and enhance data standards for available and future data
- Utilize data available to students and staff to increase student success
- Increase access to programs and services that support goal completion

**Enhance access, support, and opportunities that meet the needs of diverse and changing populations**

Strategic Objectives:
- Increase diversity of student and employee base
- Infuse global perspectives into programs and services
- Enhance an inclusive climate for students and employees
- Develop and implement policies and procedures that enable efficient access for all students

**Expand opportunities for employee excellence and professional development**
**Strategic Objectives:**
- Evaluate the current human resources policies and procedures
- Implement a formal plan for professional development
- Implement recognition and reward system for cross-divisional achievements
- Increase efficiency and effectiveness of the allocation of human resources (e.g. analysis of workload)
- Implement succession planning for the projected employment demands
- Implement a "Career Ladder" program to increase employee retention

**Identify and secure additional funding to meet the College's mission**

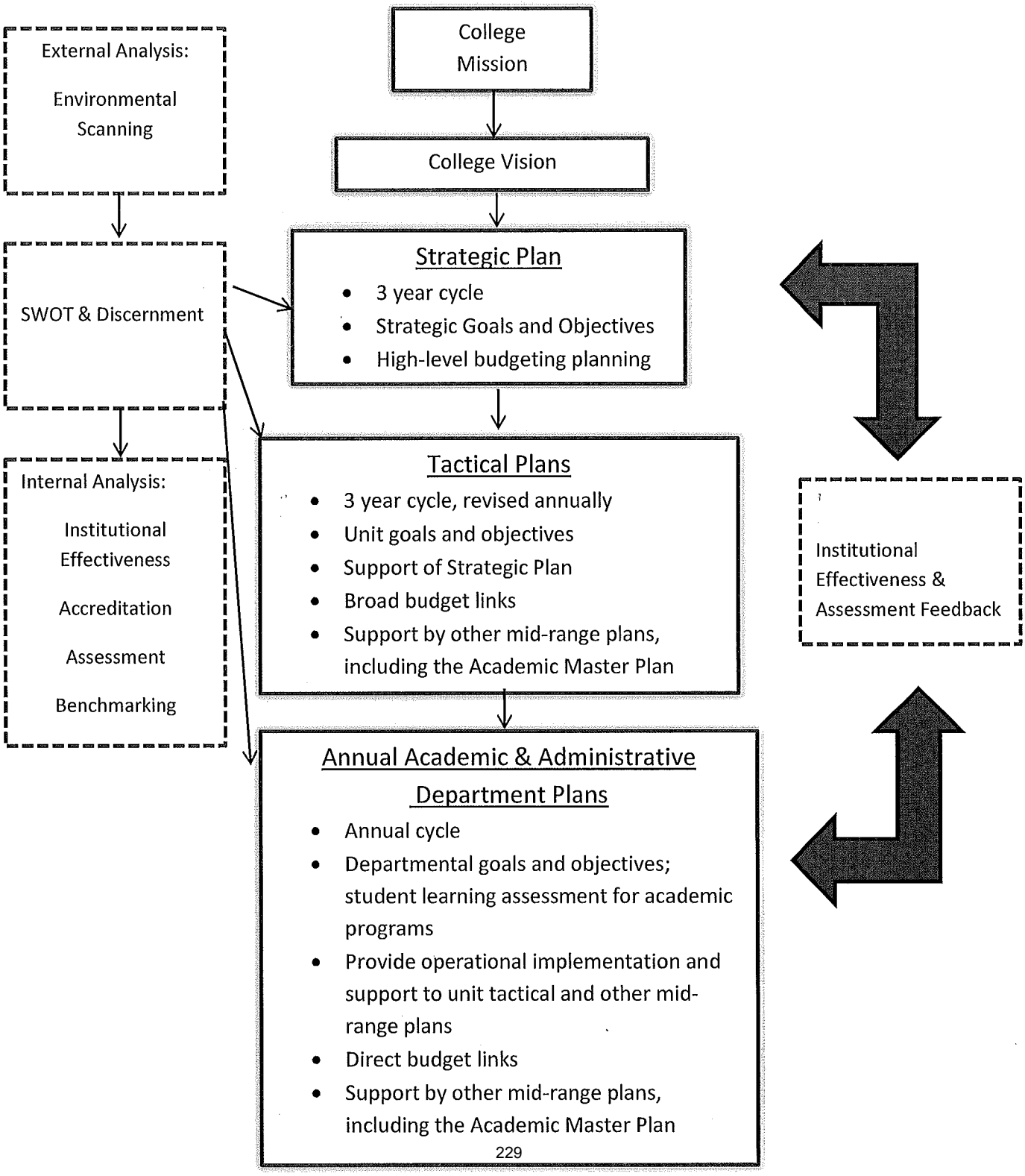
Strategic Objectives:
- Engage in entrepreneurial resource development
- Increase strategic spending in order to leverage resources (e.g. human and financial)
- Invest in infrastructure to support the application process for grants and support after grants end

**Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals**

Strategic Objectives:

- Implement an improved Institutional Effectiveness Procedure
- Continue to use College resources effectively and efficiently
- Demonstrate a participatory culture of Strategic Planning and assessment
- Assess activities related to student access and completion
- Demonstrate implementation and decision-making as a result of the planning process

## Frederick Community College Planning & Institutional Effectiveness Model: Strategic, Tactical, and Operational Planning



# GARRETT COLLEGE
# 2014 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 on *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 continue to show a downward trend for at least 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.

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 generally 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, Associate of Science in Engineering 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. The College's newest program is an A.A.S. degree program in cybersecurity.

For much of 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 experienced a period of significant growth and expansion. Several new buildings were added to the campus and significant improvements were also made to some of the College's existing facilities. The College 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 August 2010, Garrett College officially opened its new Career Technology and Training Center (CTTC), which is located in a renovated industrial building about five miles from the main campus. Operated by the College's Division of Continuing Education and Workforce Development, the CTTC is an initiative funded by the Garrett County government to provide vocational and job training to the residents of Garrett County and the surrounding region. In October 2011, the College opened the aquatic and fitness portion of the Community Aquatic and Recreation Complex (CARC); the gymnasium portion of the complex opened in fall 2012. This facility not only serves the needs of the College, but the recreational needs of the community as well.

During the period fall 2006 through fall 2011, the College saw 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, including those students interested in non-credit workforce training programs. The addition of more on-campus housing in fall 2007 has also led to growth in the College's residential student population, most of whom are out-of-county or out-of-state residents. However, since fall 2012, the College has experienced a decline in credit enrollment, which is due at least in part to declines in local high school enrollment. (Traditional aged students account for more than 80 percent of the College's credit student population). Some of the decline in credit enrollment has been offset by recent increases in non-credit enrollment.

Partially in response to this anticipated decline in enrollment, Garrett College has undertaken significant curricular development (both credit and noncredit), which has been guided by a comprehensive and fully integrated planning process that culminated in completion of the College's first ever Academic Plan in March 2012. This plan provides the basis for many of the goals and objectives outlined in the College's 2014-2016 Strategic Plan.

## III. INSTITUTIONAL CAPABILITIES:

**QUALITY AND EFFECTIVENESS - STATE PLAN GOAL 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state, and the nation.**

Garrett College has typically scored well on two of the five "Benchmarks for Effective Educational Practice" as determined from the *Community College Survey of Student Engagement (CCSSE)*: Student-Faculty Interaction and Support for Learners. With respect to "Student-Faculty Interaction, on the 2012 CCSSE, Garrett College's Benchmark score was well above the average for the 2012 CCSSE Cohort and very close to the score of the 2012 Top Performing Colleges. With respect to "Support for Learners" Garrett also scored well above average as compared with the 2012 CCSSE Cohort.

Garrett's students have generally performed well in comparison with their peers at other Maryland community colleges with regard to academic performance. The most recent data available show a fall-to-fall retention rate among college-ready students of 60 percent (fall 2011 cohort); a successful persistor rate for college-ready students of 95.7 percent, a successful persistor rate for all students of 86.5 percent (fall 2008 cohort); a graduation–transfer rate after four years of 79.8 percent for college-ready students and of 73.5 percent for all students (fall 2008 cohort); graduate satisfaction with educational goal achievement of 100 percent (2011 Alumni Survey); and non-returning student satisfaction with educational goal achievement of 90.6 percent (spring 2009 cohort). The mean cumulative GPA for 2014 graduates was 3.07. For AY2011-2012, among Garrett graduates who transferred to a four-year institution, 86.1 percent achieved a cumulative GPA of 2.0 percent or higher at the receiving institution after their first year.

Garrett College 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 the last two administrations of the CAAP (spring 2012 and spring 2013), the overall performance of Garrett students has been at or above the national mean in writing, at or above the national mean in mathematics, and above the national mean in critical thinking.

Garrett College has two career programs that are distinctive and that contribute to the College's reputation statewide, regionally, and in some instances nationally and internationally:

- **Adventure Sports Management:** 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: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.**

The percentage of Garrett students receiving some form of financial aid has risen dramatically from 57.7 percent in FY2006 to 83.0 percent in FY2012, 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. A large majority of the College's credit students receive federal, state, or local financial aid. This makes it possible for a community with a median household income well below the statewide average to be 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 2012, over 83 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 increased steadily. However, during FY2008-FY2009, online curse offerings were curtailed amid concerns about cost effectiveness and quality control.

Those concerns were resolved and the College is committed to increasing its distance learning capability and online course offerings, as is evidenced in the FY2014-2016 Strategic Plan. (Between FY2009 and FY2012, annual credit enrollment in online courses increased from 116 to

1,091, an 840 percent increase.)

**DIVERSITY - STATE PLAN GOAL 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.**

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 small minority population, the College must look to other geographic areas to recruit minority students, faculty, and staff. In fall 2012, minority student enrollment was 24.7 percent, a record high for Garrett College. This percentage far exceeds the representation of minorities within the College's service area, which is currently a little over two percent. Due to a variety of factors, the College has not been as successful in attracting minority faculty and staff.

**INNOVATION: STATE PLAN GOAL 4: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.**

Garrett College is committed to improving teaching and learning through innovation, as is evidenced in the "Educational Effectiveness" section of its FY2014-2016 Strategic Plan. This objective has been supported through establishment of the Center for Teaching and Learning, which provides hands-on training in the use of a wide range of instructional technology, and the Committee for Teaching and Learning, which plans and coordinates professional development activities for faculty and professional staff which focus on best practices and innovation.

A growing number of faculty have embraced the use of technology to enhance and improve instruction and as a means to provide students with additional learning support. Technology is also changing preferred delivery modes. Between AY 2012-2013 and AY 2013-2014 on-line course offerings increased by 10 percent and hybrid course offerings increased by 38 percent. Hybrid and web-enhanced courses are becoming increasingly popular with both students and instructors, as these data seem to indicate.

Garrett College has continually strived to increase the effectiveness of its developmental studies program. In 2012, Garrett was awarded an MHEC Developmental Course Redesign Grant that was used to completely redesign the developmental math program. This redesign combines classroom and computer-aided instruction with hands-on activities and real-world applications. At the same time, using its own resources, the College embarked on a redesign of its developmental English program, using a model similar to that employed by the developmental

math redesign. The College continues to refine its developmental studies program in order to further improve its effectiveness and shorten the time required for students to acquire college-level skills. Garrett has also focused on improving the effectiveness of the placement process. A series of one-day refresher courses, which was introduced in summer 2012, has been very successful in helping some students advance into higher level developmental, or in some cases, college-level courses in math and English.

Innovation in teaching and learning will continue to be a strategic priority.

**ECONOMIC GROWTH AND VITALITY - STATE PLAN GOAL 5: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.**

Garrett College continues to work towards the *State Plan* goal to "stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research." 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 FY2012, the College awarded a total of 43 A.A.S. (career) degrees and two certificates. 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 7,352 enrollments in non-credit workforce development courses in FY2012 out of a community of approximately 12,000 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 Institute:** Garrett College inaugurated the Adventure Sports Institute in 1992. 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. These early efforts led to the growth of a now thriving adventure sports industry in Garrett County. A partnership with the Adventure Sports Center International (ASCI) and its artificial whitewater course, which are located a short distance from the College, has further expanded the Garrett's ability to promote and support this important sector of Garrett County's economy.

**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 Driver's License examination. The feasibility of adding a diesel mechanic component is currently being investigated. A shortage of truck drivers exists in Maryland and nationally.

**Career and Technology Training Center (CTTC):** Operated by the College's Division of Continuing Education and Workforce Development, the Career and Technology Training Center (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, CAD/CAM lab, electronics and automation lab, allied health classroom and simulation lab, a flexible classroom/laboratory/shop space designed to accommodate energy, technology and trades related courses and programs, three classrooms, conference room, and administrative space. A number of noncredit job training and workforce development courses and programs are offered at this site.

**Garrett College Center for Entrepreneurship and Innovation (GCCIE)**: The Garrett College Center for Entrepreneurship and Innovation represents the evolution of Garrett's small business incubator, which originally opened in 2002. The GCCIE provides a complete suite of services directed toward helping entrepreneurs or potential entrepreneurs form and manage a successful enterprise. These services are aligned to meet the lifecycle needs of an enterprise from pre-start-up to going concern. The GCCIE has evolved to become a key component of Garrett County's economic development efforts relative to increasing the number of businesses and employment and enabling small business success.

**Career Pathways Initiative:** The Career Pathways Taskforce was formed in response to a recognized opportunity to establish a framework of the educational opportunities available in Garrett County which are directed primarily to workforce development. Taskforce members are comprised of representatives from the public schools, higher education, human service agencies, governmental agencies, and employers. The group meets monthly to identify career pathways which complement Garrett County industries, the supportive services available to students, and opportunities to support employers and economic development.

**DATA USE AND DISTRIBUTION – STATE PLAN GOAL 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making and achievement of state goals.**

Data collected as part of the Maryland Higher Education Commission's Institutional Performance Accountability System and for reporting to the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) provide much of the data

needed for assessment, planning, decision-making, policy development, and other purposes related to institutional effectiveness. Each year, as Garrett College collects internal data and submits its state and national reports, and as new external comparison data become available in cycle, the assessment data will be updated and the results used either to celebrate achievement or to inform plans for correction and improvement.

Garrett's institutional research office annually completes all IPEDS surveys. These surveys consist of: fall enrollment, graduation rates, finance, financial aid, human resources, institutional characteristics, 12 month enrollment, and completions. The institutional research office also administers the Community College Survey of Student Engagement (CCSSE) during the spring semester of even years. Results from this and other surveys such as the Student Opinion Survey and the Employee Survey (which are both administered biennially), are also used for assessment and decision making.

Garrett College also completes a variety of reports as part of the Maryland Annual Collection (MAC), which is currently undergoing substantial revision. The Performance Accountability Report (PAR) is done by all Maryland community colleges and contains, among other things, an institutional self-assessment, four years of data, and a benchmark for each performance indicator, of which there are currently 35 in all. Performance indicators are currently organized on the basis of six categories, four of which align with the goals of the Maryland State Plan for Postsecondary Education:

1. Quality and Effectiveness
2. Access, Affordability, and Completion
3. Diversity
4. Innovation
5. Economic Growth and Vitality
6. Data Use and Distribution

Data are also collected and reported on Student Characteristics.

Garrett College collects extensive data from the assessment of student learning outcomes. These data are used to improve teaching and learning as well as for planning and resource allocation. Student learning outcomes are assessed at multiple levels: course, program, and institutional (i.e., general education).

## IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES:

### GOALS AND OBJECTIVES

Garrett College has established six Institutional Goals it considers fundamental to the accomplishment of its mission as a comprehensive community college. These institutional goals, which are unlikely to change unless there is a major change in the College's mission, were shown earlier in this document and are repeated below. The goals found in the College's

FY2014-2016 Strategic Plan directly support one or more of these mission-critical goals and are designed to move the College forward toward the achievement of its collective vision; these strategic goals are also shown below. 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 strategic 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.

**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.

Goal I: The College's credit and non-credit educational programs are accessible to a diverse student population.

Goal II: Scholarships are available through the Garrett College Foundation for students who are enrolled in credit or workforce development programs.

Goal III: Achieve and serve a more balanced diverse student population with respect to age, gender, ethnicity, and socio-economic status.

**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.

Goal I: Student support services effectively meet the needs of students, contribute to the improvement of student life, and are adequate to meet enrollment demand.

**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.

Goal I: The quality of the teaching and learning environment engages and empowers students and assists them in the successful achievement of their educational goals.

**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.

Goal I: The programs and services offered support the economic growth of existing businesses and the creation of new businesses through provision of a well prepared and skilled workforce.

**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.

Goal I: Programs offered offerings, both new and existing, meet market demand through application of ongoing, standardized methodologies.

Goal II: Strategic relationships critical to the vision, mission, and values of Garrett College are identified or initiated, monitored, maintained and improved.

**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.

Goal I: The College's administrators, faculty, and staff function as a high performance team, with roles and responsibilities that are clearly defined and effectively communicated.

Goal II: Finances are effectively managed.

Goal III: Capital resources improve and enhance both campus facilities and information and instructional technology and meet the needs of students and staff.

# HAGERSTOWN COMMUNITY COLLEGE

## 2014 Mission and Goals Statement Review

### 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 (HCC) offers transfer and career associate degree programs; certificate programs; credit and basic skills courses; student support services; and continuing education, workforce development and lifelong learning opportunities. The College, located in Washington County, is dedicated to delivering high quality education at a reasonable cost to meet the needs of its service area. Its establishment in 1946 as Hagerstown Junior College, Maryland's first community college, was prompted as a response to the educational needs of World War II veterans, who constituted approximately 75 percent of its first enrollments. Initial emphasis was placed on liberal arts courses needed to transfer to four-year institutions. In July 1998, the College name changed from "junior" to "community" to better reflect the College's mission and role in its community.

HCC's 319 acre campus is uniquely located in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Washington County is a commercial and major transportation "hub" in the mid-Atlantic region. As a center of north-south and east-west highways (Interstates 70 and 81) and railroads (CSX and Norfolk-Southern), the County is the leading trade and services center in the tri-state region extending from the area around Chambersburg, PA to the Martinsburg , WV, a role reinforced by the junction of these transportation hubs. HCC has had many programmatic and economic development opportunities as a result. For example, over the last five years, the number of Commercial Vehicle Transportation certificate and degree graduates grew by 27 percent to meet the increased workforce needs of trucking, warehousing and manufacturing businesses in the tri-state region. Additionally, the interstate highways bring Washington County within a 70-mile drive from the Baltimore and Washington DC metropolitan areas. This location, a safe distance from the District of Columbia, is outside of the "Blast Zone" or "Terror Zone". Subsequently,

the Federal government has located a number of critical facilities along the I-81 corridor.

In FY 2013, the College had the largest fall unduplicated credit headcount enrollment in its history. 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 74.3 percent of the Fall 2013 credit enrollment, while 5.2 percent were residents from other Maryland counties. Out-of-state residents accounted for 20.5 percent of all enrollments, with 15 percent from Pennsylvania, 5 percent from West Virginia, and less than one percent from other states). Part-time enrollments accounted for 65 percent of all enrollments. In terms of age, 65 percent of all credit students in FY 2013 were 25 years of age or younger. Approximately 20 percent of all students are minorities, with approximately half being African-American.

The College has maintained accreditation by the Middle States Commission on Higher Education since 1968. Currently, the College is undergoing its decennial self-study. One of the cross-constituent work groups is reviewing and analyzing mission, goals, leadership and governance. The work group finds that there is consistent evidence through planning, assessment, and curriculum review processes that HCC's mission drives academic and administrative decision-making. Annual priorities are vital for the College's ongoing success in fulfilling its mission and include identified opportunities and challenges that can affect HCC's preferred direction and future. When the strategic plan is updated annually, it targets these opportunities and fosters decision making regarding the allocation of resources to support them.

Along with mandated MHEC and Middle States reviews, the mission, goals and vision are reviewed annually through unit planning process for relevance and currency. The College monitors and continuously assesses progress in achieving the goals and objectives of its annual and strategic plans and mission through its integrated institutional effectiveness model. Strategic goals and institutional priorities are broad to encompass every aspect of the College. Annual plans are built upon the College's vision, mission, strategic goals, and institutional priorities, as well as needs of the unit. The most critical component of annual planning is the review of each unit's productivity indicators and data measures, which broadly demonstrate how well HCC operates as an organization. The indicators show areas of strength and needed improvement, which help HCC plan and allocate/reallocate its limited resources. The "plan, do, assess, and adjust" effectiveness model is the foundation for the College's growth, evaluation, continuous improvement, and development. Working together, the college community establishes action plans designed to reach strategic goals to help ensure the alignment of vision, mission, values, goals, outcomes assessment, and resource allocations.

As of Fall 2013, HCC curricula includes 111 programs of study, spanning both transfer and occupational programs. Of those, 81 (73 percent) are career or occupational programs, certificates or letters of recognition. An institutional priority during FY 10 – FY 12, the College conducted 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. The "Curriculum Excellence Project" also addressed enhancements to the curriculum approval

process and the methods, such as periodic program review, to assure ongoing curriculum quality and currency.

The current campus was built in 1966. To meet the needs of its community, remain competitive, and enhance enrollments and retention, HCC recently underwent significant comprehensive construction and renovation. In January 2012, HCC completed construction of its Science, Technology, Engineering, and Math (STEM) Building. In addition to a building dedicated to STEM, this project allowed HCC to renovate two of the original campus buildings. In January 2013, the Classroom Building reopened as the Behavioral Sciences and Humanities Building and the Science Building was renovated into the Learning Support Center (LSC). The LSC is devoted to student success and consolidated HCC's individual learning centers into a comprehensive academic support center. The existing Kepler Theater was refurbished and a new Performing and Visual Arts Education Center was added in 2012. The next CIP project is the construction of an addition that will more than double the size of the current Student Center. Expansion and reprogramming of new spaces will greatly improve the functionality of the Student Center to facilitate student interaction, and foster overall student success and delivery of student services.

## INSTITUTIONAL CAPABILITIES

The goals of the 2013 Maryland Plan for Postsecondary Education, hereafter referred to as the State Plan, are fully integrated into HCC's institutional priorities, goals, programs and services. The State Plan includes Goal 1 - Quality and Effectiveness; Goal 2 - Access, Affordability, and Completion; Goal 3 - Diversity; Goal 4 - Innovation; Goal 5 - Economy Growth and Vitality; and Goal 6 - Data Use and Distribution. Recognizing the impact of demographic changes, the need for workforce development, the expansion of technology, and related issues of 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 the region. The College strives to remove barriers that compromise the full participation of an individual student or the community.

### K-16 Initiatives (Supports All State Plan Goals)

HCC and Washington County Public Schools (WCPS) have a long history of collaboration. Improving the college going rate in Washington County provided the impetus over a decade ago for ESSENCE, HCC's dual enrollment/early college program. Washington County Public Schools (WCPS), through the College Readiness and Completion Act (SB 740), can enroll in and earn up to 12 college credits at a discounted tuition rate while still in high school. Dual enrollments accounted for over eight percent of headcount and credit hours

generated in FY 13. Efforts to retain these students upon high school graduation are an enrollment management priority.

In Fall 2013, HCC started a science, technology, engineering, math, and medical (STEMM) career-focused technical middle college HCC's campus. The STEMM Technical Middle College (STMC) serves high school juniors and seniors who want to earn college level certificates and/or associate's degrees while concurrently completing their high school diploma. Through STMC, each student must attend HCC as a full-time student, and can earn at least 30 college credits to complete a certificate or 60 credits for an associate's degrees. Creation of the new middle college is being helped by a grant from the Maryland Department of Education to provide implementation funding for the first year. Grant funds are also available from the National Science Foundation to help fund STMC tuition scholarships.

There are several other partnership activities between the two educational entities. WCPS and HCC participate in a data sharing agreement to better understand student readiness and remove barriers to college level work. In FY13, HCC was awarded a TRiO Upward Bound (UB) grant, which is a federally funded college preparatory program for students enrolled in targeted Washington County Public Schools. The program is designed to provide income-eligible students with academic support services needed to successfully transition from high school to college, with a goal of completion.

The absence of a comprehensive public four-year college or university in the county presents unique opportunities for the College. The University of Maryland – Hagerstown (UM-H), located in downtown Hagerstown, offers junior and senior level courses. HCC supports and advocates for 2 + 2 nursing, education, business, information technology, social science and humanities bachelors' degree programs offered at USM-H. In Fall 2012, HCC and Drexel University Online signed an agreement that allows students to complete a bachelor's degree in nursing. The agreement allows students to complete 90 credits at HCC and the remaining 30 credits through Drexel's online nursing program. HCC students receive a 25 percent discount on Drexel's tuition. HCC is exploring opportunities to partner with other universities, such as UMUC, to extend "3+1" options into other academic programs.

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 or vocational training. 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. In FY 13, there were 1,164 enrollments in adult basic education courses, 59 individuals were awarded the GED and 32 received the EDP.

Supporting the College mission of lifelong learning, the needs of younger learners are addressed through College for Kids (CFK). CFK offers summer courses that provide rich learning experiences for children ranging in age from 7 to 16 (grades 2 – 10) in five one-week blocks from June through early August. In Summer 2013, there were 797 enrollments in 61 CFK course sections.

The HCC Honors Program will begin in Fall 2014. Its primary goal is meet the needs of

students, both career and transfer, who desire more rigorous academic experiences through the extension and enhancement of the classroom experience.

**Diversity (Supports State Plan Goal 3)**

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. Minority groups comprise about 15.5 percent of Washington County's population. African Americans comprise almost ten percent of the total population. The number of Hispanic residents account for three percent of population.

The percentages of minority students at HCC exceeded those of minorities and ethnic groups in the County's population. Compared to the county population, minority credit students accounted for 20.8 percent of all enrollments in academic year 2013. African American students are the largest minority group on campus and comprised 11.3 percent of all FY 13 enrollments and Hispanics comprised 4.4 percent. For the Fall 2008 cohort, the graduation-transfer rate of African American students was 61 percent for African Americans, which exceeded 59.2 percent for all students. These trends, which have planning and budgeting implications, are expected to continue and are reflected in the College's 2018 Strategic Plan goals.

The College is intentional in its plan to recruit a culturally diverse student body and uses a variety of strategies to attract and retain diversity among its students. HCC's multicultural recruiter, who is Hispanic, reaches out to public service agencies, local churches, and businesses to encourage prospective minority students to enroll in adult education, credit courses, or non-credit courses. Providing adequate and sustainable need-based financial aid is also important for recruitment and retention. Annually, the Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. Over the last three years, there was an increase of 120.3 percent in the unduplicated number of minority students receiving assistance compared to an increase of 52.5 percent in the number of total students receiving any type of financial aid. Several case management programs work with at-risk students to help them persist, complete their courses successfully, and graduate. They provide services to a higher percentage of minority students than the percentage of minority students in general. The Job Training Student Resource (JTSR) program works with low income adult students in career programs and in FY 13 approximately 30 percent were minorities. The TRiO Student Support Services program serves students who are first generation, low income, and/or have disabilities and plan to attain a degree and transfer. Of 175 program participants, 35 percent were minority.

The Multicultural Committee, which consists of faculty, staff and students, is charged with promoting student learning, appreciation of differences and similarities, educational and cultural programming to help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of diversity and Martin Luther King, Jr. on the national holiday. The College co-sponsors with the Hispanic Association of Hagerstown an annual festival. Proceeds from the Hispanic festival help fund scholarships at HCC for Hispanic residents of Washington County.

The College is slowly benefiting from its recruitment efforts to increase diversity in hiring faculty to provide role models for the increasing diverse student population. In FY13, of full-time faculty, there are five minorities (3.8 percent) compared to one in FY10. Of all regular full-time employees (204), 16 or 7.8 percent were minorities.

**Economic Development, Partnerships with Government, Business and Industry, and Workforce Training (Supports All State Plan Goals)**

Strategic partnerships are critical to HCC's success in attaining its mission, vision, and goals of educational, cultural and economic development. In the implementation of its mission and in support of the State Plan, HCC 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.

In FY 11, the College convened a 30-member Commission on the Future of HCC (CFHCC), which was comprised of community and business leaders, alumni, students, and HCC employees. The CFHCC identified local higher education needs and made recommendations to help HCC shape its long-range strategic plan; thereby positioning the College for continued success in addressing its mission, vision, and values in serving the local community. The CFHCC found that HCC's culture of evidence guides decision-making and the establishment of priorities that support the mission, while remaining flexible to shifting needs and expectations of its stakeholders.

The Continuing Education and Business Services (CEBS) Division provides customized training to top employers including Volvo, Citi, First Data, the City of Hagerstown, Washington County Government, Meritus and Summit Health Systems, Veterans Administration Hospital, and Horizon Goodwill, as well as with small and medium-sized companies who depend on the College for professional development. HCC also partners with the Hagerstown-Washington County Economic Development Commission when companies consider locating in Washington County. Additionally, with the County's only high-tech business incubator located in the College's Technical Innovation Center, HCC links resources available for startup companies with the services available there.

All career programs have advisory committees, which include employers who review and provide input into curriculum development / revision. As a result, HCC developed high skill / high wage STEM programs in Biotechnology, Alternative Energy, and Cybersecurity. Likewise, HCC responded to the growing demand by dentists for dental assistants and hygienists by developing its new dental programs. Dental assisting certificate program received accreditation by the Commission on Dental Accreditation (CODA) and began in 2012. The Dental Hygiene program just received CODA accreditation and students will begin the program in Summer 2014.

The College is designated as a National Center for Academic Excellence (CAE2Y). As a result, HCC created the Cyber Security Training Institute, which prepares students for Network + and Security + exams. The Defense Information Systems Agency (DISA) serves as a partner for HCC's NSF cybersecurity (CYB) grant and advises the College about information

assurance/CYB curriculum and career pathways for the CYB program. The networking technology pathway provides support for student achievement of rigorous outcomes and ensures that students are trained using industry-standard equipment and network devices.

County growth increases the demand for public safety services, which, in turn, provides an opportunity for the County and the College to collaborate on the development and operation of a potential training center for law enforcement, fire, and emergency medical services personnel. The construction of the training center is in the College's capital improvement plan for FY 18 - FY19. However, to address an immediate community need for local police training, HCC, in collaboration with the Washington County Sheriff's Office and the Hagerstown Police Department, launched its Police Academy in Spring 2013 to prepare cadets to serve as law enforcement officials. Academy graduates receive a certificate from the Maryland Police and Correctional Training Commissions and a certificate from HCC. Credits earned apply toward an associate's degree.

Funded under the Workforce Investment Act, a long-time training partner, Western Maryland Consortium (WMC), is the regional workforce development agency that provides services to unemployed or under-employed residents of western Maryland. HCC is WMC's single largest provider of short-term skills training programs that include commercial vehicle transportation and certified nursing assistant.

Student learning outcomes assessment is a key component of HCC's institutional effectiveness system and is built upon the sharing of information with faculty related to student success. Learning outcomes for specific career programs are publicly available to current and prospective students via the College Web page. In addition to internal measures and data, external data related to outcomes demonstrates student proficiency and positive outcomes. For example, based upon 2013 Perkins data, HCC students in four career programs achieved 100% pass rates on industry or national exams, while the pass rates for the remaining three programs ranged between 94 and 97 percent.

## INSTITUTIONAL OBJECTIVES AND OUTCOMES

The mission statement provides a sense of direction to the College community. The College's mission and vision are realized through the integrated implementation of its institutional effectiveness model, the College's Strategic Plan, the Information Technology Strategic Plan, Facilities Master Plan, annual institutional priorities and operational plans.

The President annually identifies major institutional areas / priorities, which are targeted for special attention during a fiscal year. The areas of emphasis shape HCC's annual plan and budget, require collaboration among many units and often span multiple years. HCC annually updates its strategic plan, revising and adding short-term goals and action plans as institutional priorities change or are added.

Listed in this section are the College's eight strategic goals with short-term goals taken from the 2018 strategic plan, all of which support the State Plan. For the sake of brevity, action plans are not included.

Strategic Goal 1 - Maintain Strategic Change and Continuous Quality Improvement Systems

1.1 Maintain mission-based outcomes assessment, planning, and budgeting systems that will facilitate strategic goal attainment

1.2 Maintain high levels of campus morale among all groups through effective campus communication, employee and student involvement, and quality employee and student recognition and celebration activities

1.3 Support and promote shared campus governance and timely decision making

1.4 Utilize program and institutional self-studies, academic program accreditation, and external research for quality assurance and to bring about needed improvements

Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

2.1 Maintain excellent student-centered teaching, as well as high academic standards

2.2 Develop the Fletcher Faculty Development Center into a viable, productive, useful space for faculty professional development

2.3 Maintain effective and efficient instructional delivery systems, including a variety of workplace learning approaches, and continuing education/customized training models

2.4 Develop new curricula as needed and establish guidelines for changing or phasing out outdated or under-enrolled courses, services, and programs based on community and student needs

2.5 Develop and maintain student learning support services that contribute significantly to student success, including high rates of course and program completion

2.6 Promote the importance of the Learning Support Center, as well as the expanded Testing Center, to student success and program completion in all curriculum areas campus wide

2.7 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 across all student types

2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism

2.9 Develop an honors program to attract and challenge more students who are ready for very rigorous course work where the level of content and demanding nature of work assignments greatly exceeds normal undergraduate course offerings

2.10 Enhance and update, as needed, general education requirements to meet new century expectations focused on the purpose of each college program

2.11 Expand the model for prior learning / competency-based awards to help students meet requirements for credit and credit-free credentials

Strategic Goal 3 - Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

3.1 Develop, implement, and maintain strategies and initiatives to reduce attrition and increase completion utilizing changes in instructional design, student support services,

and information about programs

3.2 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments

3.3 Establish marketing plans to support an increase in student enrollments in all of the College's service areas

3.4 Provide special services to reach out to underserved populations

3.5 Develop and maintain co-curricular and extra-curricular activities that enhance student development, retention and success

3.6 Provide expanded space and opportunities in the Student Center for students to interact and connect with academic advisors and other students, and participate in activities to enhance their academic success, persistence, and completion

3.7 Explore opportunities and challenges for student housing as a means of stimulating enrollment growth and program completion

Strategic Goal 4 - Expand Community and Business Services and Strategic Partnerships and Alliances

4.1 Collaborate with local leaders and organizations in shaping the College's future educational and business development services targeted to meet the needs of local employers

4.2 Further develop the Technical Innovation Center to advance community economic development, and increase entrepreneurial success and individual opportunity

4.3 Expand strategic partnerships and alliances in fulfilling the College's mission and serve as a supporting catalyst for regional economic development

4.4 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems

4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region

4.6 Create productive and student-centered partnerships with local PK-12 schools and area colleges / universities

4.7 Collaborate, develop and maintain programming to serve the needs of those using the Washington County Senior Center

Strategic Goal 5 - Expand and Enhance Online Programs and Services

5.1 Expand the number and variety of distance learning course offerings in credit and credit-free instruction

5.2 Develop professional development opportunities and training activities in best practices in teaching and supporting distance learning

5.3 Expand and enhance online student services

5.4 Create and expand opportunities for student participation online in extracurricular activities through the leadership of Student Government Association, Student Affairs, and

faculty members

5.5 Use online strategies and methods to facilitate administrative processes and procedures to maximize institutional effectiveness

5.6 Establish comprehensive, integrated strategies for marketing distance online education and electronic communication

Strategic Goal 6 - Improve Human Resource Development Systems, Practices and Procedures

6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners

6.2 Improve goal-setting processes, professional development and evaluation systems in support of the College's mission, vision, and strategic directions

6.3 Promote and provide professional development opportunities to enhance employee performance

6.4 Establish and maintain externally competitive and internally equitable salary and benefit packages for all employee groups

6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions

6.6 Establish and maintain a more robust position management system to track all regular budgeted, temporary, and volunteer positions that would include hours worked and productivity measures tied to HCC key performance indicators

Strategic Goal 7 - Align Technology Enhancements, Facilities Development, and Safety and Security Practices with Mission-Based Priorities

7.1 Plan and implement facility improvements to promote student, faculty, and staff success

7.2 Align operational priorities in facilities management to directly support strategic directions, particularly in the areas of instruction and enrollment enhancement

7.3 Refine and maintain the Campus Development Plan and Facilities Master Plan to address long-term college facility needs and related funding requests

7.4 Plan, develop and maintain facilities and facilities modifications consistent with the American with Disabilities Act to ensure compliance, as well as student success

7.5 Provide and maintain a safe environment for all students, employees, visitors, and guests

7.6 Plan for and maintain information technology systems that are sufficient to support growth and expanding needs

7.7 Develop deployment, lifecycle management, and disposal guidelines to ensure the proper management and cost effectiveness of technology-related decisions

7.8 Implement new Web-based tools to enhance the College's Web presence

7.9 Make technology improvements to enhance the teaching and learning experience, with special focus on enhancement of the quality of Web-based instruction

7.10 Evaluate business processes, student, and institutional support services to identify areas where efficiencies could be gained by leveraging new and emerging technologies and to

meet greater demands for accountability, strategic guidance, and accreditation requirements

7.11 Plan for and launch an Information Security Management System across academic and administrative functions

Strategic Goal 8 - Enhance Financial Resource Development, Allocation, and Reallocation Strategies to Ensure the Efficient and Effective use of Available Funds and Resources

8.1 Refine systems and processes to improve the ability to make sound, data-driven financial decisions, allocations, and reallocations

8.2 Establish strategies and plans to enhance revenues from both traditional and non-traditional sources

8.3 Expand College Advancement fundraising initiatives and introduce state-of-the-art Web-based fundraising strategies

8.4 In response to institutional priorities, college needs, and external funding opportunities, continue to develop grants strategies and submit grant / other resource proposals

8.5 Continue to employ effective cost-benefit studies and program reviews that inform resource allocation and reallocation decisions

# MHEC MISSION STATEMENT REVIEW
## HARFORD COMMUNITY COLLEGE
**June 2014**

## I. SUMMARY MISSION STATEMENT

The Harford Community College Mission Statement, approved by the Board of Trustees on March 12, 2013 and re-confirmed on June 10, 2014, states:

> Harford Community College provides accessible, innovative, learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.

The Vision Statement sets the following direction:

> To be a national higher education leader by transforming lives through imagination, compassion, and rigor.

## II. INSTITUTIONAL IDENTITY

Harford Community College (Harford CC) provides high quality, accessible, innovative, learned-centered educational opportunities and services – including university transfer, career, developmental and continuing education programs – that promote graduation, transfer, individual goal achievement and workforce development. The College supports the ***2013-2017 Maryland State Plan for Higher Education*** and is committed to expanding undergraduate degree opportunities to fulfill the goals of Access, Affordability, and Completion ***(State Plan - Goal 2)*** and to ensure equitable opportunity for academic success and cultural competency for Maryland's population ***(State Plan - Goal 3)***.

From 2010 through 2025, the College expects to increase degree and certificate completion by 125%, producing 1,461 degree and certificate graduates in 2025. Indeed, Harford Community College is the primary resource for and coordinator of higher education in the community, and serves as the center for recreation, wellness and the cultural arts in Northeastern Maryland.

Harford CC is a highly respected institution of higher education that addresses the diverse educational needs of Harford County by offering small classes and well-equipped facilities. In 2012, the APG Federal Credit Union Arena was opened on campus and offers seating for up to 3,200 people for concerts, speakers, ceremonies and more. The new Nursing and Allied Health building, Darlington Hall, will open in January 2015, housing both credit and continuing education Nursing and Allied Health programs. The faculty members at Harford CC are experts in their respective fields and include both full-time and adjunct professors who specialize in teaching and integrate their professional experience into their classrooms. Harford CC provides a

supportive environment where staff members are available to help students achieve their goals and realize their dreams.

Harford CC is classified as an Associate's-Public, Suburban-serving Single Campus institution pursuant to the Carnegie Commission Classification and is distinct as the only institution of higher education in Harford County. Further classified as a medium-sized two-year college, Harford CC's FY 2013 credit enrollment totaled 9,988 students. In the most recent semester (Spring 2014) credit enrollment is composed of 35% full-time and 65% part-time students. Approximately 59% of HCC students are female and 41% are male. On average, 71% of Harford County recent, college-bound high school graduates choose to attend Harford CC. More than 26% of the students are members of minority groups. Additionally, during FY 2013, Harford enrolled 12,671 students in non-credit courses.

Harford Community College offers a diverse curriculum in 85 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 courses/programs in 40 different areas that lead to external certifications (recognized by a governing or licensing body) and 18 programs leading to internal certifications. Upper division and graduate programs are coordinated by Harford CC with other colleges/universities at the University Center of Northeastern Maryland. The new Towson University in Northeast Maryland (TU-NE) campus at Harford Community College will open this fall, offering six Bachelor degree programs which are fully articulated with Harford CC Associate degree programs.

Harford Community College employees are accountable to students, the community, and each other, and employees hold the following values to be fundamental:

**Excellence** – We are creative and passionate in our work. Our highly qualified faculty and staff, learner-centered programs and services, and beautiful campus reflect our commitment to intentional improvement.

**Lifelong Learning** – We prepare our students and ourselves to contribute to our community as critical thinkers, knowledgeable citizens, and creative problem solvers. We believe that learning should be engaging and enjoyable.

**Diversity** – We embrace differences, respect intellectual and academic freedom, promote critical discourse, and encourage socio-cultural and global awareness.

**Service** – We are accessible and responsive to our students, our community, and each other. Helping people achieve their goals is central to our mission.

**Innovation** – We cultivate bold vision, creative exploration, and responsible risk taking.

**Sustainability** – We are responsible stewards of our resources. We work together to protect our natural resources, renew our human resources, and expand our financial and physical resources.

**Integrity** – We adhere to high ethical standards. Honesty, sincerity, fairness, respect, transparency, and trust serve as our foundation.

**Collaboration** – We foster teamwork and partnerships. Working together enhances results and builds community.

**Communication** – We share information and ideas, listen with open minds, and strive for clarity.

## 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 ***2013-2017 Maryland State Plan for Higher Education***, the following describes the College's unique strengths and areas of emphases:

**Goal 1: Quality and Effectiveness**

Harford Community College is accredited by the Middle States Commission on Higher Education. 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.

As an open enrollment institution, 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 encouraged to seek the assistance of advisors or counselors for academic, career, or transfer information. Certain programs have limited/competitive enrollment. All students are required to complete an academic skills assessment to determine if any additional pre-college preparation is necessary prior to enrolling in college-level coursework.

Ninety-five percent of full-time faculty members (99) and 84% of administrators (31) have attained at least the master's degree as the highest degree earned. In addition, 20% of full-time faculty and 26% of administrators have attained the doctoral degree as the highest degree earned. Of the 99 full-time faculty members, 45% are male and 55% are female.

In support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 1,*** five Harford Community College employees were named recipients of the 2014 National Institute for Staff and Organizational Development (NISOD) Excellence Awards. NISOD is the outreach organization of the Community College Leadership Program at the University of Texas at Austin. NISOD supports the pursuit of excellence in teaching and leadership at more than 700 member colleges.

Our students and alumni also concur regarding the quality and excellence of Harford CC. In the most recent survey of graduates, 98.7% of graduates were satisfied with their educational goal achievement. The overall successful-persister rate after four years of 78%, graduation-transfer rate of 55%, and RN licensure pass rate of 92% (as measured on the MHEC PAR report) demonstrates our commitment to and support of ***Maryland State Plan for Higher Education, Goal 1.*** Harford CC has implemented several initiatives which will positively impact the graduation-transfer rate over time. For example, the STEM Scholars STEP UP program supports first-year engineering and science majors. The program focuses on strengthening academic skills with a focus on math, science, and research and career awareness. Partnerships with business and industry lend support for STEM scholarships and equipment. A new online tutoring program also expands support for students who are unable to access face-to-face tutoring services on campus. The expanded New Student Orientation, *PowerUp!,* is also showing impressive results for retention and academic success of student participants.

**Goal 2: Access, Affordability, and Completion**

In support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 2,*** academic divisions modified curriculum and enhanced 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. This new design enables students to complete the developmental sequence in fewer semesters, while maintaining the quality of student learning. In addition, two developmental writing courses for ESL students have been created.

Harford CC's tuition continues to be among the lowest 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 remains low at 36%, further ensuring accessibility. The market share of recent, college-bound Harford County high school graduates enrolled at Harford CC continues to increase, reaching 71% in 2013, demonstrating Harford's continued recognition as a first choice for county residents.

To address the Completion aspect of the ***2013-2017 Maryland State Plan for Higher Education, Goal 2,*** from 2010 through 2025, the College expects to increase degree and certificate completion by 125%, producing 1,461 degree and certificate graduates in 2025. As a result of many completion initiatives, from 2010 to 2014, the annual number of graduates has increased 39%. Harford CC is actively involved in Reverse Transfer initiatives under a grant from MHEC, while new initiatives to support Near Completers are planned and underway. Several policy revisions have been approved with the goal of eliminating unnecessary barriers to graduation such as minimum number of credits for Associate degree reduced from 62 to 60 credits and the elimination of a graduation fee.

**Goal 3: Diversity**

In support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 3***, Harford CC has a strong commitment to recruiting students from diverse backgrounds, learning styles and needs. The diversity of the Harford CC 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 Student Engagement, Retention, and Completion (SERC) Committee works across the College to recognize and implement best practices for completion in the areas of college readiness and access, curriculum and classroom environment, student support services, career training and workforce readiness, and professional development. For fall 2014, a new student success initiative for African American and Black students will launch. The goal of the program is to continue to close the "achievement gap" in retention, persistence, success, and completion between African American/Black students and the overall student population at Harford CC. Three new student success coach/advisors positions will provide targeted support and guidance to up to 120 students in the program. The Rites of Passage (ROP) program will work collaboratively to provide programs to enhance cultural competence across campus.

**Goal 4: Innovation**

In support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 4,*** Towson University and Harford Community College have partnered to bring baccalaureate level degrees to Harford County at the TU-NE Center (Towson University in Northeast Maryland) located on the Harford Community College campus. Beginning fall 2014, TU will offer 6 different bachelor degree programs which are seamlessly articulated with Harford CC associate degree programs. This partnership is the only one of its kind in Maryland and brings baccalaureate programs to Northeast Maryland where previously none existed.

Harford CC'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 Harford CC 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. Incoming high school Bio-Medical freshmen attend a one-week summer orientation to Harford CC's Bio-Medical program and several Harford CC faculty serve as sponsors for students in the HCPS Science and Math Academy in Biotechnology, Environmental Studies and Physiology. Harford CC faculty have also co-developed courses and engaged in training with HCPS faculty.

**Goal 5: Economic Growth and Vitality**

The Harford CC 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 economic development, and in support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 5,*** the Business and Industry Training Department employs a Director for Government, Contractor, and IT training. The Director directly interfaces with business, industry, and government to support and provide workforce development and training. The

Regional Community College Workforce Training Initiative was completed by Beacon Associates, providing a detailed analysis of the educational requirements at Aberdeen Proving Ground due to the Base Realignment and Closure (BRAC). The study has been used by educational institutions throughout the state as a planning resource.

The Higher Education and Conference Center formally announced its new name, "University Center" in October, 2013, embarking on a rebranding effort to increase awareness of the center and its higher education offerings, as well as high-tech resources for corporations to best serve the community at large. University Center and other regional higher education centers around Maryland were officially established by law in 2000 to provide high school graduates access to affordable higher education in areas of the state which have few institutions of higher learning. The Center was further impacted in 2012 by House Bill 362 mandating the establishment of a Northeastern Maryland Higher Education Advisory Board. The board works collaboratively with the University Center and its Advisory Board to support higher education in Harford and Cecil Counties. University Center partners with top regional and nationally-known Maryland colleges and universities to provide Associate, Bachelor and Master Degree Programs as well as Certification Programs and career advancement and training. University Center has also grown to include meeting, conference and training space for area businesses, and it is committed to continuing to grow its university and education partnerships well into the future.

The Northern Region Small Business and Technology Development Center (SBTDC), located at Harford Community College, provides free counseling and low-cost training services to new and existing businesses and provides a path for support and development of small businesses through every stage of their development. The SBTDC works locally in conjunction with economic development offices, colleges and universities, financial institutions, business associations, chambers of commerce, and small business owners. The program is designed to strengthen firms, thereby contributing to the growth of the local, state and national economies.

## Goal 6: Data Use and Distribution

Harford Community College, in support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 6,*** is dedicated to the deliberate use and distribution of quality data related to the effectiveness and outcomes of the work of the College. Over the past many years, this commitment has been evident through Harford CC's participation in and use of data related to the MHEC Performance Accountability Report, Complete College America, the Community College Benchmark Project, the Voluntary Framework for Accountability, Maryland Annual Collection, IPEDS, as well as a multitude of internal institutional data reports and projects such as annual academic program review, departmental assessment and improvements, partnership with HCPS to examine outcomes for graduates attending Harford CC, and currently under development, Harford CC's own Key Indicators of Effectiveness.

With direction from the Maryland State College Readiness and Completion Act legislation, Harford CC has become much more active in the use of data related to course completion and credit accumulation. Systems are now in place to assure all new degree-seeking students have an academic plan in place as well as ensuring students are ready for college-level English and

Mathematics by the time they earn 24 credits. High quality data are imperative for ensuring these outreach and monitoring systems operate correctly. As well, data related to dual enrollment of high school students, success of reverse transfer students, and support for near-completers are critical for effective decision-making and tracking of outcomes.

Also in support of the ***2013-2017 Maryland State Plan for Higher Education, Goal 6,*** Harford CC is working to make more data publicly available. Currently the Harford CC website contains links to data from IPEDS, MHEC, and MCCRG (Maryland Community College Research Group). Also available on the website are the MHEC Performance Accountability Report, the MHEC Student Learning Outcomes report, survey results from CCSSE (Student Engagement) and PACE (Employee Climate and Environment), and the Voluntary Framework for Accountability. Lack of data uniformity continues to be concerning, however, these data do drive decision-making and are critical in goal-setting, leading to positive and continual improvement of college teaching, learning, and overall effectiveness.

## IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

HCC has institutionalized its Mission, Vision, Values review process into its Strategic Planning process. Strategic planning is aligned with the College's re-accreditation cycle, with the Plan spanning the five-year time period between the Self-Study and the Periodic Review Report. Therefore, the current 2013-17 Harford CC strategic plan, goals, and objectives are reviewed annually, with a major review and update during 2017, for implementation in 2018-2022. The college's Periodic Review Report, for continued accreditation with the Middle States Commission on Higher Education, will be due 2017. Full re-accreditation through self-study will occur 2020-2022, with affirmation of re-accreditation in June 2022.

The Harford Community College Strategic Plan, containing the College's goals and strategies for 2013-2017, was approved by the College's Board of Trustees on March 12, 2013. A 25-member, broadly representative Strategic Planning Committee developed the plan. All employees and students were invited to participate at different points throughout the review process. The results of the many meetings, research, surveys, and reports provided the basis for the major goals and strategies/objectives that shape the direction of the College.

The plan is intended to focus and guide the entire College, its units, and its resources toward the achievement of well-articulated goals. The plan has a major impact on the College's effectiveness and fulfillment of its mission. Our mission describes our purpose and what we do. Our vision states what Harford CC aspires to become and describes what we will provide to our students. Our values reflect core beliefs that drive our actions. Our goals define the broad areas on which the College will focus over the next five years, and our strategies identify the ways we plan to achieve our goals. The Strategic Plan is an evolving, dynamic document that will also allow the College to react to opportunities as they arise.

**Goal 1** – Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning and assessment.

**Strategies:**

- Eradicate attainment gaps based on income, race, gender and ethnicity.
- Develop new programs and enhance existing programs to reduce time to degree, increase student success, and promote goal completion.
- Assess, improve, and advance educational program design, content, and delivery.
- Strengthen the College's partnership with local schools to increase the readiness of high school graduates for college.

Measurable outcomes include next term persistence, fall-to-fall persistence, graduate and transfer rates, GPA, course completion rates, student satisfaction, active and collaborative learning performance, student effort reports, student perception of academic challenge, student-faculty interaction, support for learners, 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.

**Goal 2** – Acknowledging that Harford CC plays an important role in the region, the College will expand programming, events, and facilities that engage and enhance the community.

**Strategies:**

- Provide educational programs and workforce development training to meet the needs and interests of the community.
- Use facilities and events, with particular attention to the APG Federal Credit Union Arena, to provide mutual benefit for the community and the College.
- Address - to the extent to which the College has influence - the recommendations of the Northeast Maryland Higher Education Task Force.

Measurable outcomes include enrollment and completion in workforce development, certification, licensure, contract training, lifelong learning, literacy, business/industry, apprentice training courses and programs, applicant to enrollment conversion rates, market share of recent high school graduates, employee involvement in community organizations and boards, attendance at cultural activities, facilities use data, outcomes of the Northeast Maryland Higher Education Task Force.

**Goal 3** – Understanding that the environment and the demands on higher education are changing rapidly, the College will develop resources and infrastructure required to meet future challenges.

**Strategies:**

- Develop sufficient fiscal resources to carry out its mission, including the resources required to implement the Facilities Master Plan.
- Recruit and retain highly qualified, diverse employees.
- Identify and invest in technology that will increasingly support student success and employee productivity.

Measurable outcomes include turnover rate of Harford CC employees, employee involvement in campus meetings/programs, funds expended on employee professional development, funds received in grants, Harford CC Foundation funds allocated, results of external audits, tuition and fees as a percent of Maryland 4-year institution tuition/fees, employee perceptions, budget reports, and technology enhancements.

# HOWARD COMMUNITY COLLEGE

## 2014 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 almost 30,000 students, the nearly 2,700 full and part-time employees, and the multitude of community members that use the campus every year to give focus to the college's primary purpose. These statements are reviewed by the college's planning council every year and reaffirmed by the board of trustees.

### *Institutional Identity*

Howard Community College 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. 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. HCC is open to partnerships that would allow students to complete their bachelor's degrees at the HCC campus and values its partnerships, particularly Prince George's Community College, 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. The college also 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, the Mount Airy College Center for Health Care Education, where the colleges partner with health providers to offer education in specific health care fields was opened in Mount Airy, Maryland in fall 2012.

Howard Community College emphasizes three broad areas of instruction: transfer programs, career programs, and continuing education. In fall 2013, 10,223 credit students attended HCC and the proportion of those in transfer programs was 78.6 percent. 14.8 percent enrolled in occupational programs to prepare for employment or to update career skills, and approximately 6.6 percent of the students did not declare majors because they are either undecided or are attending college for personal enrichment. In response to a period of growing enrollment and its location in one of the most highly educated counties in the country (59.5 percent of adults have a bachelor's degree in the 2012 Census Bureau estimates), 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, two associate of science in engineering (ASE) degree transfer programs and 24 associate of applied science (AAS) career programs. Additionally, a limited number of students pursue 38 certificates of proficiency, 13 letters of recognition, and two professional certification training programs. Credit courses that individually transfer to four-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 15,395 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 contract training, which offers noncredit courses designed to meet specific technology, workforce, and leadership needs of Howard County businesses.

In fiscal year 2008, the Howard Community College Educational Foundation, Inc. (HCCEF) embarked on a campaign to raise $4 million for endowments and scholarships in celebration of the college's 40th anniversary. At the end of this 4-year campaign in 2012, the foundation had exceeded the campaign and raised $4,301,850.

After completing the campaign, in fiscal year 2013, the HCCEF exceeded its fundraising goal of $1.3 million for endowments, scholarships and programs to support students by raising $1,995,488. To achieve this, faculty and staff contributed $95,944 with a 47% participation rate. Special events fundraising, which included the HCC Columbia Classic Grand Prix, the Silas Craft Collegians Fundraiser at Hunan Manor, and Vino Scholastico, generated a net income of $144,350. The total amount of private gifts received through the foundation in FY13 was $1,299,731.

Overall support from the foundation to Howard Community College for scholarships, programs, and other services was $1,386,966 in FY13 and grants, both competitive and non-competitive, generated $12,770,954. The foundation's net assets base increased from $9,860,554 in FY13 to its current FY14 amount of $10,616,337.

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.

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, 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. This team allows HCC to anticipate and respond to new market trends and respond to new market trends and respond to the changing regulatory and accreditation environment. HCC has developed new courses in critical and heritage world languages. There has been a renewed focus is on consolidating learning programs to reflect current completion, transfer and career readiness trends. 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 1,2,3,5)*

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, 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, 4)*

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. HCC launched a new program to assist Black and minority male students: Howard PRIDE. 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 and sending credits back to HCC to complete a degree. 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 2,3,4,5,6)*

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 80 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 1100 new computer desktops were deployed to offices and classrooms as part of the college's hardware refresh schedule. A partnership with county government now allows redundant Internet access and connection to the shared resources on the new optical fiber ring. Additionally, the college implemented myHCC Self Service, which is an Identity and password management system. This capability enhances security and gives students and employees the capability to change passwords without needing assistance from the Help Desk. Further, staff completed the implementation of the Recruiter module of Colleague, which supports the college's enrollment management services by automating engagement, communication and processing of prospective students for admission to the college. Continued improvements to the college portal provides enhanced communication and collaboration for students and staff with single sign-on authentication to campus technology. A new web-enabled Colleague interface now enables photos of students and provides a faster and more intuitive user experience. 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. After completing the associate's degree at either of the HCC or PGCC main campuses or at the Laurel College Center, students may complete the liberal studies/elementary education program or the liberal studies/elementary education special education certification at the Laurel College Center through Notre Dame of Maryland Accelerated College. 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, 2)

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. 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, 2, 4, 6)*

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, 6)*

To help manage growth and its accompanying challenges, the college continues efforts to improve through self-assessment. Each year, the college submits a Baldrige Performance Excellence application to receive external feedback on its processes and results. 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***, and HCC has achieved that status every year since. 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 1,6)*

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 2013 | 55.7% (by MHEC's definition) |
| Howard County Population Estimates<br>*Maryland State Data Center, July 2012* | 39.6% |

*(State Goal 3)*

HCC's affordability is undoubtedly a major reason for its enrollment growth; full-time equivalent enrollment grew over 20 percent between 2009 and 2013. 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 in FY11, FY12, and FY13 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 $21.1 million in funding in FY13, consisting of grants, scholarships, waivers, and student loans to more than 2,600 students; $2,047,348 unrestricted, $10,644,824 restricted, and $8,446,101 in loans). Over $827,000 came from institutional operating funds allocated for need-based grants; fund 10- $746,000 (operating), another $24,000 from continuing education, and $57,000 from fund 13 (miscellaneous programs). In addition to funding from the U.S. Department of Education, the college provided more than $152,000 to fund student employment opportunities and the HCC Educational Foundation provided over $695,754 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, 3)

The college has demonstrated agility in planning and program implementation in its continuing efforts to meet workforce demands. 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). At the Mount Airy College Center for Health Care Education, HCC offers Emergency Medical Services (EMS) training. In addition, HCC continues to partner with Excelsior College, Dickinson College, and Babson College, among others (UMUC, Drexel, Stevenson), to further expand education opportunities for traditional and adult learners. Also, HCC has statewide articulation agreements with USM universities. *(State Goal 1, 2, 4, 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 900 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 learning experiences designed to enhance mutual awareness and lifelong learning. 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 3, 5)

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 2013, 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. (State Goals 1, 2, 3, 5)

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 Public 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 2013 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 22, 2013. Note the college is now in the process of creating the next five-year plan; the board of trustees re-affirmed the mission, vision, and values on May 28, 2014. The revised strategic goals will be: Student Success, Completion and Lifelong Learning, Organizational Excellence, and Building and Sustaining Partnerships; when metrics and action plans are determined the colleges anticipate a similar mapping to the state goals as indicated using the current plan in the pages that follow.

## HCC Strategic Goal #1. Student Success and Lifelong Learning

This work is aligned with the action recommendations under Maryland State Plan and meets the following goals:

Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Goal 4: Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.

Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

### A. Description

| HCC Strategic Goal #1. Student Success and Lifelong Learning | | |
|---|---|---|
| 1.1 | ***Increase % of developmental completers, 4 years after entry to HCC, from 35.8% (fall 2003 cohort) to 45% (fall 2011 cohort).*** | |
| | **Lead** | **Action Plans for 2015** |
| 1.1A | VPSS<br>VPAA | Continue College Readiness Program by testing 11th grade "regular" English students enrolled at all (12) HCPSS high schools and assisting students who fall short of being college ready. Continue to test math students to support alignment projects; evaluate impact of advising. |
| 1.1B | VPAA | Investigate best practice peers and formulate a plan to increase number of developmental completers. Evaluate impact of math course sequence. Identify and implement needed work to comply with SB 740-College Readiness and Completion Act (HCPSS-HCC transition course, developmental education course taking policy, etc.) |
| 1.2 | ***Increase student successful-persistence rate after 4 years for all students from 73.2% (fall 2003 cohort) to 80% (fall 2011 cohort).*** | |
| 1.2A | VPSS | Complete three-year study of the impact of the academic standing policy and evaluate interventions. Design and implement a black male success program. |
| 1.2B | VPSS | Continue implementation of an early warning tracking system to include analysis of data and strategies for expansion and roll out. |
| 1.2C | VPAA | Study outcomes for First Year Experience (FYE) courses and track improved student learning using selected metrics. Study effect of the use of peer leaders in those courses. |

| | | |
|---|---|---|
| 1.3 | ***Increase student graduation and transfer rate after 4 years for all students from 51.9% (fall 2003 cohort) to 60% (fall 2011 cohort).*** | |
| 1.3A | VPAA<br>VPSS | Continue to track and analyze results of key completion projects identified as national best practices and use results to refine and improve offerings. |
| 1.3B | VPAA | Revamping the general education core is complete. Will now track the impact on degree completion. |

Key: VPAA – Vice President for Academic Affairs
VPSS – Vice President for Student Services
VPAF – Vice President of Administation and Finance
VPIT – Vice President of InformationTechnology

## 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 Plan and meets the following goals:

Goal 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Goal 4: Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.

Goal 5: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

## A. Description

| HCC Strategic Goal #2. Organizational Excellence | | |
|---|---|---|
| **2.1** | ***Increase % of minority employees to reflect county demographics from fall 2007 rates of 22.1% faculty and 20.9% staff (administrators and professional/technical) to 24% for both by fall 2015.*** | |
| | **Lead** | **Action Plans for 2015** |
| 2.1A | VPAF | Improve faculty and staff recruitment efforts outcomes and retention. |
| **2.2** | ***Increase stakeholder satisfaction for students from spring 2008 rates of: 37.5% for credit students; to spring 2014, rate of 43% and for employees, from fall 2007 rate of 4.29 to fall 2012 rate of 4.35. Continuing education students will report 95% satisfaction. Make progress toward achieving a 50/50 FT/PT faculty ratio and appropriate (based on strategic plan requirements) staff ratio.*** | |
| 2.2A | ALL | Examine workload, redistribute responsibilities, and create efficiencies to ensure continued quality service to students and one another given projected stationary staffing levels. One "Plan-Do-Check-Act" program for each VP/President area. |
| 2.2B | All | Continue to implement HCC's response to the Affordable Care Act. |
| **2.3** | ***Increase development/training expenditure per FTE employee to stay in top quartile.*** | |
| 2.3A | VPAF | Explore opportunities for faculty and staff to design, lead and share professional development opportunities in-house. |
| **2.4** | ***Reduce HCC's carbon footprint from 3.7 MMBTUs*/FTE (fall 2007) to 3.1 MMBTUs*/FTE (fall 2012). For 2013-15: reduce HCC's carbon footprint another 1% each year. (*metric tons of carbon dioxide emissions)*** | |
| 2.4A | VPAF | The Facilities and Sustainability Team (FAST) will work to achieve 5% emissions reduction over five years relative to baseline emissions in 2009; investigate best practices for potential implementation; examine and refine existing metrics. |

## 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 Plan and meets the following goals:

Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

### A. Description

| HCC Strategic Goal #3. Building Partnerships | | |
|---|---|---|
| **3.1** | ***Increase resources provided to provide scholarships and facilities to students.*** | |
| 3.1A | VPIT | Goal set annually. Raise $1,300,000 by the end of FY15 for scholarships and endowments. |
| 3.1B | VPIT | Maintain the annual competitive grant income at ~~to~~ $2.8 million in FY 15. |
| 3.2 | *Increase opportunities to serve the regional needs.* | |
| 3.2A | VPSS | Review and make recommendations for implementing strategies to increase and retain adult learners using data from the community survey, the Adult Learner Inventory and the Institutional Self-Assessment Survey. |
| 3.2B | ALL | Continue to implement the Mount Airy College Center for Health Care Education 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. |
| 3.2D | ALL | Continue to implement high priority recommendations from the Commission of the Future; first activity - explore partnerships to expand HCC internships programs to complement the STEM curriculum. |

### 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.

# Mission, Vision, and Goals Statement

# for

# Montgomery College

Submitted to the Maryland Higher Education Commission

June 2014

## SUMMARY MISSION AND VISION STATEMENT

The College crafted a revised mission and vision statement that was adopted by the Board of Trustees in June 2011. The previous mission statement had been adopted in 2000. In 2011, as charged by the president, the College community followed a rigorous and inclusive process to successfully update and articulate the mission and vision. The statements have served to position the College from a strategic perspective. The extent of the community's dedication to and understanding of the mission, was reaffirmed in the 2012 Collegewide Employee Engagement Survey on which 91 percent of the survey respondents indicated that they "are proud of the College's mission."

**Mission Statement**
We empower our students to change their lives and we enrich the life of our community. We are accountable for our results.

**Vision Statement**
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.

**Core Values**
Excellence, Integrity, Innovation, Diversity, Stewardship, Sustainability

## 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 on Higher Education. With locations at three campuses—Germantown, Rockville, and Takoma Park/Silver Spring—two workforce development centers, and many other class sites throughout the Montgomery County, the College awards associate degrees, certificates, and letters of recognition in more than 100 areas of study.

Montgomery College experienced its second-highest enrollment in the fiscal year 2013 with 38,014 unduplicated students enrolled in credit-bearing courses. Noncredit students in 2013 numbered 24,395. 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 residents, business partners, and other organizations within Montgomery County. Credit, noncredit, 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's 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.

Institutional Strategic Planning

The College's commitment to the tenets of the mission and vision statements was articulated and affirmed by the Montgomery College community in August 2011 when more than 160 faculty, staff, administrators, students, and invitees from the community gathered for the Montgomery College Strategic Planning Conference, the result of which was the completion of an environmental scan, a strengths/weaknesses/opportunities/threats (SWOT) analysis, and the identification of a set of critical strategic issues and themes that were used by the Strategic Planning Steering Committee throughout the fall 2011 semester to develop a framework for the College's strategic plan, *Montgomery College 2020.* The plan was approved by the Board of Trustees in spring of 2012, and includes five themes (or goals) with specific strategies aimed at achieving a desired future state. The themes are as follows:

- **Theme I: Educational Excellence**—Montgomery College will be a national leader for the quality and relevancy of its academic programs.
- **Theme II: Access, Affordability, And Success**—Montgomery College will provide affordable access for its communities and ensure student success and completion.
- **Theme III: Economic Development**—Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional and national workplace competencies are reflected in programs and curricula.
- **Theme IV: Community Engagement**—Montgomery College will foster community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialogue to advance social justice and enrich the life of the community.
- **Theme V: Assessment And Institutional Effectiveness**—Montgomery College will ensure institutional effectiveness and sustainability through ongoing assessment and responsible stewardship.

These mission-driven goals drive all the planning and budgeting activities for the College. At the same time, the themes are consistent with, and directly support, the statewide goals as delineated in the *Maryland Learns: 2013–2017 Maryland State Plan for Postsecondary Education.*

Institutional Demographics and Diversity Planning

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, University College, 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 every common indicator, including race, ethnicity, age, socio-economic

status, and country of origin. Each year, about one-third of the incoming Montgomery College students are the first in their families to attend college.

Recent enrollment statistics attest to the diversity of the student body. In credit programs alone, the College serves more than 7,600 foreign-born students from more than 160 different countries. In the student body at Montgomery College in fall 2013, 31.6 percent of the credit students were Black or African-American, 28.7 percent were White, 13.7 percent were Asian, 11.3 were Hispanic and 14.1 percent were multi-racial. The data clearly support the fact that the College 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.

In 2013, Montgomery College updated and developed a multi-year Diversity Plan to be implemented in academic years 2014 through 2020. This plan identifies action-oriented diversity goals and objectives in five key areas that are aligned with the *Montgomery College 2020* strategic plan. The Diversity Plan will further expand and sustain institutional diversity and inclusive excellence among the faculty, staff, and students in Montgomery College.

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 total number of full-time instructional faculty has grown from 517 in fall 2008 to 536 in fall 2013, an increase of almost 4 percent. During the same period, the non-White population has increased from 28.6 percent to 32.8 percent. Female faculty employees have increased from 56 percent of the total full-time faculty in 2008 to 60 percent in 2013. Across all categories of employees, non-White representation has increased from 39 percent to 45 percent over the five years. The percent of minority full-time administrative and professional staff rose from 37 percent in 2008 to 45 percent in 2013.

Instructional Programs and Support

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 US Holocaust Memorial Museum.

Montgomery College values faculty development and continues to provide funding for scholarly activities, technological and pedagogical training through the College's Center for Teaching and Learning; the Office of Human Resources, Development, and Engagement's Center for

Professional and Organization Development; and through sabbatical leave programs. Together with a host of other professional development activities, the College offers faculty and staff many avenues for developing and enhancing their instructional technique, their currency of knowledge, and their teaching ability in their classrooms.

Montgomery College faculty continue to receive national and regional recognition for excellence in teaching. For instance, four Montgomery College faculty members have been named as the Maryland Professor of the Year by the Carnegie Foundation for the Advancement of Teaching since 2010. Those award-winning faculty are:

- Dr. Deborah Stearns (2010)
- Professor Dawn Avery (2011)
- Professor John Hamman (2012)
- Dr. Greg Wahl (2013)

In 2013, Professor Emily Rosado was named Distance Educator of the Year in Higher Education by the Maryland Distance Learning Association. Professor Rosado was also named as a finalist for the American Association of Community College's Faculty Innovation award.

Focus on Serving Special Populations

The institution is able to serve its constituents with funding from both state and county governments, and that support affirms the essential role played by the College in the community's educational, cultural, and economic well-being. Geographically convenient locations, in tandem with an established distance education program, also promotes access for the county's extremely diverse student population, and fully supports 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 further enhanced by the extensive array of financial aid and academic services that are tailored to the diversity of academic preparedness, economic, and cultural characteristics that are present in the student body. Many College programs are aimed at increasing student success within specific populations, including the Combat2College program, which was developed jointly by Montgomery College, the National Rehabilitation Hospital, the National Center for PTSD, and the Veterans Administration Medical Center. This program provides academic and social interaction opportunities, as well as support services for veterans and active/reserve service members.

The Project Portal to Success in Engineering is a STEM program that boosts the number of women and minorities at the College who pursue engineering degrees, and increases 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.

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 (FYE) Program 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; to forge connections with counselors, faculty, staff and peers; and to 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 mandatory academic orientation session, which is offered both in-person and online.

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 prepares students to meet Maryland's higher education goals of producing well-rounded individuals who are prepared to meet dynamic challenges in the workforce and the world. In the belief that all students who earn a degree from Montgomery College should exhibit both breadth and depth of knowledge, General Education is a component of every degree program at Montgomery College. The goal of the General Education program is to provide all students, in both career and transfer curricula, with the foundation to live productive lives, to be global citizens, to appreciate aesthetic values, and to engage in lifelong learning in a continually changing world. Students have opportunities in all classes to develop communication, critical thinking, and analytical skills appropriate for a well-educated individual.

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 in now undergoing an 18-month review that will be completed in spring 2015. 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 additional areas of proficiency—arts and aesthetic awareness; and personal, social, and civic responsibilities.

Strategic Assessment Initiatives

Montgomery College has institutionalized two collegewide systematic assessment initiatives—Student Learning Outcomes Assessment and College Area Review—to support assessment activities at the institutional level, program level, and course level. Montgomery College's primary Student Learning Outcomes Assessment process is a faculty-driven, course-based approach that emphasizes authentic, course-embedded assessments, and collegewide participation. All programs and courses at Montgomery College have a set of common student learning outcomes that were reviewed and approved by the Collegewide Curriculum Committee

and are publicly available on the College's website. Currently, Montgomery College's student learning outcomes assessment program has three primary strands:

1. General Education Outcomes Assessment. The General Education program at Montgomery College has five General Education competencies and two areas of proficiencies. All General Education courses are required to assess a minimum of four general education outcomes within a six-year cycle.

2. Academic and Instructional Program Outcomes Assessment. Every program at Montgomery College has developed learning outcomes, and all programs have completed curriculum mapping that aligns course outcomes with program outcomes. Each program participates in a five-year assessment cycle, according to a master schedule that aligns with the program review process timelines.

3. Optional, Voluntary Course Assessment. The majority of courses participate in learning outcomes assessment either as General Education courses or as courses that support program outcomes. Nonetheless, faculty can use the assessment processes to formally assess student learning in selective courses.

Assessment of student learning outcomes at Montgomery College consists of three stages:

1. The Planning Stage. This stage identifies the student learning outcomes in the programs to be assessed and those designed for the assessment plan, including the method, instruments, and scoring rubrics. Montgomery College emphasizes the use of direct assessment instruments that are embedded in the course. Each program/course self-selects the instruments. For program outcomes assessment, the scoring rubrics and benchmarks are developed by discipline faculty. For general education rubrics, Montgomery College has developed a set of collegewide rubrics based on the American Association of Colleges and Universities value rubrics.

2. The Assessment Stage. This stage collects assessment data and evaluates how well students are achieving those learning outcomes. Assessment results are shared, reviewed, and discussed among faculty and lead deans.

3. The Closing-the-loop Stage. Upon the completion of assessment data review, disciplines develop recommendations that result in making improvements in teaching and learning and meeting accreditation requirements. Annual status updates are collected to ensure the implementation of those recommendations.

To date, more than 160 courses have participated in the assessment process. In academic year 2012–2013, an average of 79.4 percent of students achieved a performance benchmark of Advanced or Proficient for General Education outcomes. Besides the General Education program, other programs such as Computer Science AA, Information Systems AA, Business AA, Arts AA, and Studio Arts AA, have also begun the program outcomes assessment process.

Institutional Assessment

Institutional assessment is conducted through our program review process, called the College Area Review (CAR). 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. CAR is a comprehensive self-evaluative process built ina five-year cycle, reviewing on average 15 academic units and their programs per academic year, plus three or four non-academic units. Each program undergoes the five-year program outcomes assessment process according to the CAR schedule. Information is provided for each program at the College, and each academic and non-academic area is asked to address any unmet benchmarks during the review process. The process is overseen by a cross-sectional review team, referred to as the College Area Review Committee, consisting of 20 College stakeholders.

Information Technology and Instructional Services

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 2013, a total of 21,586 credit hours were accounted for by enrollments in distance education courses. This represented nine percent of the College's total enrollment. As a direct reflection of the recommendations regarding faculty training under State Goal #1, services and training for faculty to enhance the quality and variety of instructional methodologies match not only the ever-increasing demand for distance education, but provide faculty with cutting-edge technology to enhance instruction in all environments. Montgomery College engages its faculty in using the nationally-recognized Quality Matters rubric when designing courses. This rubric focuses on improved course design to engage students and improve student success. To date, 35 courses have received Quality Matters recognition through a peer-review process.

The *Montgomery College 2020* strategic plan guides the provisioning of a state-of-the-market technology environment for the College resulting in ongoing student-learning enhancements. The College utilizes information technology to support instruction, improve access, and enhance business processes to provide high-quality student-centered educational programs that are responsive to the needs of the community. Technology is an enabler of teaching and learning, and the College's Office of Information Technology (OIT) is dedicated to providing comprehensive information technology services and solutions that include providing and maintaining the collegewide computing infrastructure for academic and administrative use.

Technology-related student-learning enhancements include a new standard for our campus Smart Instructor Work Stations (SIWS). The new standard is compliant with the Americans with Disabilities Act (ADA) guidelines. The design includes modifications that allow a wheel chair bound instructor or student to have easy access to all equipment controls and component switching devices. Moving forward, ADA compliant SIWSs will be installed in all new building classroom spaces at the College. With a focus on enabling the teaching and learning mission of the College, the availability of technology in key student areas is essential.

Libraries are critical learning spaces for students. College libraries have been enhanced with technology through the provisioning of collaborative media workstations; open computer workstations for students; session management software to ensure availability of technology; as well as common images on library workstations across campus locations. Additionally, a mobile application for the collegewide learning management system has been deployed.

OIT also partnered with College academic leadership to implement portable iPad carts in classrooms to support technology-driven faculty innovations. As a result, instructors are creating exciting interactive lessons for their students using iPads and wireless technologies. Additional technology advances also include digital upgrades to existing classroom technology equipment. When budgets allow, the standard practice of replacing aging academic classroom computers with new models continues as part of the College's commitment to provide students with state-of-the-market technology tools that enhance teaching and learning.

A comprehensive multi-year plan to modernize the College's technology infrastructure network is in place. The plan will help ensure a robust, reliable, redundant, and secure network. The plan includes an upgrade to the existing wide area network, resulting in an underground network that has dynamic capacity with enhanced management capabilities. In addition, this effort creates redundancies for major IT systems. The multi-year plan also includes an identity and access management initiative to enhance data security.

Each student enrolling in a credit course at 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 develop web-based course sites to allow for continual instruction in the event of unplanned College closings. Montgomery College also has complete wireless coverage for all College buildings.

The College provides and supports software tools and services that enhance and support a collaborative work environment. In fall 2013, a Communications Toolkit describing all College supported web, audio, and video conferencing tools and services was shared with the College community. Currently, the College is assessing existing and future videoconferencing requirements in order to replace legacy equipment. Enhanced conferencing technology provides faculty, students, and staff with additional opportunities to conduct meetings and conferences without having to travel.

Strategic Articulation Agreements and Partnerships

Montgomery College continues to work diligently in the area of articulation and partnerships. In an effort to support the state's goal of increasing the number of Maryland residents with degrees, Montgomery College has focused on partnerships that promote the completion of the associate's degree prior to transfer. Through negotiation and collaboration these agreements align the curriculum between Montgomery College and their transfer counterpart in order to minimize tuition expense and maximize transfer credit toward the students' intended program of study. Great strides have been made in articulation and as a result, Montgomery College has agreements with over 35 post-secondary institutions, 15 of which are Maryland-based. Most agreements outline specific pathways showing students how they can complete their associate's

and bachelor's degrees within four years while others offer tuition breaks or guaranteed admission incentives.

In an effort to support the state in STEM initiatives, Montgomery College has also focused articulation development in respective programs. Just a few of our recently executed STEM articulation agreements include an engineering agreement with Frostburg State University, multiple engineering and computer science agreements with University of Maryland, Baltimore County, and a computer technology agreement with Bowie State University.

Beyond the development of articulation agreements there has been a renewed effort to increase student awareness of these agreements. In addition to the launch of a student friendly articulation agreement website, there have been regular e-mail announcements, campus and classroom visits, and the creation of an @MCTransfer Twitter presence. Montgomery College's Transfer Scholarship Coordinating Committee also promotes completion and transfer by highlighting transfer scholarship opportunities that are eligible to students who complete their associate's degree prior to transfer.

While the Maryland Transfer Advantage Program continues to offer Montgomery College students the much sought-after guaranteed admission to University of Maryland, College Park (UMCP), Montgomery College has recently forged two additional transfer partnership programs. Both the Terp Transfer Partnership (TTP) and BeeLine build on our strong relationship with the Universities at Shady Grove (USG). TTP, which was created in conjunction with USG and UMCP, promotes transfer preparation, support, and guaranteed admission to all eight of the UMCP programs at USG. TTP students who demonstrate financial need are also eligible for special scholarship funding and receive special USG-specific advising prior to transfer. The BeeLine program, which was modeled on the success of TTP, targets the University of Baltimore program at USG and is set to launch this coming fall.

In addition to developing partnerships with post-secondary institutions, Montgomery College's faculty, staff, and administration continue to reach out to the community to create ties that will enhance students' learning inside as well as outside of the classroom. The Federal Aviation Administration, Montgomery County Police Department, and the United States Department of Justice's Drug Enforcement Administration are just a few of the partnerships that have been formalized with Montgomery College.

Strategic Transfer Opportunities

Some 4,381 Montgomery College 2013 graduates or students who had accumulated 12 or more credits transferred to 391 four-year universities and colleges in 46 states and the District of Columbia or Puerto Rico. The most frequent transfer choices among Montgomery College students are the University of Maryland, College Park; the University of Maryland University College; and the University of Maryland, Baltimore County.

To improve opportunities for transfer, Montgomery College has entered into a partnership with the University of Maryland to create the Maryland Transfer Advantage Program (MTAP), which guarantees University of Maryland admission to Montgomery College students who apply and

are selected for the program and complete its requirements. The program provides Montgomery College students with early access to Maryland advisers and other resources to put students on track to a bachelor's degree.

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. 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.

Health and Life Sciences Programs

Montgomery College has continued to provide high-quality extensive health science programs and envisions these programs expanding in the future, as well as our ability to develop new offerings to meet needs for the health care providers in Maryland. The College's commitment to providing a skilled workforce in the areas of healthcare was demonstrated with the opening of the new Health Sciences Center at the Takoma Park/Silver Spring Campus 10 years ago. This has allowed for a doubling of the enrollment in the highly-regarded nursing program, as well as for the addition of a seven-bed "simulation lab" for nursing and for use by other credit health sciences programs.

These programs include: Diagnostic Medical Sonography; Fire Science and Health Information Management; which are all blended online programs, as well as Emergency Preparedness Management, a totally online program. Physical Therapist Assistant, Polysomnography (sleep technology), Radiologic Technology, and Surgical Technology complete the credit program unit. Workforce development courses and/or programs for entry-level jobs in healthcare, include Registered Nurse Refresher; Certified Nursing Assistant; Certified Medicine Aide; Health Unit Coordinator; Healthcare Access and Registration Professional; Phlebotomist; Dialysis Technician; EKG Technician; Pharmacy Technician; Physical Therapy/Occupational Therapy Aide; and Sterile Processing. Periodically, the MCLEX Review for Foreign Trained Professionals is offered as well.

Discipline advisory committees, as well as faculty and administrators who serve as site visitors for their accreditation agencies, maintain the programs' ability to develop the necessary workforce for the area providers, and to also be in compliance with all standards and regulations.

The Hercules Pinkney Life Sciences Park at the Germantown Campus is an innovative solution in response to the needs of Montgomery County's substantial biotechnology industry. The park represents a unique community partnership initiative, which provides office and laboratory space to new businesses, and will allow Montgomery College students an opportunity to participate in high-quality internships on their own campus. The 127,000 square-foot Bioscience Education

Center—opening in fall 2014—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. Holy Cross Health is building Holy Cross Germantown Hospital in the Hercules Pinkney Life Sciences Park. The new hospital is scheduled to open in October 2014 and will have a partnership with Montgomery College in which students and faculty can work with health care professionals on campus. Finally, the Germantown Technology Incubator, a collaborative effort among the state, the county, and Montgomery College, represents a significant research and development resource for our students and our community.

Planning For and Meeting Capacity Needs

The College recognizes the need and has developed a long-range plan to improve capacity, facilities, and parking at all three campuses. The Rockville Campus has significant shortages in terms of classroom, laboratory, office, and student life space. A new Science Center opened in fall 2011 with astronomy, biology chemistry, engineering, and physics labs and classrooms. This state of the art LEED-Gold certified building alleviates some of the campus overcrowding, and in fall 2013, the adjacent newly renovated Science East Building was re-opened and houses classrooms, math computer labs, and a math emporium, along with new student lounges and campus conference rooms. The renovation of the third building in this complex, the Science West Building, will be under construction starting in summer 2014 and is scheduled to re-open in fall 2016 with additional computer labs and a math/science learning center, along with general purpose classrooms. A new North Parking Garage is currently being designed for construction to start in summer 2015, and the design of a new Student Services Center will being in summer 2014, with construction beginning in summer 2016. Additional instructional buildings remain priorities for the future, as part of the Rockville Campus facilities master plan.

The College's first and oldest campus, the Takoma Park/Silver Spring Campus, experienced a major multi-year $120 million expansion project from 2000 to 2009 with the construction of four major new buildings housing health sciences, student services, an art center, and a new cultural arts center. In 2009, the College also completed the renovation of the Catherine F. Scott Commons, a general purpose classroom building, and is now readying for the renovation of a companion building (Pavilion 4) for additional humanities classrooms and faculty offices.

At the Germantown Campus, the College is opening a new Bioscience Education Center in fall 2014 for instruction in biology, the biosciences, and chemistry. In addition, this facility also houses a conference center to support both College activities and the upcounty business community. A renovation of the Science and Applied Studies Building is currently under design with an anticipated start date for construction beginning in summer 2015.

## 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 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's credit and noncredit 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 a Montgomery College education.

Special Programs and Service Learning

The College provides 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 educational 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 Sponsored Programs and Grants.

Academic Orientation

During the online Academic Orientation, we provide students with a College Catalog that includes programs of study, as well as relevant links to degree plans on the College website. In person, Catalogs and program of study degree sheets are distributed to students during Academic Orientation to serve as the degree plans. Students are informed of individual degree plans, and introduced to the educational plan located in the Starfish software. They are trained in the functionality of the software including understanding the success networks that include course instructors, an adviser, and any other college personnel assigned. This can include tutors assigned, student life personnel, early learning center personnel, and other important information. During meetings with an adviser/counselor, students will have their plan of study and their individual education plan discussions and, when appropriate, reviewed beginning in the spring semester. Advisers also meet with students that are not successfully meeting their planned academic benchmarks.

Academic Partnerships

Achieving Collegiate Excellence and Success (ACES) is a collaborative program that seeks to create a seamless pathway from high school to college completion. A collaboration among

Montgomery College, Montgomery County Public Schools (MCPS), and the Universities at Shady Grove, ACES focuses on identifying and supporting students who come from backgrounds that are underrepresented in higher education, and those who are the first in their family to attend college. The program began in the fall of 2013 supporting over 600 students among 10 high schools. Students apply to ACES in the spring of their sophomore year for the Montgomery College portion of the program and, if accepted, are assigned an academic coach during their 11th- and 12th-grade years. Coaching and support through Montgomery College and USG will continue for ACES students who choose to attend these institutions after high school.

In the area of K–16 partnerships, the College is involved in numerous initiatives with MCPS. Among them is the College Institute, a program that serves academically able students at an ever-growing number of area high schools by providing on-site instruction in college credit courses.

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, online, or at the local school. Montgomery College also participates in the Maryland Mathematics/Science/ Engineering Achievement (MESA) program to prepare students for careers in mathematics, engineering, science, and technology.

The College has also developed successful partnerships with the University System of Maryland institutions that are located at USG. These relationships have 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 USG, and this number promises to increase. Additional partnerships with baccalaureate institutions include the degree in construction management from the University of Maryland Eastern Shore, which is housed at the Rockville Campus, and the life sciences degree from the University of Maryland, College Park housed at the Germantown Campus.

Supporting Local Workforce Needs

Montgomery College continues to provide transfer, degree, and non-degree options in direct support of the local economy, and trending workforce development needs. Enrollment statistics in Workforce Development & Continuing Education offerings bear this out. In FY13, Montgomery College served 24,395 students with a total of 44,839 course registrations in this area. The Workforce Development & 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; multi-year basic adult education; and English as a Second Language programs. Over the past several years, the College has increasingly integrated labor market data in institutional planning, program reviews, and instructional program development. The College has served as a research assistant to the local Workforce Investment Board on numerous occasions when studying high-growth, high-demand

occupational analysis reviews. The College features local labor market trends on the College website as well.

Additionally, as a community resource, the College has also made the online career resource, *Career Coach*, available to the public. This resource provides up-to-date, user-friendly labor market information in regard to anticipated demand; typical wages; skills and experience requirements; and actual local employment opportunities conveniently in one place.

Continued innovation in the technical education and workforce arenas include specialized training of incumbent workers in such highly specialized areas as clinical trials project management, energy management certification preparation courses, and emerging program security protocols in cybersecurity fields.

Innovation in accelerating basic skill acquisition for adults, by combining instruction in technical occupations through a team-teacher approach, has been very successful. Rather than a lengthy series of developmental education courses being prescribed, in selected entry-level fields, students are able to benefit from an integrated basic education approach known in Maryland as the MI-BEST model. Programs include certified nursing assistants, certified apartment building maintenance technicians, and construction trade areas.

Apprenticeship programs continue to be provided through extensive collaborations with local employers and trade associations. Heating, ventilation, and air conditioning technicians; sprinkler fitters; steam fitters; and automotive technicians, continue to attend the College while working full-time in the related occupational areas. In each program, a carefully crafted articulation agreement provides an avenue for the subsequent award of equivalent college credit which can accelerate the time required to reach a degree if desired.

Contract training continues to be a popular option for local employers and governmental agencies that are committed to growing and training their incumbent workforce. More than 5,000 individuals are engaged in employer-sponsored training programs provided through Montgomery College.

Student organizations continue to be recognized through local and national student competitions in areas such as construction management, environmental sustainability, green architecture, adaptive reuse, robotics, and cybersecurity competitions.

Recognizing that technical programs continuously need to change to reflect our changing local employment demands, the College has shuttered a once thriving printing management program —no longer in demand—while moving into new fields such as alternate energy production, computer automated fabrication laboratories, cybersecurity practice labs, and building automation controls training fields.

Service Programs

Service to the community continues to be a key element of our community education programming. Programs such as the Nonprofit Leadership Institute, Workforce Access programs

for adults with developmental disabilities, the Hispanic Business Institute, and Fifty Plus programming for older adults wishing to re-career or explore intellectual pursuits through the arts or through literature, continue to be well received and regarded by the local community members.

## INSTITUTIONAL GOALS AND OUTCOMES

*Montgomery College 2020* Strategic Plan

*Montgomery College 2020*, approved by the Board of Trustees in spring of 2012, includes five themes (goals) with specific strategies aimed at achieving a desired future state. As outlined above, the plan was the result of a year-long, participatory process that included representatives from all members of the College's internal and external community. These mission-driven goals drive the planning and budgeting activities for the College. At the same time, the themes are consistent with and directly support the statewide goals as delineated in the *Maryland Learns: 2013–2017 Maryland State Plan for Postsecondary Education*. The *Montgomery College 2020* themes, preferred future, and strategies are stated below, with a summary of their relationship to *Maryland Learns*.

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| **THEME I** | **Educational Excellence** |
| **PREFERRED FUTURE** | • By 2020, Montgomery College will have enhanced its national reputation for excellence by serving as a model for other community colleges and offering academic programs that reflect the needs of both students and the community.<br>• By 2020, academic affairs at Montgomery College will have a renewed leadership structure that affirms the one College model and supports faculty, staff, and student achievement, innovation, and scholarship. The College will institute practices and develop curricula that emphasize defined educational pathways to degrees and certificates. |
| **STRATEGIES** | • Strengthen academic renewal through the use of assessment.<br>• Strengthen relevance of all curricula, especially in the science, technology, engineering, and mathematics (STEM) disciplines.<br>• Develop a new academic master plan that responds to the economic and workforce development needs of the community.<br>• Implement curricular changes to meet the needs of the 21st century college.<br>• Provide a continuum of curricula and programs to meet the needs of learners of all ages, including children, youth, and seniors.<br>• Strengthen partnership programs to align K–12, community college, and university offerings for improved college readiness and student completion. |

This *Montgomery College 2020* theme supports and addresses several of the significant issues identified in *Maryland Learns*, Goal 1: Quality and Effectiveness, such as focusing on institutional renewal by examining our processes and structures; developing flexible curricula that meet the changing needs of the community we serve; equipping faculty with the resources needed to delivery exemplary education; utilizing data and informatics to enhance programs and services; closing the achievement gap between all groups; and providing resources and activities to respond to and meet the state's changing demographic needs.

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| **THEME II** | **Access, Affordability, and Student Success** |
| **PREFERRED FUTURE** | • By 2020, Montgomery College will provide students with a successful experience, from the first connection through to the completion of students' desired goals. Faculty and staff will welcome students from diverse backgrounds, support student success, and focus outreach efforts on helping Montgomery County communities understand how students can attend college and access appropriate supportive resources, especially financial aid. The College will educate students and family members about College expectations and financial options.<br>• By 2020, Montgomery College students will be representative of the Montgomery County population with its significant international diversity. Students will be integrated into the ethnic fabric of campus life as College faculty, staff, and administrators empower them to change their lives and enrich our communities with excellent, consistent, and accessible advising, counseling, and support services. |
| **STRATEGIES** | • Cultivate, implement, and assess student access strategies, initiatives, and resources to ensure Montgomery County residents are provided the opportunity to complete a college education.<br>• Remain dedicated to helping Montgomery College residents pursue their educational dreams through affordable means.<br>• Develop, implement, and assess student success strategies, initiatives, and resources that will elevate educational achievement.<br>• Develop, implement, and assess a comprehensive systematic approach to assist students in obtaining college credentials and transfer opportunities. |

This *Montgomery College 2020* theme address the goals of *Maryland Learns*, specifically Goal 2 (Access and Affordability), by creating the conditions necessary for the community to successfully transition into postsecondary education with access to a broad array of pathways that allow students to meet their educational goals. As a precursor to postsecondary education enrollment, students and families need to understand what postsecondary education opportunities exist. They must also have the financial knowledge and skills to fund their education.

Outreach is an especially important access strategy to inform low-income, minority, first-generation, and other underrepresented student populations about college readiness, the cost of

attendance, academic expectations, and career pathways. This theme also supports the *Maryland Learns* goal of increasing completion by remaining dedicated to tuition affordability, providing the necessary financial aid, and being intrusive with counseling and advising to ensure that students complete their educational goals

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| **THEME III** | **Economic Development** |
| **PREFERRED FUTURE** | • By 2020, Montgomery College will strengthen the use of labor market data and industry standards in program development, and will increase collaborations with business, government, trade, and community organizations for mutually beneficial career-training programs.<br>• By 2020, Montgomery College will identify and promote the use of key career pathway system models recognizing the continuum of learning required to be competitive in the global economy. Program offerings will reflect guidance from part-time faculty practitioners and program advisory groups, as well as industry standards from trade associations and professional organizations to ensure relevancy in the rapidly changing workplace. |
| **STRATEGIES** | • Infuse labor market data and career options in program reviews, curricular proposals, and new course development.<br>• Conduct regular and systematic environmental scans and assess potential gaps in programs or services.<br>• Work closely with workforce investment boards and chambers to identify key trends, important data, and collaborative possibilities.<br>• Increase the availability of user-friendly labor market data for community members and promote this resource in career planning.<br>• Reference industry-recognized credentials or standards from which instructional programs learning objectives are drawn.<br>• Raise the visibility of contract training options for local business, governmental, and community-based organizations as a means to leverage College services to meet local workforce training and education needs.<br>• Increase the availability of career pathway models and career assessments on the College website and promote their use in career planning.<br>• Include a "best for business" as well as "careers here" user-friendly interface opportunity for significant market segments.<br>• Align all workforce development offerings to ensure that the College meets the labor market needs of the community we serve. |

This *Montgomery College 2020* theme directly addresses and supports *Maryland Learns* Goal 5 (Economic Growth and Vitality), by positioning the College to serve as an engine of economic growth within the County by providing programs and trainings targeted at the new knowledge-based economy while at the same time addressing middle skills gaps and needs. The College is

collaborating with local industry to develop strategies that address changing workforce demographics, knowledge, skills, and abilities. The College is committed to designing and articulating clear pathways that recognize the continuum of learning required to compete in the global economy, and partnering with county agencies and industries to provide and assess critical labor market data aimed at designing flexible and agile workforce training that meets the growing needs of the local economy.

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| **THEME IV** | **Community Engagement** |
| **PREFERRED FUTURE** | • By 2020, Montgomery College will evolve Montgomery County into a "College Town" with Montgomery College at its central core.<br>• By 2020, Montgomery College will create two neighborhood community engagement centers through public-private partnerships. |
| **STRATEGIES** | • Create a Community Engagement Roundtable/Advisory Committee with 25–30 community and civic leaders representing the diverse county population.<br>• Establish community relations and engagement office and hire staff by 2015.<br>• Develop a three-year plan for ways to make Montgomery County into a "College Town."<br>• Upgrade website to all languages used on MCPS website for consistency of service to members of the community.<br>• Host at least two annual collegewide events to facilitate intercultural understanding and/or neutral public dialogues on issues of importance and to bring the community to the College.<br>• Find partners for funding and sustainability of two community engagement centers, including county agencies, philanthropists, corporations, and nonprofits.<br>• Create widespread community participation through intellectual engagement and family centered activities.<br>• Create greater community partnerships to participate in issue- and group-based civic and community programs and service projects. |

Theme IV of the *Montgomery College 2020* Strategic Plan addresses and supports several critical issues raised by *Maryland Learns*, most specifically Goal 4 (Innovation). As Montgomery College moves to take the College into the community and continue to forge new and mutually beneficial partnerships, and to develop new creative and collaborative practices that enhance the quality and effectiveness of our offerings and services. One such innovation is the development of a robust and vital Office of Community Engagement along with the opening of strategically located Community Engagement Centers, where members of the county can learn and interact within their own communities. This theme also works to develop new partnerships that support completion, student success, and economic vitality.

| THEME V | Assessment and Institutional Effectiveness |
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| **PREFERRED FUTURE** | • By 2020, Montgomery College's regular assessment of academic programs and administrative units will provide strategic intelligence for institutionalized data-driven decision making. College budgets will align with the College's strategic plan and annual initiatives.<br>• By 2020, Montgomery College's human resources efforts and programs will support strategic succession planning needs. A mature and dynamic governance system will exist for students, staff, faculty, and administrators to engage in collaborative and respectful dialogue. |
| **STRATEGIES** | • Strengthen the implementation of the learning outcomes assessment process.<br>• Align performance reviews with the 2012 renewed classification and compensation study.<br>• Develop, assess, and refine a process to manage the College's human talent.<br>• Use data from the cost-to-education project to improve program offerings and maximize efficiencies.<br>• Maintain accreditation through direct academic and administrative outcomes assessment.<br>• Review, assess, and update governance systems as planned.<br>• Enhance College capacity for entrepreneurial activities that advance mission of the College, and diversify its resource base and portfolio. |

Theme V is consistent with the *Maryland Learns* emphasis on data use and distribution (Goal 6). The College is committed to strengthening the deliberate use of assessment data to inform policy decisions; gauge program and practice effectiveness; identify areas of excellence and needs for improvement; and develop short-term and long-term plans and budgets that reflect institutional priorities and enhance accountability. This is done at Montgomery College through a systematic and integrated approach of data collection, outcomes assessment, and program review for academic, administrative, and support units. This theme also seeks to ensure the fiscal stability and longevity of the institution through identifying new, entrepreneurial avenues of funding that advance the mission of the College.

The *Montgomery College 2020* Performance Canvas contains the indicators that the College will use to track its progress in realizing the themes of *Montgomery College 2020*. The canvas includes a set of "Objective Indicators" based on numbers (e.g., enrollment, graduation rate) and value-added activities (e.g., student success, economic impact); "Subjective Indicators" based on ratings and rankings, such as enrollment growth, grant dollars raised, and national/state rankings; and "Cognitive Indicators," that reflect feelings and beliefs about the college, such as awards for excellence, employee philanthropy, employee engagement, and employee/student involvement in the community. These indicators are consistent with and support the benchmarks established by *Maryland Learns*.

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 multi-year College Diversity Plan for 2014–2020. This plan identifies action-oriented diversity goals and objectives in five key areas that are directly aligned with Goal 3 of *Maryland Learns* and the five themes of the *Montgomery College 2020* strategic plan. The Diversity 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 to identify and correct any problem areas that may exist. The diversity themes and strategies, which are summarized below, demonstrate the College's commitment and good faith effort to expanding and sustaining diversity, and through producing measurable results.

**THEME I Educational Excellence: Montgomery College will be a national leader for quality and relevancy by providing educational and academic programs that develop the cultural competence and support the success of its diverse community of students and employees.**

Building on Montgomery College's successful foundation of professional development programming for diversity and multiculturalism, the College will further develop and expand a wide variety of activities, events, and professional development opportunities that relate to diversity and multiculturalism. These opportunities are designed to enhance and foster a culture of inclusiveness, and deepen intercultural understanding in the College community. The College will also develop and implement a college-wide assessment plan for tracking the cultural and professional competence (e.g., content knowledge, teaching skills, and credentials) of faculty and staff in all professional development units (i.e., Center for Professional and Organizational Development, Center for Teaching and Learning, and Distance Education and Learning Technologies) as related to diversity and multiculturalism, including participation by faculty in the professional training opportunities offered by the Global Humanities Institute.

**THEME II Access, Affordability, and Success: Montgomery College will provide accessible and affordable educational opportunities for its diverse communities and ensure student success and completion.**

Montgomery College will collaborate with schools, community agencies, and parent groups to focus outreach and recruitment efforts on helping diverse Montgomery County communities understand how students can attend college and access appropriate support resources, especially financial aid, particularly for underserved populations such as veterans, international-multicultural students, nontraditional-aged students, student-parent populations, first-generation students, and other communities that have limited numbers of representatives attending college.

The College will use and develop established partnerships with agencies serving immigrant, culturally-diverse, and underserved populations in order to create work-study assignments that provide culturally enriched experiences for the student body and increase the number of Montgomery College Foundation scholarships for students who need financial assistance in

order to promote increased access. The College will also develop, implement, and secure resources to encourage meaningful student engagement opportunities and reduce the educational achievement gap for Hispanic/Latino and African-American students, especially males, and apply for grants available to minority-serving institutions.

**THEME III Economic Development: Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional, national, and global workplace competencies are reflected in programs and curricula.**

The College will establish business and organizational partnerships between Workforce Development and Continuing Education to train companies and organizations, including small business and minority-owned business employees, in key workplace skills, and in multiple languages, in order to foster economic development and increase the economic health of the county. The College will also implement diversity best practices to recruit, select, and employ multilingual/multicultural/multi-skilled employees, and to enhance cultural competencies that fulfill business needs, while training students to succeed in a diverse workplace by providing access to cultural competencies and world languages. Finally, the College is committed to increasing the economic competitiveness of county-based companies by contracting with local companies as well as small and minority businesses.

**THEME IV Community Engagement: Montgomery College will reflect and support the diversity of the communities we serve. The College will strategically foster community relationships, outreach, civic responsibility, and intercultural understanding to enrich the life of the community.**

The College will establish an office, and a community roundtable/advisory committee focusing on outreach to, and engagement with, the diverse county populations. To better engage the community, the College will expand multi-lingual accessibility of College outreach materials to promote the College's efforts to create and sustain an open and welcoming environment. Montgomery College will host collegewide events to facilitate understanding among diverse populations and to bring the community to the College. Finally, Montgomery College will establish community engagement centers through which underserved populations can be connected to College services

**THEME V Assessment and Institutional Effectiveness: Montgomery College will strengthen and implement responsible equity and diversity policies and procedures, best practices, and ongoing assessment and compliance strategies that are aligned with the *Montgomery College 2020* Strategic Plan to ensure that Montgomery College is a regional destination employer for diverse employees.**

Montgomery College will conduct a comprehensive review and inventory of existing academic and nonacademic diversity-related and nondiscrimination College policies, procedures, and best practices to ensure responsible equity and diversity stewardship and to sustain faculty, staff, and student diversity. The College will review and inventory existing academic and nonacademic

education programs and related professional development activities with a focus on diversity best practices, and areas of compliance with federal, local, and state regulations. The College will also monitor, evaluate, and assess goal achievement of the College Diversity Plan and, as necessary, update the plan to support and sustain diversity goals and objectives. Finally, Montgomery College will strive to identify and implement diversity best practices to enhance recruitment and selection processes, in order to ensure a thoroughly diverse applicant pool and to expand opportunities to attract and retain a highly diverse faculty and staff workforce.

## CONCLUSION

Montgomery College's priorities, themes, preferred future, and strategies enable the institution to continue to broadly support *Maryland Learns* 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 other 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

**Prince George's Community College**
**2014 Mission and Goals Statement**

*Approved by Board of Trustees June 12, 2014*

## Summary Mission Statement

As part of the strategic planning cycle for the Prince George's Community College's FY14 to FY17 Strategic Plan, the Board of Trustees reaffirmed the following Vision and Mission on June 6, 2013, with an effective date of July 1, 2013.

**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. Located in Largo, Maryland, Prince George's Community College has additional sites at Joint Base Andrews, University Town Center in Hyattsville, Laurel College Center, Skilled Trades Center in Camp Springs, Westphalia Training Center in Upper Marlboro, and the John Eager Howard Community Center in Capitol Heights.

The college currently offers 65 credit programs leading to associate's degrees and 28 credit programs leading to certificates. The college also provides 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 fall 2013 credit student population of 13,733 is highly diverse and includes 90% minority students, 10% foreign born, and nearly 20% resident aliens. In fall 2013, 70% of students enrolled in credit courses attended Prince George's Community College part-time. For FY13 more than 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 and resulted in reaffirmation of accreditation. The

college is currently engaged in the MSCHE self-study process, preparing for a March 2015 on-site visit as part of the decennial accreditation process.

Prince George's Community College's FY11 to FY13 strategic plan was guided by a revised and contemporary vision and mission statement and institutional goals that focused on student success, innovation, change, and resource development. Subsequently, the college was well positioned to create more opportunities for student success and completion through data-informed innovation and change. In fall 2010, PGCC was selected to participate in the Association of American College and Universities' project titled *Developing a Community College Student Roadmap: From Entrance to Engagement in Educational Achievement and Success* (Roadmap). Roadmap was 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 was one of 12 community colleges from around the nation to participate in the project and helped to redirect the institutional focus on student success.

Prince George's Community College joined with the 15 community colleges comprising the Maryland Association of Community Colleges (MACC) to sign the Promise to Act on December 3, 2010, thereby committing to a focus on ensuring an educated, credentialed, and globally competitive workforce. MACC's plan to substantially increase the number of community college graduates by 2025 was developed in direct response to the White House Summit on Community Colleges that was attended by PGCC's president, Dr. Dukes. As a result of the Promise to Act, Prince George's Community College has pledged to increase the number of degree graduates by 94% by 2025.

Furthering its commitment to student success and completion, the college participated in the Entering Student Success Institute (ESSI) in Santa Fe, NM in spring 2011. Using data from and related to SENSE (Survey of Entering Student Engagement), the college team completed an in-depth review of student data, learned about promising practices in entering student success, retention, and completion. The team left ESSI with a plan of action to improve the success and completion of entering students. In spring 2011, the college also applied for and was accepted to the 2011 cohort of Achieving the Dream colleges. Achieving the Dream is based on the premise that in order to improve student success on a substantial scale, colleges need to fundamentally change the way they operate. As part of the application process, Prince George's Community College had to demonstrate commitment to four basic principles: Committed Leadership, Use of Evidence to Improve Programs and Services, Broad Engagement, and Systemic Institutional Improvement.

With its participation in Roadmap Project, Promise to Act, ESSI, and Achieving the Dream, the college leadership encompassed all of the completion and success projects into one overarching initiative, called *Envision Success*. From 2011 to summer 2013, Envision Success served as the institutional priority and the completion agenda for Prince George's Community College. The goal of Envision Success was to ensure that students complete degrees, certificates, and preparation courses for certifications and licensures. It addressed three major components—time, choice and structure—while emphasizing quality, rigor and relevance in an environment of broad engagement. Envision Success focused on enhancing or developing support services,

academic programs, and workforce development and training programs to assist students in achieving their goals. Through the creation of a culture of success, the college community worked to identify promising practices, and through innovation, create new initiatives that respond to the needs of students.

As a result of the continued focus on student success and completion, the college's FY14 to FY17 strategic plan, approved by the Board of Trustees on June 6, 2013, is called *Envision Success.* As the strategic plan, *Envision Success* solidifies the college's commitment and resolve to improve student retention, progression, and completion; it also provides a revitalized institutional identity. The four goals of Envision Success and their alignment with *Maryland Ready* are discussed later under *Institutional Capabilities.*

The strengths of the college alignment with *Envision Success* are readily identified through the college's educational offerings, 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, may be found in the college catalog at www.pgcc.edu.

Evidence of academic excellence that promotes student success and completion 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.

Prince George's Community College students continue to demonstrate success in a variety of ways. Student teams from the college regularly place as one of the top two schools at the Regional Sputum Bowl academic competition in Respiratory Therapy. Since 2010, students have consistently placed on the First Team and Second Team of the All-Maryland Academic Team, and three students have been nationally recognized as a New Century Scholar (2011), an All-USA Academic First Team member (2011) and as Coca Cola Silver (2011) and Gold Scholars (2012). Student successes at Prince George's Community College also extend beyond the classroom. Over the past year, all intercollegiate athletic teams advanced to the National Junior College Athletic Association (NJCAA) Region XX post season, for the first time since 2005. The women's track team received four of the five NJCAA Division III National Championships in relay events. The ladies' relay team also took first place in the 4 x 400m relay. Three students were named the NJCAA Division III National Championships in Men's and Women's track and field events.

Institutional successes have also been recognized by a number of external agencies. In 2010, the college was 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) through 2015. Prince George's Community College is the only college in Maryland to be selected as a White House Champion of Change. In September 2011, the college and President Charlene Dukes were recognized by the White House for their commitment to improving completion rates, especially among disadvantaged students, and for their sector-based partnerships. The Envision Success institutional priority and completion agenda was honored by the League for Innovation in the Community College with a 2013 Innovation of the Year Award in the Leadership and Organization category and was one of 42 such recipients nationwide. In 2013, *Community College Week*, a national independent source of in-depth information for and about two-year college faculty, administrators and trustees, ranked Prince George's Community College in the top 25 of its annual listing of the top100 institutions graduating the highest number of African American students with associate degrees. Similarly in FY13, the college was awarded grant funding from a variety of sources, with federal funding accounting for 73% ($9,373,200) of FY13 grants; state and local funding accounting for 25% ($3,273,644); and corporate, foundation, and grant making nonprofit funding accounting for 2% ($269,173).

Prince George's Community College also promotes student success and completion by working closely with Prince George's County Public Schools to enhance teacher training, promote post-secondary education, develop more dual enrollment courses, enhance Tech Prep articulations, and address college readiness of high school students. On July 11, 2011, the first middle college high school in the state of Maryland opened at Prince George's Community College's Largo campus and demonstrated a significant partnership between the college and Prince George's County Public Schools. Known as the Academy of Health Sciences, the middle college has captured national attention as it promotes success and excellence with high school students. The Academy's rigorous, innovative four-year program combines high school and college courses, so that upon graduation from the Academy, in addition to their high school diplomas, students will have had the opportunity to earn an Associate's degree in general studies. Students will then be able to enter one of PGCC's Health Sciences Clinical Programs or to transfer to a four-year college or university to pursue other health sciences programs. Academy students are introduced to college courses in their first year (9$^{th}$ grade), and by the time they reach 12$^{th}$ grade, college courses dominate their education program. Currently in its third year, the Academy serves 303 students, attending grades 9 to 11. When tested for College readiness during the latter part of the 10th grade, 100% of the students tested ready in Reading and English, and 80% tested ready for college-level mathematics.

Based on the success of the Academy of Health Sciences and again demonstrating its commitment to student success and completion, in fall 2013, the college implemented a new Early College with the Chesapeake Math and Information Technology Academy (CMIT), a charter school in the Prince George's County Public Schools. The fall 2013 cohort is comprised of 15 ninth grade students, with the intent to add additional college-ready 10th graders in fall 2014. Each year, a new 9th grade cohort will be started. The college is offering the required college-level courses at the CMIT campus for the 9th and 10th graders; however, in the 11th and 12th grades, students will take their college courses at the Laurel College Center, a Regional Higher Education Center operated jointly by Prince George's and Howard Community Colleges. All CMIT students will be following PGCC's Information Technology curriculum and will have

the opportunity to earn both a high school diploma and an associate's degree at the end of the 12th grade. Through a competitive grant process, the college received $599,466.00 from the Maryland Early College Innovation Fund, administered by the Maryland State Department of Education for start-up funds for this partnership that includes Prince George's Community College, Chesapeake Math and Information Technology Academy Public Charter School, Prince George's County Public Schools, Prince George's County Government, four-year transfer institutions, and business.

In response to Maryland's *College and Career Readiness and College Completion Act of 2013* the college has been actively involved in addressing the multiple requirements related to student success and completion: dual enrollment, establishing student pathways, linking final developmental courses with initial credit courses in select subject area, establishing incentives for near completers, and identifying appropriate transition courses for high school seniors who do not test college and career ready. The overall goal of the legislation is assisting Maryland residents in achieving increased college completion and success and aligns directly with *Envision Success*. Prince George's County Public Schools is a key partner with the college in implementing most of the legislation's student success initiatives. It is expected that, at full implementation of the dual enrollment initiative, more than 2,000 public school students will be taking one or more college courses through Prince George's Community College each semester.

Prince George's Community College has promoted excellence, success and completion through additional national initiatives. From 2005 to 2012, the college was headquarters for CyberWatch, an Advanced Technological Education (ATE) Center, funded by two grants from the National Science Foundation (NSF). In October 2012, the NSF awarded Prince George's Community College a $5 million National Advanced Technological Education (ATE) Center continuation grant for its *National CyberWatch - Cybersecurity Education Solutions for the Nation* project. The mission of the national center is *Leading collaborative efforts to advance cybersecurity education and strengthen the national cybersecurity workforce*. As a national center, CyberWatch is building on its culture of collaboration by coordinating a broad national network, including academic institutions and public and private sector organizations interested in cybersecurity education, research, and workforce development issues; promoting and growing models of excellence in technical programs, faculty professional development, and student capabilities and career pathways; and advancing research in cybersecurity education across the country. Since its founding in 2005 as a consortium of 10 institutions in the Washington, DC metropolitan area, CyberWatch has grown to 132 member institutions (64 community colleges, 14 in Maryland; and 68 universities, 12 in Maryland) across 36 states.

Prince George's Community College is a charter college of the Maryland Campus Compact. The college's Service-Learning Office, working with an AmeriCorps VISTA (Volunteers in Service to America) volunteer, funded through the Maryland-DC Campus Compact, implemented for the 13th year, with the help of more than fifty student volunteers, a Volunteer Income Tax Assistance (VITA) Program, which returned over 1.2 million dollars, through federal and state refunds, to over 950 seniors and low income residents of Prince George's County. To expand the financial capability of Prince George's County residents, the Community Financial Center of Prince George's Community College has formed the Prince George's CASH Campaign, a coalition of over 30 non-profit organizations, financial institutions and governmental agencies that seek to expand free tax preparation, financial education, and banking and savings

opportunities. These initiatives not only support the community, but provide volunteer opportunities for PGCC students, increasing their academic and professional skills through service-learning activities.

The college promotes excellence, success and completion through its role 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 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 addresses 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 six Institutes at the college: 1) Public Safety and Security, 2) Construction and Energy, 3) Hospitality and Tourism, 4) Transportation and Distribution, 5) Human Services, and 6) Computer and Information Technology.

The college also offers the Adult Basic Education and General Educational 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. In 2013 the college added literacy and tutoring services for adult low-level readers to its Adult Education program.

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 to promote success 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.

For example, recent new noncredit programs include the Entry-Level Administrative Assistant, the Transition ESL program (noncredit ESL courses for higher level English language learners),

the Human Resource Management certificate program, the National Apartment Association's Certified Apartment Maintenance Technician program, and a BICSI industry certification training program. The college's program for adults with intellectual and developmental disabilities, now called Choices and Pathways, was redesigned to include new course offerings, based on community input and coordination with the Arc of Prince George's County and Prince George's County Public Schools. Workforce Development and Continuing Education also added a new level to its Math Tune-Up review course, designed to help new credit students improve their developmental mathematics placement and shorten the time required in developmental math coursework.

The college is also focused on maintaining and developing facilities that will help to promote success and completion for students attending its cutting edge programs. Prince George's Community College completed its first original Facilities Master Plan in 1972. Over the last 42 years there have been many changes both in the surrounding area and on campus. On campus, new educational programs have been added, current academic departments have expanded, new technologies have been developed, and the administration of the campus has had to keep pace with contemporary trends in college education. The campus has proven to be flexible and able to adapt to the pressures of change in growth. The college administration continues to focus on the campus as a whole, including the relationship between campus circulation, location of academic programs, functional relationships between departments and sites for new facilities and programs. The following summary outlines completed/planned state and local funded projects that have a direct impact on space growth and/or student success during the periods indicated:

**FY 2010-2014:**

- Center for Advanced Technology (new) – completed February 2009
- Accokeek Hall (renovation) – completed August 2009
- Center for Health Studies (new) – completed September 2012
- Facilities Master Plan – completed February 2014
- Rennie Forum (renovation) – completion June 2014

**FY 2015-2020:**

- Circulation & Roadways (new and renovation) – March 2015
- Lanham Hall (renovation and addition) – March 2017
- Culinary Arts Center (new) – July 2016
- Queen Anne Academic Center (renovation and addition) – December 2018
- Marlboro Hall (renovation and addition) – July 2020

These new and renovated spaces (completed and planned for the future) are designed and constructed with student success as a central focus. Facilities not only include instructional and lab spaces but study and gathering spaces as well.

As noted earlier, the college also offers instruction, training and student services in numerous sites throughout the County. The most significant of these "off-campus" sites are the following:

- University Town Center (Hyattsville) – currently occupies approximately 33,000 GSF with an on-going expansion project that will add an additional 42,000 GSF. The

- expanded space will provide for additional classroom, laboratories and a dedicated testing center. The space also includes a new contract training area, student study space and a bookstore. The expansion is expected to be completed August 2014.
- Westphalia Training Center (Upper Marlboro) – the college acquired approximately 26,000 GSF of space to offer non-credit training programs such as building maintenance and construction trades.
- Laurel College Center (LCC; Laurel) – facilities at the LCC now total 40,177 GSF and include thirty-three (33) classrooms as well as administrative offices located on five floors of a modern, ten-story professional building. Prince George's and Howard Community Colleges recently signed an addendum to the lease which will allow an additional seven classrooms and a lounge area to be added to current space.

The college recognizes the importance of improving student success through an institutional approach that strategically leverages technology. In the process of accomplishing the overall direction of the college's strategic initiatives, a partnership has been established between the technology staff leadership and key administrators, faculty, and staff to clarify an understanding of what is required to use technology effectively to enhance student success. Critical to achieving that endeavor is the need to assist faculty with the instructional integration of information technology. Analytical analyses are being developed to measure success in the overall improvement in student outcomes.

As a major public institution in a county that has been facing significant changes and challenges, Prince George's Community 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. At the forefront of all it does, Prince George's Community College is focused on helping its employees and students *Envision Success* by engaging in initiatives that promote student retention, progression, and completion, thereby enhancing the economy and the lives of the citizens of Prince George's County and the state of Maryland.

## Institutional Capabilities

### Quality and Effectiveness

***Goal 1: Maryland will enhance the quality of its postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and increase its effectiveness in fulfilling the evolving educational needs of its students and the state.***

At Prince George's Community College quality and effectiveness are central to the mission of transforming students' lives. This begins with ensuring the college hires and maintains highly qualified faculty and staff. The college has always pursued well-prepared, high quality faculty and staff from a variety of backgrounds to match the diversity within its student population (70% of PGCC employees are minority; 57% for credit faculty). But to be truly effective, the talents of this workforce must be leveraged to improve students' experiences and success. Thus, Prince George Community College is focused on two related goals (*Envision Success* Goals 1 and 4).

The first goal focuses on improving student's academic pathway from application to diploma. The objectives for this *Envision Success* goal involve improvement of students' first experiences, "front door" of the college, to ensure students begin their journey with a clear path to achieving their academic goals. Thus, actions will be taken to provide students with a more effective beginning at the college which ensures that students are put on a path to success. Other objectives under this goal focus on improving the educational paths students take. The actions included here involve redesigning courses and establishing academic policies which help students avoid barriers to success.

*Envision Success* Goal 4 is focused on enhancing the college's internal processes for improved communication, collaboration, and decision-making. The objectives for this goal include increasing the use of data in decision making and increased communication and collaboration among staff and students. Through the completion of *Envision Success* Goals 1 and 4, Prince George's Community College will be working to improve its quality and effectiveness as defined in Goal 1 of the *Maryland Ready* plan.

**Access, Affordability, and Completion**

***Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.***

Prince George's Community College has a long track record of being an accessible and affordable institution. Examples of this include responding 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 its opening in fall 2000 with 276 students to nearly 2,000 students in fall 2013, and the Laurel College Center (LCC) served over 800 students as of fall 2013. In terms of affordability, the tuition at Prince George's Community College is half of the average four-year institution in the state. As such, the college is currently focusing efforts on completion.

As has already been described above, the first goal of Prince George's Community College's *Envision Success* strategic plan is focused on ensuring students begin with a clear path of how to achieve their academic goals and additionally helping to ensure that students stay on that path. Much of this work is the continuation of initiatives that began before the current strategic plan with the implementation of mandatory new student orientation, mandatory advising, and the removal of late registration. In order to facilitate the advising and planning process an Integrated Planning and Advising Services (IPAS) technology solution is being implemented to help track and monitor student progress and experiences on campus. This strategic objective is partially funded through a grant awarded to the college through the Gates Foundation.

**Diversity**

***Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.***

Prince George's Community College is situated in one of the most diverse areas in the state of Maryland. The diversity of the area is reflected in the diversity of the students who attend Prince George's. In order to meet the needs of these students, the second goal of Prince George's

Community College's *Envision Success* strategic plan is focused on ensuring faculty, staff, and students create a welcoming environment. The objectives which fall within this goal are aimed at creating an inclusive culture that provides a sense of belonging in an environment that recognizes, respects, and appreciates individual differences. In addition to actions which will work to bring forth this environment is the inclusion of new data points focused on measuring student, faculty, and staff experiences at the campus around diversity and acceptance. These measures will be used to ascertain the current status of the environment at the college and to continue to improve the cultural competence of the faculty, staff, and students.

**Innovation**

> ***Goal 4: Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.***

Prince George's Community College has been deeply engaged in considering and implementing innovative solutions to the range of challenges faced by its students. As a member of Achieving the Dream and the American Association of Colleges and University's Roadmap Project, the college has been focused on the implementation of high impact practices. The current strategic plan will enhance this focus through the implementation of many innovative projects that are planned. Beyond the objectives described above, the first goal of the *Envision Success* strategic plan involves multiple innovative steps which are potential models for improving student performance and, in particular, decreasing performance gaps in student retention and graduation. Some of these innovative actions include requiring students to begin their developmental courses at specific times in their path and further requiring continuous enrollment in the sequence of courses through the college credit-bearing "gateway" courses. Another example of innovation is the development of more stackable credentials between workforce development and credit programs. The goal of this action is to provide students with a clear pathway to an academic credential by beginning with workforce development courses.

**Economic Growth and Vitality**

> ***Goal 5: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.***

Prince George's Community College is an engine of economic growth for the county as all stakeholders (students, general public, and taxpayers) have an evident return on their investment. Based on an independent study, Prince George's Community College has a nearly half billion dollar impact on the county. Additionally, every dollar invested by students at the college equals five dollars in increased income for the student. Much of the impact reported in this study is based on the lifelong contribution of the college's students and graduates to the county. Over 90% of the college's students are Prince George's county residents, and approximately 90% of these students will remain in the county after graduation.

To continue to positively impact the lives of students and the county, the *Envision Success* strategic plan includes fostering partnerships to respond to the diverse needs of the community's workforce. Some of these partnerships include working with K-12 institutions to increase dual

enrollment and the attainment of college credits while students are still in high school. Another objective is focused on Prince George's Community College's Workforce Development and Continuing Education programs. Employers regularly rate their satisfaction with workforce development training programs at one-hundred percent. The strategic objective of the college is focused on increasing the number of partnerships with local businesses. Additionally, the continuing education programs will be expanding to meet the needs of underserved populations in the community.

**Data Use and Distribution**

> ***Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.***

For the last several years Prince George's Community College has been moving towards becoming a fully data-informed, decision-making institution. Increased reporting capabilities and capacity is enabling the widespread use of accurate and timely data. Additionally, the adoption of a core set of measurements to evaluate progress allows for longitudinal measurement as well as a full range of analytic analysis including predictive models. With this in mind, every item on the *Envision Success* strategic plan has defined metrics. The emphasis of these metrics has evolved from outputs (i.e., the things that need to be done) to a significant and greater focus on outcomes (i.e., the measurable impact of initiatives, especially on student success). Additionally, the college has developed a scorecard which is comprised of key measurements of success. These measurements have been clustered by strategic goal, and thus it is possible to clearly see the impact that each goal is having on related measures.

## Institutional Objectives and Outcomes

Prince George's Community College is committed to an ongoing process of continuous improvement in which access and use of data are a regular part of operations. The sole purpose of these improvements is to be able to offer the highest quality educational experience to transform students' lives. This process of continuous improvement involves defining goals, objectives, and measurements which the college strives to achieve over the next four years. The college's strategic plan, *Envision Success*, is tightly aligned with the goals of the *Maryland Ready* plan. The table below shows how each goal of Prince George's Community College is connected to each goal of the state.

**Table 1: *Maryland Ready* and *Envision Success* Alignment**

| Maryland State Plan for Postsecondary Education ***Maryland Ready*** | Prince George's Community College Strategic Plan ***Envision Success*** |
|---|---|
| **Goal 1:** *Quality and Effectiveness* | **Goal 1**: Enhancing pathways that guide students to achieve their academic, career and personal goals<br>**Goal 4**: Promoting and supporting a collaborative institutional culture for communication, decision-making and governance |
| **Goal 2:** *Access, Affordability, and* | **Goal 1**: Enhancing pathways that guide students to |

| Maryland State Plan for Postsecondary Education ***Maryland Ready*** | Prince George's Community College Strategic Plan ***Envision Success*** |
|---|---|
| *Completion* | achieve their academic, career and personal goals |
| **Goal 3:** *Diversity* | **Goal 2**: Cultivating a welcoming and responsive learning environment |
| **Goal 4:** *Innovation* | **Goal 1**: Enhancing pathways that guide students to achieve their academic, career and personal goals |
| **Goal 5:** *Economic Growth and Vitality* | **Goal 3**: Fostering partnerships to respond to a diverse and evolving community and workforce |
| **Goal 6:** *Data Use and Distribution* | Goal 1: Enhancing pathways that guide students to achieve their academic, career and personal goals<br>Goal 2: Cultivating a welcoming and responsive learning environment<br>Goal 3: Fostering partnerships to respond to a diverse and evolving community and workforce<br>Goal 4: Promoting and supporting a collaborative institutional culture for communication, decision-making and governance |

# WOR-WIC COMMUNITY COLLEGE
# 2014 MISSION STATEMENT REPORT

## SUMMARY MISSION STATEMENT

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development requirements of the residents of Worcester, Wicomico and Somerset counties. The college serves the unique needs of a diverse student body through its educational offerings and comprehensive support services designed to facilitate student goal completion. The college provides affordable, high quality instruction for postsecondary credit programs and continuing education in a technology-driven environment. Wor-Wic ensures academic excellence and institutional effectiveness through assessment and continuous improvement.

## INSTITUTIONAL IDENTITY

Wor-Wic Community College is a public, two-year college serving the residents of Worcester, Wicomico and Somerset counties. Founded in 1975, the college enrolls more than 11,000 credit and non-credit students in about 3,000 classes each year at its campus in Salisbury and at various locations throughout Maryland's Lower Eastern Shore. The college provides 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.

Wor-Wic's vision is to be recognized as the education resource of choice for residents and businesses on Maryland's Lower Eastern Shore. The college's core values are the underlying principles behind all individual, instructional, and institutional behaviors and actions. The college recognizes that the application of the core values in all college programs, services and communications is the route to accomplishing the college's mission and achieving its vision. These values include accessibility, community, diversity, honesty, learning, quality, respect and responsibility.

Credit offerings include programs that lead to an associate of applied science (A.A.S) degree, associate of science (A.S.) degree, associate of arts (A.A.) degree, associate of arts in teaching (A.A.T) degree, certificate of proficiency and letter of recognition. The college offers the first two years of a baccalaureate degree with transfer programs in business, computer science, education, environmental science, general studies and science, for those who want to transfer to a four-year college or university. Other credit programs are designed for individuals who want to enter the workforce immediately after two years of college, or those who are employed and want to upgrade their skills or obtain a promotion. Occupational programs are offered in accounting, business, chemical dependency counseling, computer studies, construction engineering technology, criminal justice, education, electronics, emergency medical services, environmental science, hotel-motel-restaurant management, manufacturing, nursing, office technology, radiologic technology and turf management.

Through its continuing education and workforce development division, non-credit courses and seminars are offered to help students prepare for a new career, upgrade existing job skills and provide opportunities for self-improvement. Courses are offered in a wide range of fields, such as supervision, computers, child care, health and industrial trades. Extensive customized contract training is also provided to meet local needs for a trained workforce. As new demands for additional programs and courses are identified, the college responds within its limits of staffing, facilities and funding.

A 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 the college's information literacy goals. Students who desire traditional library services can take advantage of cooperative agreements that Wor-Wic has with nearby university libraries.

Another unique aspect of the college is Wor-Wic's Eastern Shore Criminal Justice Academy, which was the first academy in the state to receive dual certification by the Maryland Police and Correctional Training Commissions. 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.

The college is also proud of its honors program, which has a mission to offer academic challenge, enriching learning experiences and leadership development to students. The honors class sizes are small and students in the program must enroll in two required courses and two elective courses. The program's curriculum is aligned with the honors program at Salisbury University (the college's primary transfer institution) through a formalized articulation agreement. In FY 2011, the honors program was allocated dedicated classroom space for seminar-style instruction, computers, resources and a study lounge to promote the engagement of students and faculty. Co-curricular activities of the program include service to others, peer learning, presentations at state and regional conferences, and field trips. In the last 10 years, seven Wor-Wic honors graduates have been selected as the outstanding honors student in a Maryland two-year institution by the Maryland Collegiate Honors Council.

The college 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.

Wor-Wic continues to develop and offer new academic programs and non-credit courses in response to community needs. Several new credit programs and options were added in recent

years: computer information security, environmental energy technology, environmental science transfer, investigative forensics and small business management. The successful completion of the college's recent fundraising campaign will allow implementation of new programs in occupational therapy assistant and physical therapist assistant to move forward. Candidacy status for accreditation has been received to start the occupational therapy assistant program in the fall of 2014. The college is currently designing the physical therapist assistant program and plans to apply for candidacy status for accreditation in order to admit the first students in the fall of 2015.

Non-credit offerings have recently been expanded to meet local needs and include new continuing education certificates in website design, computer graphics and desktop publishing, computer and office technology essentials, Microsoft office business technology applications, PC technician essentials and materials management. New commercial bus driver training courses were recently implemented to prepare students to earn a Class B commercial driver's license with a passenger and school bus endorsement. To address the needs of local residents who cannot afford driver's education classes, the college is developing courses to prepare students for a non-commercial Class C driver's license and is working with community partners to provide scholarships to help economically-disadvantaged residents to obtain a driver's license.

## INSTITUTIONAL CAPABILITIES

The primary function of the college is to address the educational, training and workforce development needs of local residents. Programs, courses and services offered by Wor-Wic support economic growth on the Lower Eastern Shore as well as the quality of life for its citizens. Wor-Wic collaborates with K-12 schools and local universities to provide seamless transitions for its students. Partnerships with area businesses and agencies provide training and clinical sites for specialized programs. Credit programs, as well as continuing education courses, provide preparation for licensure and certification. Specialized training is designed for local businesses and organizations and the college offers remedial and adult basic education to address the needs of underprepared residents. The unique strengths of Wor-Wic benefit the local community and support the six goals in the 2013 Maryland State Plan for Postsecondary Education.

### *2013 Maryland State Plan Goal 1: Quality and Effectiveness*

***Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state and the nation.***

Wor-Wic's mission to "address the educational, training and workforce development needs" of the local community provides the foundation for the institution's educational offerings in both credit and non-credit programs. As a comprehensive community college, Wor-Wic is the first choice for many service area residents who want to earn an academic credential for immediate entry into a career, transfer to a four-year institution, obtain specialized training or to take courses for personal enrichment. All educational offerings begin with expected learning goals, and student achievement of learning is assessed through the college's annual assessment process. The college also conducts five-year comprehensive reviews of its educational offerings to ensure

depth and breadth of content and relevance to the mission and needs of the local community. Learning goals for credit programs are integrated at the course-, program- and institution-levels to demonstrate a coherent curriculum structure. Learning goals and assessment of learning are standardized for courses regardless of delivery format (e.g., hybrid or online courses).

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.

Wor-Wic ensures academic excellence through assessment and continuous improvement. Many new assessment initiatives have been implemented, and processes continue to be refined and updated. The college will continue to focus on assessment through its 2011-2016 strategic plan priority to enhance the quality of the college's academic programs, courses and services through the integration of assessment, planning and budgeting, and the dissemination of results.

An initiative designed to promote student success was the creation of a Persistence and Student Success (PASS) program that targeted first-generation college students, as well as students with disabilities. More than one third of Wor-Wic's students are first-generation. The PASS program, funded through a Maryland College Access Challenge Grant, was piloted in FY 2012 and has been expanded to include other students as well. Students who attend a tutoring and academic success center on a walk-in basis have access to additional support services, such as academic coaching, peer tutoring and study skills seminars.

Wor-Wic encourages its academic programs to pursue specialized program accreditations, which are valuable in that the accreditor evaluates the program against a set of rigorous standards that signify a quality educational program. The culinary arts program was granted accreditation by the American Culinary Federation Education Foundation's Accrediting Commission in FY 2012. The emergency medical services program is accredited by the Maryland Institute for Emergency Medical Services Systems and is in the final stages of obtaining national accreditation through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. The college's nursing programs are approved by the Maryland Board of Nursing. The radiologic technology program is nationally accredited by the joint Review Committee on Education in Radiologic Technology.

***2013 Maryland State Plan Goal 2: Access, Affordability and Completion***

***Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.***

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. Maintaining an affordable tuition is necessary due to the economic situation of Lower Eastern Shore residents. Compared to all Maryland residents, the college's service area has more low-income families, higher unemployment rates and lower per capita income. More than 60 percent of Wor-Wic's students receive some kind of financial aid and almost half receive Pell grants.

Mandatory Student Orientation, Advising and Registration (SOAR) sessions for new students were implemented several years ago. Groups of students receive an overview of college processes and services to provide a successful transition to college. During the sessions, students also receive training on navigating the student portal for locating important information. Students access the new student planning module to identify curriculum requirements for their program and register for appropriate classes. New students are also required to attend a student success course and complete an educational plan in conjunction with their advisor.

To reduce the amount of time required to earn a degree for developmental students, several types of accelerated English course options were piloted in FY 2012 through FY 2014. Students can enroll concurrently in linked sections of developmental writing and entry-level college English courses if they do not require developmental reading. This allows students to enter college-level English a semester earlier than in the past. A combined developmental reading and writing course piloted in FY 2014 encourages students to complete both courses in the same term and save one credit of tuition. Redesigned developmental mathematics courses implemented in FY 2013 allow students to finish their courses early and begin working on their next mathematics course.

The public phase of the college's $5 million fundraising campaign began at the end of FY 2012. Almost $3 million was raised during the silent phase of the "Providing for Today While Ensuring Tomorrow" campaign and more than $8 million was raised by the end of FY 2014. Gifts will be used to help meet immediate needs of the college, such as establishing occupational therapy assistant and physical therapist assistant programs, as well as building endowments that will provide a continued source of funds for the enhancement of the college's operating budget and special programs in the future.

Wor-Wic entered into a reverse transfer agreement with Salisbury University (SU) in FY 2012. The agreement permits students who transfer from Wor-Wic to SU before earning an associate degree the opportunity to transfer SU credits back to Wor-Wic to apply toward the completion of an associate degree. Participating students who do not complete their baccalaureate degree are then able to provide higher education credentials to prospective employers. The college has recently been awarded grant funding to develop a reverse transfer memorandum of understanding with the University of Maryland Eastern Shore.

On an annual basis, near completers (students not currently attending who have earned at least 45 credit hours with a 2.0 or better GPA and have not graduated) are identified. Academic records for the students are audited to determine how close they are to meeting the requirements for an award. Students are then contacted and encouraged to return and complete.

***2013 Maryland State Plan Goal 3: Diversity***

***Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.***

Wor-Wic defines diversity, one of its core values, as the dynamic variety of people and ideas that promote greater skill and wisdom, and enhance institutional vitality. The college has an active

cultural diversity committee that promotes an awareness of diversity. The committee organizes a variety of presentations and activities throughout the academic year related to themes such as "African-American History Month," "Hispanic Heritage Month," "Irish-American History Month," "National Women's History Month," "National Poetry Month," "Human Rights and You!" and "National Disability Employment Awareness Month." These events are also open to the public. Student clubs, such as the gay-straight alliance and veterans and military association, and the student government association, also sponsor cultural activities for students and employees.

The college regularly obtains grant funding to support programs designed to increase academic success of select groups of students through tutoring, advising, career exploration, financial literacy workshops and transfer activities. Programs are frequently geared toward closing the achievement gap for groups such as first generation, low income and African-American students, or to support underrepresented groups, such as women in STEM programs. Programs are often offered through partnerships with local universities and other organizations.

The college's continuing education and workforce development division has partnered with local community programs to provide vocational training for developmentally-disabled students and high school students.

Cultural awareness training for students has been incorporated in academic programs, such as criminal justice and radiologic technology, and related service learning opportunities have been incorporated in courses such as sociology.

***2013 Maryland State Plan Goal 4: Innovation***

***Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement and improve learning outcomes and completion rates.***

Wor-Wic has numerous articulated credit and dual enrollment agreements with area secondary schools to facilitate the early completion of college-level courses. Through the articulation agreements, high school students in Worcester, Wicomico and Somerset counties are eligible to receive college credit for certain courses they have completed in high school. In addition, students attending public high schools and several private high schools in the service area can attend Wor-Wic with a tuition discount if they meet the school's dual enrollment eligibility requirements. General education courses are taught on-site in a private high school in Wicomico County and the public high schools in Worcester County.

To provide a seamless transition for students who start at Wor-Wic and want to transfer to a four-year institution, articulation agreements for specific programs have been developed with various universities. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University, and forensic science graduates can transfer to the University of Baltimore's forensic science program, with junior status. Wor-Wic and the University of Maryland University College (UMUC) have a partnership agreement that provides Wor-Wic

students with dual admission into several UMUC bachelor's degree programs and access to financial advantages through the UMUC Maryland Community College Transfer Scholarship program. The college also has an agreement with the University of Maryland at Baltimore (UMB) to allow associate of science degree graduates the opportunity to be admitted into the UMB dental hygiene program. Electronics and manufacturing programs articulate to the University of Maryland Eastern Shore. Additionally, the college's nursing program has a statewide articulation agreement that allows graduates to transfer up to 70 credits to institutions in the University of Maryland system.

Wor-Wic partners with other Maryland community colleges to increase access to programs that address a shortage of skilled workers in the local area. The college's partnership with Allegany College of Maryland guarantees two seats each fall in Allegany's dental hygiene program for students who meet the admission requirements. A partnership with Chesapeake College offers a certificate of proficiency in surgical technology to students living on the Lower Eastern Shore. Students receive their awards from Chesapeake College, while completing all course and clinical requirements in Wor-Wic's service area. The course work is delivered via distance education utilizing an interactive television system, MIDLN (Maryland Interactive Distance Learning Network). To support the need for individuals with computer and medical coding skills in local and regional hospitals, clinics, nursing homes, doctor's offices and insurance companies, Wor-Wic partners with Carroll Community College to offer a health information technology certificate. Several courses in the program are offered at Wor-Wic through interactive television from Carroll, where a similar certificate program is in place.

Wor-Wic collaborates with Salisbury University in a joint admission program for new students. Thirty of the most highly-qualified applicants from diverse backgrounds and talents who are not admitted to SU's fall semester are offered admission to the program. These students live in a residence hall at SU and enroll in Wor-Wic classes offered on the university campus. The classes are taught by Wor-Wic faculty and include general education courses that are transferrable between the two institutions. Wor-Wic employees provide admission, advising, disability and financial aid services. Students in the program are integrated into the SU experience through summer and welcome week activities, and they receive academic coaching through the SU Center for Student Achievement. Students who successfully complete the program receive priority admission to SU the following spring semester.

The college's summer scholars gifted and talented program enrolls almost 300 students entering third through ninth grades in a variety of enrichment courses that focus on building mathematics and science skills, and creative expression. Students have explored topics such as aeronautics, chemistry, chess, computer animation, crime scene investigation, math games, video game design, digital photography, LEGO robotics and veterinary science.

***2013 Maryland State Plan Goal 5: Economic Growth and Vitality***

***Maryland will stimulate economic growth, innovation and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.***

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.

Wor-Wic, Chesapeake College, Delaware Technical Community College and the Eastern Shore Community College have signed a memorandum of understanding to launch a technology transfer educational initiative and outreach to the manufacturing industry. This is the first regional initiative of its kind by the four Delmarva community colleges. The colleges, in partnership with the Eastern Shore Entrepreneurship Center, have formed a consortium called the Delmarva Technology Transfer Initiative (DT2i). The goal of DT2i is to increase and sustain the economic base of the Lower Shore with business expansion and new business development through technology transfer. Wor-Wic offered the pilot program for the consortium in the spring of 2013.

To meet student needs for credentials in a challenging employment market, Wor-Wic recently implemented three additional continuing education certificate tracks, increasing the total number of CE certificates to six. The new certificates include Microsoft office business technology applications, PC technician essentials and materials management. Students receive a continuing education certificate after successfully completing a designated series of courses.
Through a Career Pathways Grant, the college conducted presentations at high schools in Worcester, Wicomico and Somerset counties to prepare students for life-long career learning and encourage them to plan for college. Career development presentations were also conducted for ethnically-diverse and low-income middle and high school students who visited the campus through the Somerset County Adult Basic Education Program, Wicomico County Transitional Program, Wicomico Mentoring Project and Wicomico County At-Risk Program. Middle school students toured the campus and were provided with an overview of continuing education career training opportunities. A career/college night hosted by Wor-Wic was attended by more than 300 students and families of the college's service area who were able to explore post-high school opportunities including vocational training, college, armed services and employment.

***2013 Maryland State Plan Goal 6: Data Use and Distribution***

***Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making and achievement of state goals.***

Wor-Wic values the availability and accuracy of data for internal and external decision-making and assessment purposes. Various departments at the college have worked together to implement new processes and data coding to meet data reporting needs and requirements.

The college began implementing a new integrated software solution in FY 2012 to improve student and employee access to information. The college's core functions formerly operated on five different systems, some of which were no longer supported by the software vendors.

Extensive time was required from the information technology department to support daily activities, and administrative departments were unable to replace inefficient and outdated processes. Credit and non-credit registration went live in the spring of 2012 and non-credit students were finally able to register and pay online for select courses in FY 2013. Computer-generated identification numbers replaced the use of social security numbers for these students as well. The implementation of additional modules and processes is still underway.

## INSTITUTIONAL OBJECTIVES AND OUTCOMES

The mission of Wor-Wic defines the purpose of the college, identifies the constituents it serves and describes the primary functions of the institution, including its academic programming and services and its relationship to the local community. The college's mission-based institutional goals form the framework for the college's programs and services and support the needs of the state as outlined in the 2013 Maryland State Plan for Postsecondary Education. Means of assessment have been identified from state-mandated, as well as internal, performance accountability indicators and are used to measure the accomplishment of institutional and state plan goals. These indicators are benchmarked and progress is monitored by the college.

### Mission-Based Institutional Goals

1. Provide service area residents with access to a quality education at a reasonable cost.

    - *Supports access, affordability and completion (State Plan Goal 2)*
    - *Means of assessment include annual headcount, market share and tuition and fees as a percent of tuition and fees at Maryland public four-year institutions.*

2. Offer courses and programs in a variety of formats to prepare graduates for:
    a. immediate entry into the local workforce; and/or
    b. transfer to other postsecondary institutions.

    - *Supports innovation (State Plan Goal 4)*
    - *Means of assessment include enrollment in online courses, student performance at transfer institutions and graduate satisfaction with transfer preparation.*

3. Offer courses and programs for residents to pursue career advancement, earn licensures and certifications, and for personal development.

    - *Supports economic growth and vitality (State Plan Goal 5)*
    - *Means of assessment include licensure/certification examination pass rates, enrollment in continuing professional education and graduate satisfaction with job preparation.*

4. Promote economic development by providing programs and services that are compatible with the needs of business, government, nonprofits and other community groups.

- *Supports economic growth and vitality (State Plan Goal 5)*
- *Means of assessment include enrollment in workforce development courses, business organizations provided training under contract, employer satisfaction with contract training and full-time career program graduates working in a related field.*

5. Provide students with educational experiences and support services that help them achieve their goals through college completion.

    - *Supports quality and effectiveness (State Plan Goal 1) and access, affordability and completion (State Plan Goal 2)*
    - *Means of assessment include fall-to-fall retention, developmental completers, successful-persister rate, graduation-transfer rate, and associate degrees and certificates awarded.*

6. Collaborate with local high schools and universities to share resources and facilitate seamless transitions through the levels of education.

    - *Supports innovation (State Plan Goal 4)*
    - *Means of assessment include high school student enrollment and enrollment in education transfer programs.*

7. Attract and retain a diversity of students and employees.

    - *Supports diversity (State Plan Goal 3)*
    - *Means of assessment include minority student enrollment compared to the service area, percentage of minority faculty, percentage of minority administrative/ professional staff, minority successful-persister rate and minority graduation-transfer rate.*

8. Acquire appropriate human, financial and technological resources to meet institutional needs.

    - *Supports quality and effectiveness (State Plan Goal 1)*
    - *Means of assessment include breakdown of expenditures, course sections taught by full-time faculty and FTE students per FTE employee.*

9. Ensure the quality of student learning, support services and institutional performance through the assessment process.

    - *Supports quality and effectiveness (State Plan Goal 1) and data use and distribution (State Plan Goal 6)*
    - *Means of assessment include graduate satisfaction with educational goal achievement, performance on the general education assessment and assessing assessment process.*

**Strategic Priorities and Goals**

Created to ensure the achievement of the institutional goals, Wor-Wic's strategic priorities focus the college's efforts on the most important issues facing the college and the state through FY 2016. Collegewide teams have addressed each priority by developing plans (goals, means of assessment, benchmarks and action plans) to advance their assigned priorities. Team leaders provide annual progress updates to the planning council, which assesses the effectiveness of the team plans at achieving the strategic goals. Based on planning council feedback and internal assessment meetings, teams update their plans annually.

1. Improve student success and goal completion by developing innovative and relevant instructional programming and expanding academic and support services.
    a. Increase fall-to-fall retention of first-time, degree-seeking students.
    b. Increase the number of awards and transfers in credit as well as non-credit programs.
    c. Eliminate barriers that impede transfer, degree progression and completion.
    d. Expand learning support services to increase academic success.
    e. Enhance academic advisement to help students identify pathways to goal completion.
    f. Increase student engagement in the learning process by incorporating more active and student-centered teaching methodologies.
    g. Support state and local initiatives that promote the alignment of high school curricula and college readiness.

2. Increase current and develop additional revenue resources to support college programs and services.
    a. Identify and acquire new sources of support for the college.
    b. Obtain grant funding to support student success and goal completion initiatives.
    c. Acquire private donations or grants in order to increase unrestricted endowment funds and implement physical therapist and occupational therapy assistant programs.

3. Expand the use of technology to improve work processes and increase institutional effectiveness.
    a. Implement technology systems and processes to increase the efficiency and effectiveness of college operations.
    b. Enhance support for technology used in teaching, learning and administrative processes.
    c. Increase access to technology for students.
    d. Improve the dissemination of information through the use of technology.

4. Enhance the quality of the college's academic programs, courses and services through the integration of assessment, planning and budgeting, and the dissemination of results.
    a. Increase employee and student awareness of assessment and institutional effectiveness results.
    b. Improve the alignment between assessment results and funding for strategic goals.
    c. Validate institutional effectiveness outcomes by increasing the use of external benchmarking.

5. Strengthen organizational practices, training and communication to promote a safe and supportive college environment.
    a. Expand programs, activities and training opportunities that promote a positive work environment.
    b. Increase the exchange of information between different areas of the college.
    c. Implement a comprehensive emergency management program.
    d. Improve communication, physical facilities and staffing to help ensure the safety and security of the campus community.

*Approved 6/12/14*
*Wor-Wic Community College Board of Trustees*

Regional Centers (8):

Anne Arundel Community Center - formerly Anne Arundel Community College at Arundel Mills University Consortium

Eastern Shore Higher Education Center

University Center of Northeastern Maryland – formerly Higher Education and Applied Technology Center (HEAT)

Laurel College Center

Southern Maryland Higher Education Center

Universities at Shady Grove

University System of Maryland at Hagerstown – formerly 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
## June 10, 2014

### Summary AACC Regional Higher Education Center Mission Statement

Anne Arundel Community College at Arundel Mills provides access to affordable, high quality associate, baccalaureate and graduate degree programs that meet the needs of learners previously underserved; the necessary career education and skills to successfully compete in the workplace and global economy, with a focus on areas of worker shortages; lifelong learning and life skills opportunities; and a fully array of instructional and student support services to ensure learner success.

### Institutional Identity

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.

### Institutional Capabilities

The Anne Arundel Community College Regional Higher Education Center at Arundel Mills, a 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 facility is owned by the AACC Foundation 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 as a whole now totals 33,179 square feet and includes 27 general-purpose classrooms, 16 labs and a 135-seat lecture hall. The facility is open Monday through Thursday from 7:00 a.m. until 10:00 p.m., Fridays until 6:00 p.m. and Saturdays from 7:00 a.m. until 5:00 p.m. to meet the needs of a growing commuting and incumbent population.

In fall 2010, the lower level of the building was renovated and includes an Engineering Technology lab and a Fabrication Shop to support an expanded STEM presence. The fabrication area for students, professors, and laboratory technician use includes hand tools, CNC milling machine, lathe and laser cutter, 3-D printer (rapid prototype), circuit board router and etcher,

soldering stations, optical circuit inspection scopes and consumables. To fully support the junior and senior years in the Frostburg State University Bachelor of Science Degree in Engineering program, additional technologies were purchased during FY 2013 including Microcontrollers and single board computers such as Raspberry Pi's, Beagle Bones, Arduinos, and ChipKits. A UMATS interactive video networked classroom was installed on the second floor to enable two-way real-time interactions among students and professors at both campuses in the Frostburg State University Engineering program.

The University Consortium partners have a dedicated suite comprising individual offices, a private reception/waiting area, storage space and a 12-seat conference room. The Consortium partners have exclusive access to four instructional classrooms and two engineering labs. In addition, partner institutions have access to the UMATS classroom, testing center, food service, bookstore, and the Teaching and Learning (TLC) lab that houses the electronic library access. Consortium partners may request additional space including computer and lecture hall facilities on an as-needed basis.

The Arundel Mills Technology Learning Center was expanded in summer 2013 to include an additional 20 computer stations that support the learning needs of all mathematics students with an emphasis on developmental students. Beginning fall 2013, students enrolled in mathematics courses at the Arundel Mills location, and in particular in the Math FIRS$^3$T developmental mathematics program, receive tutoring and testing support in the expanded TLC/AMIL Math FIRS$^3$T Lab from both faculty and peer tutors. The physical expansion allows tutors to provide mathematics students with the necessary learning support for improved student learning outcomes in developmental and credit mathematics courses.

**Institutional Objectives and Outcomes**

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

***State Goal 1. Quality and Effectiveness. Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.***

AACC offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities. 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; 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.

Partner institutions offering baccalaureate, graduate and certificate degree programs on-site at the AACC Regional Higher Education Center include:

- Frostburg State University
- McDaniel College
- Notre Dame of Maryland University
- University of Maryland University College

**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. Frostburg State University offers a Bachelor of Science in Engineering with a concentration in Electrical Engineering at the AACC Regional Higher Education Center. In 2013, Frostburg State University applied for ABET accreditation with an on-site visit to Arundel Mills in fall 2013. The official announcement of accreditation status is anticipated in fall 2014.

**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.

**Notre Dame of Maryland University'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 College of Adult Undergraduate Studies, designed for working men and women, and the Graduate Studies program are the principal offerings. Program offerings at the AACC Regional Higher Education Center include both undergraduate and graduate education programs, that are NCATE accredited.

**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. Since the undergraduate curriculum redesign in 2011, UMUC continues to closely monitor the learning outcomes of each program. Learning outcomes are aligned with the hallmarks of UMUC's core competencies of: written communications, ethics, critical thinking, information literacy, technology fluency, scientific literacy, quantitative reasoning, diversity, and historical and cultural perspectives. Programs offered through the AACC Regional Higher Education Center include Business Administration, Cybersecurity, Homeland Security, Information Technology, and Management Studies. The Cybersecurity program has been designated as a National Center for Academic Excellence in information assurance education by the National Security Agency.

***State Goal 2. Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.***

AACC enhances the success of low-performing, new, and underserved populations by working to make all programs and courses affordable to all who can benefit and by developing pathways to assist students in identifying career and academic goals, especially those in STEM, with a focus on open access and reducing time to completion. AACC is also focused on increasing college readiness through its developmental and gatekeeper courses. The college also works to establish creative partnerships and academic programs to reduce the cost of college education. Specific examples include dual enrollment and college preparation courses. AACC is also committed to diversity in learning and identifies and enrolls non-traditional students and provides support for their success and completion. As a public, comprehensive, open-admission institution committed to affordable education, the Board of Trustees of Anne Arundel Community College recognizes the significance of keeping tuition and fees for credit and continuing education courses/programs affordable. However, this commitment calls for implementing new and creative strategies to save students money and time on their way to completion of a certificate, certification, or degree. As such, AACC extends non-traditional programming to enhance, accelerate, and lower the overall cost of credential attainment. The college is a leader in creating innovative ways to help students attain credentials and degrees by offering dual enrollment opportunities, college preparatory courses, new delivery formats for developmental education courses, financial aid literacy and financial planning seminars for

students and their families, and a variety of non-traditional modes of course and program scheduling and delivery. AACC actively encourages enrollment of first-generation college and minority students and works to minimize achievement gaps in the success of both. Regional Higher Education center partner institutions offer a variety of scholarships directed specifically at transfer students. Frostburg State University offers the Associate Degree Scholars Award for graduates of Maryland community colleges with an associate's degree and a 3.0 GPA. The scholarship is worth $1,250 per semester and is awarded for a total of four semesters if the student enrolls full-time and maintains a 3.0 GPA. A portion of the financial aid offerings at Notre Dame of Maryland University are targeted to transfer students with over 90% of the students receiving some form of financial assistance. Notre Dame has partnered with the Hattie Strong Foundation and has been able to offer five $5,000 scholarships to promising educators, many of whom are transfer students. The University of Maryland University College introduced the *UMUC Completion Scholarship* in December of 2013. This scholarship was specifically designed for students who had completed an associate's degree from one of Maryland's 16 community colleges. The scholarship, awarded every spring and fall, allows students to complete a bachelor's degree for about $12,000, an average of just $199 per credit, well below the typical tuition cost for in-state residents.

***State Goal 3. Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.***

AACC's commitment to diversity is focused around three key components: climate, success, and cultural competency. First, the college strives to create a welcoming and accepting climate that supports the growth and development of all community members. The Office of Student Engagement provides extracurricular and co-curricular programming to raise awareness around diversity-related issues and to create a culture of respect and appreciation. There are also many student clubs and organizations that provide support and community for historically disadvantaged groups.

Second, the college aims to close the achievement gap as part of its commitment to student success. AACC is part of the "Achieving the Dream: Community Colleges Count" national initiative to improve student success among low-income students and students of color. As part of this initiative the college has redesigned developmental English and math courses; improved resources for ACCUPLACER preparation; and reviewed orientation, advising, and late registration. The college also offers several support programs to support historically disadvantaged, underrepresented, and underprepared groups, including: the Student Achievement and Success Program, which targets first-generation and minority students; the Summer Bridge program for African-American students; and the Adelante Bridge Program for Latino/Latina students. International students are provided with English Basic Skills courses and English as a Second Language tutoring. Similarly, AACC's Disability Support Services office provides a range of accommodations to ensure that students with disabilities have equal access to educational opportunities.

Third, AACC encourages cultural competency among faculty, staff, and students. All faculty and staff are required to complete a diversity training program, *Welcoming Diversity*. Furthermore,

the college ensures that cultural competency is part of the curriculum. Students who complete an associate degree are required to take a diversity-designated course or fulfill a diversity sequence; the college's Curriculum Transformation Project offers professional development opportunities to support faculty in incorporating diversity-related content across their curricula.
To coordinate and provide oversight of diversity initiatives, the college has a campus-wide Diversity Committee as well as a Diversity Plan that is reviewed annually. Our commitment to diversity is demonstrated by the newly created position of Chief Diversity Officer to help address student, faculty, and staff diversity across our college community.

Partner institutions all exhibit a strong commitment to diversity with inclusion in their strategic plans. As part of the University's goal for preparing a changing student population for an era of complexity and globalization, Frostburg State University has an action priority to raise the campus multicultural profile by attracting more international students to campus and increasing multicultural programming for students. As one of the goals to increase student quality, retention and graduation rates, an action priority has been established to realize and maintain a graduation rate of all minority students at 55% through FY 2016. An action priority is also in place to increase the second-year retention rate of minority students to 80% in FY 2016.

At Notre Dame of Maryland University, diversity continues to be a criterion for meeting the expectations of external and internal reviews. There are diversity standards and expectations in NCATE and Middle States self-studies. The mission states, "Notre Dame of Maryland University educates women as leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides a liberal arts education in the Catholic tradition. Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility." Since its founding NDMU has been a pioneers in providing equitable opportunities for diverse, underserved populations: e.g., the first to Catholic institution in the U.S. to provide a four-year baccalaureate for women; one of the first to develop a weekend college for women over the age of 25; and one of the first to develop a program (The Renaissance) for men and women over the age of 50.

University of Maryland University College holds diversity as a core value in that each individual brings value to their efforts and results. UMUC continues to provide access to higher education for minority students. In FY 2013, African-American students made up 33% of the student body that took at least one online class, 39% of the master's degrees awarded, and, 32% of all degrees awarded. UMUC enrolls more African-American students than any of the four individual Maryland HBCUs.

***State Goal 4. Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.***

Teaching and learning and student success are integral to the mission and goals of AACC. Excellence in Teaching and Learning is supported by objectives including: (1) advancing the

excellence of teaching and learning for students, faculty and staff; (2) providing a range of integrated credentialing opportunities; and (3) upholding rigorous and fair standards of student achievement. Mission objectives for student success include: (1) providing appropriate services in support of learner access, success and development; and, (2) Providing appropriate placement for all learners.

These objectives uphold AACC's mission focus on learning and support a culture of innovation where students and graduates of AACC are "among the best-prepared citizens and workers of the world." AACC's strategic plan, Student Success 2020, empowers faculty and staff to increase access for all student populations, support student retention and completion, and maximize internal and external resources to further student success and completion. These efforts have resulted in many grassroots innovations that have had immediate results and will have long-term impact.

In alignment with Maryland's College Readiness and Completion Act of 2013, AACC's Admissions and Advising departments have more effectively integrated student support services into a comprehensive continuum of proactive student support from recruitment to graduation; instituted policies, procedures, and specialized support and retention systems to enable underrepresented and at-risk students to succeed at the college; and implemented a student tracking/quality assurance system that monitors and responds to student progress. Additionally, degree pathways with project benchmarks have been developed for each academic major, and students are required to develop and file a formal degree plan in consultation with their academic advisor.

To enhance student success, the college focuses on all levels of learning outcomes assessment: institution, program, and course. AACC's educational offerings are created and regularly reviewed by faculty according to a rigorous process that allows for continuous improvement integrated with learning outcomes assessment. The support and resources dedicated by AACC to maintaining and strengthening its learning outcomes assessment infrastructure is evidence of the college's commitment to improving student learning and student completion.

AACC encourages a culture of innovation to meet challenges; for example, annual Design for Learning Grants developed by the faculty and staff address new pedagogies or interests at the college. The resulting new, collaborative, and transformative approaches to delivering and evaluating learning continue to heighten the success of the college's diverse and ever-evolving population of learners. AACC delivers modularized curricula, such as STEM Bridge and Math Firs$^3$t, to improve student success by providing opportunities to persist to mastery, obtain individualized assistance, and personalize the learning experience using technology and multimedia resources. Curriculum redesign, technology integration into the classroom, and quality assessment of alternative approaches to learning are enhancing access, student engagement, retention, and completion.

Frostburg has instituted a number of course redesign initiatives in a variety of disciplines, use of an early alert system (Beacon) to facilitate communication among faculty and advisors on students of concern, academic enrichment workshop series on study skills and time management

to help students succeed. Student support and tutoring services provided specifically for first-generation students, as well as the general student population, academic advising, cultural diversity programming have also been put in place.

There are a variety of additional support services that often serve some of the diverse student populations at Notre Dame. They include, but are not limited to: the Counseling Center, the Disability Supports Services Center, the Writing Center, the Career and Student Success Center, the Campus Ministry and Support Center, and the Baltimore College Town (a consortium of services that assist students' access to information and resources across many institutions).

In order to streamline coursework and reduce time to graduation, AACC has agreements in place with secondary partners to award college credit to students still in high school, and articulation agreements with four-year institutions to support ease of credit transfer among state public institutions. Additionally, prior learning assessment evaluates and assesses an individual's life learning for accelerated credit completion. All Regional Higher Education Center partner institutions participate in prior learning assessment. Through a formalized process with the University of Maryland University College, the Reverse Transfer partnerships also shortens the time to academic goal completion by allowing a student to earn an associate degree while working toward a bachelor's degree.

Curricular, co-curricular, and extracurricular activities contribute to student success by providing opportunities to apply coursework knowledge and skills. Through effective collaboration across the college departments and within the community, the AACC Sarbanes Center enhances student engagement by offering community-based internships and service learning opportunities.

As part of the institutional strategic plan, Frostburg State University is focused on developing experiential and applied learning opportunities for students both inside and outside the classroom. The future goal is to develop an experiential transcript for all FSU graduates, eventually requiring engagement in curricular and co-curricular activities as an undergraduate degree requirement. New forms of classroom instruction are being utilized within the program. The introductory circuits course at Arundel Mills has been revised to use the "flipped classroom" model, which places more responsibility on the student for learning the basic concepts outside of class and provides more time in the classroom for working problems and discussing more advanced applications.

Focused on their partnerships with Regional Higher Education Centers, a number of Notre Dame courses are available at other Centers in Maryland and through on-line learning. The School of Education has expanded the requirements for student interns to engage in 'action research' by aligning their work to the student learning objectives (SLOs) of their mentor teachers and then documenting their impact on student P-12 learning. In addition, Notre Dame now offers students the opportunity to complete part of their student teaching experience abroad; thus far in Vienna, Budapest and Ghana. Plans are underway to expand this to Germany and possibly China.

The University of Maryland University College core values also include innovation. Over the past year, UMUC has launched a new online learning platform called LEO-Learning Experience

Online to take the place of their previous system. LEO provides an interactive calendar, access via smartphones and tablets, and enhanced features to receive feedback from instructors including audio feedback.

***State Goal 5. Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.***

AACC has a number of partnerships with Anne Arundel County Public Schools as well as public and private colleges and universities, including members of the Regional Higher Education Center. College and county school system leaders meet regularly to identify and initiate high-need improvement projects that effectively address pressing pre-K–12 needs and facilitate a coherent, seamless pre-K through lifelong learning continuum. Program Pathways give high school students the opportunity to earn articulated and proficiency credit and transition completed high school programs of study into college degrees and certificate programs. There are currently over 90 pathways from AACPS into AACC associate degrees and certificates. Through a joint professional development program with AACC's Teacher Education and Child Care (TEACH) Institute, workforce development is also provided to AACPS teachers and staff. Many of these pathways have also been articulated up through the baccalaureate level allowing students the opportunity to earn advanced degrees at the Regional Higher Education Center without leaving Anne Arundel County.

AACC provides workforce development through innovative and collaborative programming and partnerships that meet the emerging needs of the local economy. As a recipient of the Walmart Brighter Futures 2.0 Project grant, AACC provides contextualized training programs for middle-skill, high-demand jobs. This training serves low-skilled, unemployed, and underemployed students with accelerated adult basic skills training integrated with occupational training for entry-level employment in high-demand job areas. Comprehensive wrap-around student support services are key in assisting students to persist with their connection to employment. Students enrolled in AACC's Accelerating Connections to Employment program are required to engage in a work experience in preparation for middle-skill employment to successfully complete the program. In 2012, AACC partnered with Maryland Live! to meet the growing industry needs for trained and motivated workers in Maryland's new casino industry. The college's Hotel, Culinary Arts and Tourism Institute students reap the benefits of this partnership through curriculum enhancements and work-based learning opportunities. The U.S. Bureau of Labor Statistics predicts employment for gaming dealers will grow by 17 percent by 2020.

To prepare a Maryland workforce, AACC also provides training toward portable industry certification, occupational license and postsecondary education certificate or degree. Convenient, accelerated career training that leads to middle-skill job opportunities is offered in areas such as construction trades, welding, child care, culinary and hospitality, computer and technology, and health-related fields. AACC's CyberCenter is dedicated to meeting the workforce needs of government organizations and industry by developing professionals who are proficient in the cybersecurity field. AACC is currently offering one-year credit certificates in Cyber Technology and Mechatronics, which were developed as part of the National STEM Consortium project,

funded by a $19.7 million Department of Labor grant. Students enrolled in the programs also complete an embedded STEM Readiness course designed to quickly refresh key skills in math, critical thinking, workplace communication, and professional skills.

Over 20 advisory boards work with multiple departments to review courses, program development needs, and future opportunities. For example, the AACC engineering department has used the expertise and participation of Northrup Grumman representatives on its advisory board in creating a new technician capstone course to prepare students for employment. Agencies and organizations also work with individual departments to monitor academic quality. The Maryland Board of Public Accountancy prescribes the content of financial accounting courses. The police academy programs follow the 509 specific learning objectives required for police training by the Maryland Police and Correctional Training Commission. AACC was the first community college in the country certified by the National Security Agency (NSA) and the Committee of National Security Systems (CNSS) to map its courses to the 4011 National Training Standard for Information Systems Security Professionals. Subsequently, NSA and CNSS also certified AACC's curriculum to map to the 4013 National Information Assurance Training Standard for System Administrators.

Frostburg State University developed an Engineering Advisory Board specifically for the program at Arundel Mills, which includes industry representatives who provide guidance on workforce development. One of the members, Mr. Kirk Murray, serves as President and CEO of the Anne Arundel Workforce Development Corporation. The University of Maryland University College curriculum is continually revised with assistance from advisory boards. These boards are filled with experts in the filled that provide valuable real-world information to craft learning objectives and outcomes. The knowledge and experience provided by our advisory boards help us to create graduates with in demand skills.

A significant partner in AACC's focus on student success is AACC's Sarbanes Center for Public and Community Service, which develops, organizes, and manages the college's community service and engaged-learning efforts, including internships. The college recognizes that college-level learning can be acquired outside of the traditional classroom setting and has documented policies and procedures to award credit for demonstrated proficiency. Experiential learning falls into two broad categories: (1) sponsored learning facilitated directly by the college, including internships, fieldwork, clinicals, and service learning; and (2) learning acquired from non-traditional sources such as military, work, and community volunteer experiences. Students can locate information about the award of credit for prior learning in the college catalog and on the website or by attending regularly scheduled information sessions on prior learning assessment.

At Notre Dame of Maryland University, the entire School of Education focus is on workforce preparation; i.e., cultivating the next generation of teachers and leaders in education. To that end, in addition to coursework and field work, students are expected to complete a 100-day internship under the joint supervision of a mentor teacher and university-based supervisor. Notre Dame has also developed a 'First Impressions' program which is designed to prepare students for their entre into the world of work. Alums review resumes, conduct mock interviews, share internship opportunities, prepare and serve food at the Etiquette Dinner, suggest professional

association events for students to attend and even provide a $150 gift card for students to secure a new outfit for their first job interview.

***State Goal 6. Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.***

AACC's Mission Goal 6 is Effective Management, and 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.

In addition, the college has adopted Operating Principles of College Values that guide the efforts in achieving the mission. Below is a sampling of those values that support the State's Goal 6:

- Collaboration: We believe in the synergy created by teamwork, cooperative effort and consensus building.
- Communication: We believe in keeping ourselves well informed, sharing information honestly and in a timely manner, listening without judgment and exchanging ideas respectfully.
- Prudence: We believe in the analysis and use of relevant data in making our decisions, while maintaining flexibility in our thinking.

The college's Guiding Principles for Institutional Improvement also highlight our commitment to the use and quality of data and include the following principles:

- Committed Leadership
- Use of Evidence
- Broad Engagement
- Systemic Institutional Improvement
- Equity

Valuing outcomes assessment and data-informed decision making is an integral part of the culture at AACC. The college fosters an ethos of assessment and engages all members of the college community to participate in the continuous process of creating shared learning goals that enhance student success and achievement. Through the systematic collection, thoughtful interpretation, and use of assessment data by faculty and staff, AACC fulfills its commitment as a learning college: promoting the improvement of student learning, of teaching, and of the educational environment. At AACC, learning outcomes assessment ensures that more students are successful in achieving their academic, professional, and personal enrichment goals. To improve student success, the college focuses on all levels—institution, program, and course—of learning outcomes assessment.

A culture of institutional assessment undertaken in the spirit of continuous improvement sustains AACC, and all members of the college community are encouraged to participate in the data-driven planning and evaluation processes. Student Success 2020 informs AACC's institutional planning, and, in keeping with that plan, AACC engages in continuous self-assessment, measuring performance levels according to key indicators that are reviewed and adjusted annually. The college's assessment process is fluid and allows for agility in supporting planning and initiatives at both the institutional and statewide levels.

In today's educational climate, data-driven decision making is paramount, requiring timely access to current data. AACC devotes considerable resources to data collection, analysis, and dissemination. As the office charged with gathering and helping analyze institutional data, Planning, Research and Institutional Assessment (PRIA) plays a pivotal role in the college's and statewide assessment efforts. Examples of currently produced scheduled reports include those on enrollment, retention, course success rates, financial aid, student completion rates, and student and employee satisfaction data.

Every PRIA report is reviewed for relevance and currency on a three-, four-, or five-year cycle contingent on the specific report. Whether reviewing and revising existing reports or creating new ones, PRIA involves key constituencies; report-specific user focus groups convene to discuss data needs, and report updates are made as appropriate.

The University of Maryland University College works closely with AACC to help facilitate the easy transfer of credits from the associate degree to the bachelor's degree. This is accomplished in many ways; one of which is the use of electronic transcripts. UMUC also receives interested student information on a regular basis through the use of the 2+2 transfer survey completed by AACC students. This survey allows students to indicate which transfer program they are interested in pursuing at the partnering RHEC and for RHEC partners to reach out early and provide a seamless transition.

Data needs and accountability requirements continue to expand, both internally and externally. Internal users require data to make decisions about resources, programs, and staffing. Federal, state, and county government and accreditation agencies require accountability reporting. The college continues to enhance its systems and data to support the achievement of institutional and statewide goals.

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*Approved June 10, 2014*
*Anne Arundel Community College Board of Trustees*

## *Eastern Shore Higher Education Center*
## *Mission and Strategic Plan*

**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.

**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.

**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 twice 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.

A Market Survey was completed in 2004 which found that education, nursing, business and social work were the four areas where degrees were needed in the upper shore. Programs supporting those occupational areas were either started or discussed with the partners and pursued.

A second Market Survey was conducted in spring 2014. The survey showed that 99% (262 out of 265 respondents) would be interested in pursuing a degree at the ESHEC if a degree they were interested in was offered at the Center. The survey was distributed to all faculty and staff at Chesapeake College, employees at the public school systems, chambers of commerce, and economic development commissions in the five county region on the Upper Eastern Shore. The areas of study with the most interest were: Education/Teaching (48%), Accounting/Business (22%), Health Professions (18%), and Human Services (14%). Sixty-two percent of the respondents chose the "Other" category which included areas such as, communications, public administration, arts/drama/music, media and law. Of the top 4 responses, the ESHEC currently offers a bachelor's in elementary education, a bachelor's degree in early childhood development, 3 master's degrees in education, and 2 PhDs; RN to bachelors of science degree in nursing; bachelor's and master's degrees in social work. Business degrees have been offered in the past but there are no partners at this time willing to offer either a bachelor's degree or master's degree in business.

Current partner institutions include the founding partners: Chesapeake College, Salisbury University, and the University of Maryland Eastern Shore (UMES). The affiliate partners include: Notre Dame of Maryland University, 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

**UMES**
Bachelor's in Human Ecology – Early Childhood Development
PhD in Organizational Leadership
Courses in Career & Technology Education that support teacher certification and Work Based Learning Endorsement

**UMUC**
Currently all UMUC courses are only available online.

**Gratz College**
Master's in Education / Instruction

**Stevenson University**
Bachelors of Science in Nursing

**Notre Dame of Maryland University**
PhD in Instructional Leadership for Changing Populations
Masters in Gifted and Talented Education

Other bachelors and graduate degrees have been considered and have been discussed with existing and potential future partners. However, with today's struggling economy and falling enrollment numbers this process has become more difficult.

**Performance and Outcomes**

***Maryland Ready***

**State Plan for Postsecondary Education – Eastern Shore Higher Education Center**

The six priorities adopted by the Commission in the State Plan are listed below with comments on how the Eastern Shore Higher Education Center (ESHEC) is working to support these priorities.

- Maryland will enhance the quality of its postsecondary education institutions and programs which are recognized nationally and internationally for academic excellence, and increase its effectiveness in fulfilling the evolving educational needs of its students and the state.
  - ✓ The postsecondary partners who offer degrees at the ESHEC are all accredited and guarantee that at least 60% of the faculty members who teach at the ESHEC are fulltime faculty members.
  - ✓ The ESHEC Staff work with the partners and Chesapeake College to update existing Articulation Agreements and add new ones as appropriate.
  - ✓ The ESHEC Executive Director serves on several Chesapeake College committees (including the current Middle States Steering Committee) in order to keep informed of changes at Chesapeake College and current and future student needs.
  - ✓ The ESHEC Executive Director is a member of the Chesapeake College Vice President for Academic Services staff and attends all staff meetings.
  - ✓ The ESHEC Executive Director reports to the Chesapeake College Board of Trustees annually.
  - ✓ The ESHEC Executive Director hosts an annual luncheon /meeting for the EHSEC Steering Committee which includes representatives from all of the partners.

- Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.
  - ✓ For some residents on the Upper Eastern Shore a one way drive to a public four year college or university could take more than 2 hours. Multiply this by 2 and then by at least two nights or days per week for a semester and folks would spend approximately 128 hours or 5.3 days in their car driving to and from classes. Most of our students work at least part time and have families. Losing 5.3 days each semester for driving time to and from classes is not possible. By offering degrees here at the ESHEC students can continue their degree without leaving their "back yard".
  - ✓ We work as a conduit between Chesapeake College and our 4 year partners in the development and revision of Articulation Agreements.
  - ✓ We have had several students who started their path to become an elementary school teacher while in the Teacher Academy Program in their high school, transferred into the Associate of Arts In Teaching Degree at Chesapeake College, transferred into the Salisbury University Elementary Education Cohort Program offered at the ESHEC, and have completed their Master's in Education Degree through Gratz College by taking their courses at the ESHEC.
  - ✓ Attending degree programs at the ESHEC saves the students precious time and money as they earn their degree.
  - ✓ The ESHEC participates in many Chesapeake College student activities (Career Days, Transfer Day, Regional College Night) to promote the seamless transition to degree programs offered at the Center.
  - ✓ The ESHEC participates in many Chesapeake College activities for area middle and high school students (Health Care Career Days, College visits, etc.) so that area students know about the programs offered and benefits of attending the ESHEC.

- ✓ We provide space to the partners for information and registration sessions at the ESHEC. We also help distribute information to different groups and agencies in the five county region for them as appropriate.

➢ Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

- ✓ Partners who use the ESHEC as a satellite center for their degree programs are providing equitable opportunities for students in the Upper Eastern Shore to earn college degrees in a safe, professional environment which is closer to their homes or work.
- ✓ These students are usually older adults who are career changers or who have an opportunity to continue or complete a college degree after their children are in school or their spouse has finished his or her education.
- ✓ The ESHEC sponsors ads on a quarterly basis on the local radio station.
- ✓ The ESHEC has a monthly color ad in one of the free regional publications, "Attraction Magazine". These are distributed to all grocery stores and public venues for anyone to take.
- ✓ The ESHEC sends out emails for distribution to all of the school systems, chambers of commerce, college staff, and economic development offices about open houses and information sessions for the various partners.
- ✓ The ESHEC provides complimentary meeting space for education, government and non-profit organizations on a space available basis.
- ✓ The ESHEC hosts quarterly Beekeepers Meetings, two day Boy Scout Badge College, Queen Anne's County 4-H Public Speaking Competition, Regional Pony Club Competition, AARP Tax Training in December and January each year and other non-profit and youth activities on a space available basis.

➢ Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that align with State goals, increase student engagement and improve learning outcomes and completion rates.

** Please note that the Eastern Shore Higher Education Center is not privy to any student data. We do collect enrollment numbers at the end of each semester, but it is not disaggregated by each institution. Therefore, the data provided in this section is based on observation only.

- ✓ The Eastern Shore Higher Education Center was created to provide baccalaureate and graduate degrees in the underserved area of the Upper Eastern Shore so that residents could enroll in higher education degrees without moving or commuting long distances to a university and college main campus.
- ✓ The Eastern Shore Higher Education Center is located on the Chesapeake College Wye Mills Campus. Although the Center is not supported financially by Chesapeake College, the diversity of the College includes: 36% male, 64% female, 15% African American, 76% White, 4% Hispanic, 5% total of Asian, two or more races, American Indian. In 2014, 84% of the graduates were white with 8% African American followed by 4% Hispanic.
- ✓ Conversely, the majority of the students in the Salisbury University Social Work degree programs are African American while the Elementary Education Bachelor's degree students are predominantly White. The UMES Early Childhood Development Degree is about 50% White and 50% African American. The students in both PhD programs are predominantly White, as are those enrolled in the Master's Degrees in Education.
- ✓ The Eastern Shore Higher Education Center promotes a safe, professional, warm and welcoming environment for everyone who enters the facility.
- ✓ The Eastern Shore Higher Education Center supports and hosts an annual Minority Teacher Recruitment Fair each spring with the local public school systems.
- ✓ The Eastern Shore Higher Education Center participates in Chesapeake College events as a marketing and recruitment effort. These include, but are not limited to: Regional

College Night, Chesapeake College, Transfer Day, Chesapeake College Adult Learners Program, Chesapeake College High School Visitation Days, Regional Teacher Academy Programs from local high schools who are hosted by Chesapeake College, and hosting students from Early Childhood and Elementary programs in China.

- ✓ The ESHEC works with the partners to provide the technology and classroom space for a variety of delivery methods of instruction: hybrid courses, face to face courses, three distance learning courses through MDREN, Smart Classrooms, one portable SmartBoard and two portable Mimeo systems, Apple TV in three rooms, high speed WiFI, as well as copying & printing on site.
- ✓ The ESHEC partners are responsible for providing onsite Information Sessions, Registration, Financial Aid Assistance, Application and Transfer Assistance and coordinating accommodations for students with documented special needs. The ESHEC assists in making necessary physical adaptations as needed (different desks, larger monitors, etc).
- ✓ In addition to providing space for the degree providing partners, the ESHEC opens its doors to government, education and non-profit agencies and community groups at no cost or minimal cost, as an effort to encourage more individuals to come to the Center and learn more about the degrees offered. Last year, more than 7,000 individuals attended events or meetings that were not part of a credit course or program. These diverse programs aid in welcoming adults and students to the Center, encouraging them to take advantage of the many degree options available on site.
- ✓ The Center Staff is usually the first point of contact for anyone wishing to learn more about the degree options available at the Center. The Center Staff work closely with each individual to assess their needs and assists in connecting them with the correct partner institution or another institution if the degree program is not currently offered at the Center. Many of these individuals are Career Changers and need more guidance and hand holding in making the correct connections. The Center Staff is happy to assist all persons.
- ✓ The ESHEC works closely with all partners to provide a seamless transition into their programs. Since many of the students transfer directly from Chesapeake College, the ESHEC Executive Director works closely in the development of and revisions of Articulation Agreements between Chesapeake College and the partner institutions.
- ✓ The ESHEC provides general marketing through several free or low cost venues such as the local paper, local radio station, area Chambers of Commerce email news, attending area "Back to School Events" and the local Regional College Night and the Chesapeake College Transfer Fair. The ESHEC is also a proud Sponsor of the MPT Annual Program "You Can Afford College", which is broadcast across the state and distributed to all school systems and colleges, and is also linked to the ESHEC website.
- ✓ Even though UMUC has pulled all onsite programming at this time, the Center allows them to do quarterly recruitment and enrollment open houses each year. Most of the people who attend the open houses and ultimately enroll in online degree options represent a cross section of race and gender.

➢ Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

- ✓ This past year the Administrative Associate for the ESHEC created and compiled a Qualtrics survey which was distributed to all Chesapeake College students and employees, all five local public school systems' employees, the membership of the five chambers of commerce, and the membership of the five local economic development commission members. The results were shared with the partners during the fall annual meeting. The findings supported the programs that are currently in place and suggested new areas that we need to explore with our partners.

- Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.
  - ✓ The staff of the Eastern Shore Higher Education Center is not privy to any student information due to FERPA laws. However, we do collect enrollment data for each course each semester and meet with the university/college partners to discuss increase enrollments and better serve students and potential students. This data does support the mission of each individual partner.

**Goals and Priorities:**

**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,***
   - Working closely with the partners to support their recruiting and marketing efforts in order to support 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 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 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 include:**

- 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.
- Create and maintain a PRAXIS Testing Lab to meet the needs of educators and future educators in the region.
- Support the increasing infrastructure needs of the ESHEC (electricity, replacement of equipment, plant operation needs, increasing building maintenance costs, etc.)
- Maintain Smart Podiums in every classroom.
- Hire an evening / security / IT staff member to be on site from 4 – 10pm each night and weekends, as needed.

HOWARD COMMUNITY COLLEGE

PRINCE GEORGE'S COMMUNITY COLLEGE

LAUREL COLLEGE CENTER
A Community of Colleges & Universities

**Laurel College Center Mission Statement**

**Overview**

The decision to establish a college site in Laurel in 2001 was well aligned with 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 programs, continuing education and workforce development offerings and initiatives, the two colleges formed a partnership, the result of which was the establishment of the Laurel College Center (LCC). In 2004, LCC became a Regional Higher Education Center (RHEC). Prince George's and Howard Community Colleges maintain a memorandum of understanding for LCC, which outlines the responsibilities for both institutions, including the fiscal operation of LCC.

LCC is located at 312 Marshall Avenue, Laurel, Maryland, and occupies five floors totalling approximately 40,177 square feet of a ten-story professional building. Administrative oversight of LCC is provided by the Policy and Coordinating Council (PACC), which is comprised of senior administrators from both institutions, the LCC director, and the two academic liaisons from both PGCC and HCC.

***Summary Mission Statement***

FY2013 brought a renewed focus of LCC as a Regional Higher Education Center as well as a reexamination of the Center's role in the community. Under the direction of the PGCC and HCC presidents, a revised mission statement resulted as follows:

*The Laurel College Center is a regional higher education center that provides the community and the region with quality learning experiences that can lead to degree attainment, workforce development, and/or personal enrichment.*

In this shared mission statement, Laurel College Center is clearly identified as more than a traditional higher education center, because the partners are not only sharing space, they are sharing integrated and articulated programs.

## ***Institutional Identity***

LCC significantly expands educational opportunities and responds to the needs of the community, government, business, and industry in and around the Laurel region. Since the center is located 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 LCC, were not able to take full advantage of postsecondary educational offerings from either PGCC or HCC. LCC offers pathways for citizens with a variety of different needs – from workforce training and certifications to associate's, bachelor's, and master's degree programs – and continues to provide an accessible and affordable option for the citizens of the region.

Since FY2007, University of Maryland University College (UMUC) has offered various courses at LCC toward bachelor's degree programs in criminal justice, information systems management, and social science. In FY2007, a partnership agreement was also signed with the Notre Dame of Maryland University, and the University now offers its accelerated bachelor's of business administration degree and its elementary education and special education bachelor's degree programs. In FY2010, University of Maryland College Park began offering a master's certification program in elementary and secondary education (MCERT). There are ongoing discussions with LCC's current and potential four-year partners to focus on ways to continue to enhance the variety of program offerings to meet the needs of the region's residents.

Noncredit courses at Laurel College Center respond to the professional and personal interests of the surrounding community. There is a strong emphasis on classes in business skills, ranging from starting one's own business to techniques for success in current endeavors. A variety of computer courses in different applications and for different skill levels assist in providing updates that can be used on the job or at home. In response to employment opportunities in health care, there are courses offered that lead to entry-level jobs in allied health. There are also courses offered in child care, transportation and distribution. The courses for personal enrichment include selections in arts and crafts, finance and investment, home and garden, history and culture, languages, wellness, and writing skills.

In Fall 2012, LCC began offering noncredit GED preparatory and English as a Second Language (ESL) courses through PGCC's Workforce Development and Continuing Education area. The first credit ESL courses were offered by both PGCC and HCC in Fall 2013 at LCC.

## ***Institutional Capabilities***

Teaching is the essential function of LCC. From LCC's opening in 2001 through the spring 2013 semester, there have been over 35,000 enrollments in credit courses and over 28,300 enrollments in noncredit courses. In FY2013, LCC Full Time Equivalent enrollments (FTEs) increased substantially over FY2012: 3.9% for community college enrollments and 59% for continuing education enrollments. Enrollments continue to grow in FY2014 as witnessed by a 3.7% increase in community college enrollments, a 14.7% increase in four-year enrollments, and a 93.8% increase in continuing education enrollments in Fall 2013. Expanded course and program offerings, along with increased development in the Laurel region, are expected to result in increased enrollments, which will further support the mission of the Center.

In Fall 2011, PGCC and HCC celebrated LCC's 10th anniversary and an expansion of the Center that included 4 additional classrooms and a conference room. The expansion was deemed necessary due to the increased enrollments at the Center. The facilities at the LCC now total 40,177 square feet and include thirty-three (33) classrooms as well as administrative offices located on five floors of a modern, ten-story professional building. These classrooms include twenty-one standard rooms, ten instructional computer labs, one biology lab, and one microbiology lab. An open computer lab, virtual library, student lounge, and a faculty workroom complete the configuration of the facility. Since the last report, WiFi has been installed throughout the Center, and all classrooms are equipped with security phones and SMART podium technology. Ample free parking is available at LCC's parking lot and the adjacent Laurel Shopping Center. LCC has the benefit of online library services from both colleges, which students can access around-the-clock.

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 LCC students from Prince George's and Howard counties to pay in-county tuition, regardless of which college offers or teaches the course.

As noted in the Institutional Identity section above, LCC has unique strengths that contribute to the RHEC's goals and objectives, i.e., workforce training, economic development, P-20 partnership, and collaborative efforts with government, business, and industry. For example, LCC continues to offer certified nursing assistant training for entry-level health care providers. With the addition of the microbiology lab in spring 2010, LCC is expanding its efforts to address the statewide workforce shortage for health related professions as well as help meet the projected employment needs for workers trained in science and technolgy, both in Maryland's general workforce and at local military bases.

PGCC and HCC recently signed an addendum to the lease that will allow an additional seven classrooms and a lounge area to be added to current space. The PACC continues to review the possibility of adding a chemistry lab as the growth in health and STEM (Science, Technology, Engineering, and Mathematics) disciplines continues.

In addition, 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 and master's, degrees, more citizens of Maryland are being prepared to meet the workforce and economic development needs of the state. The master's degree program offered by University of Maryland College Park is an intensive one-year program that prepares candidates to become certified as art, elementary, middle, secondary, or Teachers of English to Speakers of Other Languages (TESOL) teachers in Maryland. In summary, LCC has demonstrated that it is an agile educational organization prepared to meet the needs of the changing community, government, business, and industry.

## ***Institutional Objectives and Outcomes***

The LCC partnership benefits the citizens of the Laurel region by the following short-term and long-term goals and resultant outcomes:

## Goal #1 – Meet the Mission of Laurel College Center as a Regional Higher Education Center

This work is aligned with the action recommendations under the Maryland State Plan and meets the following goals:

Goal 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

Goal 5: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

### A. Description

| LCC Strategic Goal #1 | | |
|---|---|---|
| **Item** | **Lead** | **Action** |
| 1.1 | PACC Presidents | Establish external advisory council of key stakeholders from both counties. |
| 1.2 | PACC | Add part-time consulting/contract position to promote partnership development and implementation with the goal of expanding and maintaining 4-year partnerships. |
| 1.3 | PACC Chair<br>Consultant<br>LCC Director | Invite a representative from each 4-year partner to attend a PACC meeting at least twice a year. |
| 1.4 | VPAA<br>Consultant | Seek and strengthen partnerships with four-year institutions to offer junior/senior/graduate courses at LCC:<br>• Explore new 4-year partners and programs<br>• Identify majors |
| 1.5 | PACC<br>Student Services & Marketing Team | Increase community college enrollment at LCC by 1.5 percent each year. |
| 1.6 | PACC<br>Student Services & Marketing Team | Develop a strategic enrollment plan for LCC that includes students from four-year partners. |
| 1.7 | HCC AVP Con Ed<br>PGCC VP WDCE | Work with local businesses to identify training courses for their employees. |

| | | |
|---|---|---|
| 1.8 | HCC AVP Con Ed<br>PGCC VP WDCE | Work with local government agencies to provide custom training for their employees |
| 1.9 | VPAA | Work with Prince George's and Howard County public school systems to develop new academic partnerships and programs for employees. |
| 1.10 | Student Services & Marketing Team | Develop and implement an 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:<br>• Shift Marketing plan to reflect revised mission statement and strategic plan.<br>• Establish joint marketing expectations in MOU with 4-year partners. |
| 1.11 | VPAA | Align 4-year partner offerings with with primary programs of interest. |
| 1.12 | VPAA<br>HCC/PGCC Liaisons<br>Consultant | Create seamless pipeline from associate's to bachelor's degrees. |
| 1.13 | VPAA<br>HCC/PGCC Liaisons<br>Consultant | Develop mechanisms to foster students starting in 4-year programs while in associate's degree program. |

Key: VPAA – Vice President(s) for Academic Affairs
VPSS – Vice President(s) for Student Services
VPAF – Vice President of Administation and Finance/Administrative Services
VPIT – Vice President of InformationTechnology
VPTS – Vice President of Technology Services
AVP ConEd – Associate Vice President, Continuing Education/Workforce Development
VPWDCE – Vice President for Workforce Development and Continuing Education
Consultant – Program Director, College Partnerships

## B. Relationship to Regional Higher Education Center Mission

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, LCC is meeting the needs of the community, the government, and business and industry. The expanded marketing efforts and research will allow Laurel College Center to reach new segments and address new challenges facing our region.

## Goal #2 - Create an Environment for Student Success and Lifelong Learning

This work is aligned with the action and recommendations under the Maryland State Plan and meets the following goals:

Goal 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Goal 4: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.

Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

## A. Description

| LCC Strategic Goal #2 | | |
|---|---|---|
| **Item** | **Lead** | **Action** |
| **2.1** | VPSS | Review services for students and recommend enhancements. |
| **2.2** | VPSS<br>VPAA<br>Inst. Research Offices | Conduct an internal review of student success indicators such as retention, grade point averages, and transfer rates and establish benchmarks for improvement. |
| **2.3** | HCC/PGCC Liaisons | Configure course offerings to optimize space. |
| **2.4** | HCC AVP Con Ed<br>PGCC VP WDCE | Draw ESL students to LCC through WDCE ESL program. Refocus on ESL to allow transition to credit courses. |
| **2.5** | VPSS<br>LCC Director | Ensure essential services are available to students from four-year colleges and universities. |

## B. Relationship to Regional Higher Education Center Mission

The LCC RHEC provides an academic environment that enables students of all ages and backgrounds to reach their goals. LCC offers a wide variety of programs from workforce training and certificates, to associate's, bachelor's, and master's degree programs and significantly expands the educational opportunities for citizens of the Laurel region. By setting benchmarks for current student success indicators and making enhancements to current services, 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 #3 – Create and Expand Organizational Excellence

This work is aligned with the action recommendations under the Maryland State Plan and meets the following goals:

Goal 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

Goal 4: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.

Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

### A. Description

| LCC Strategic Goal #3 | | |
|---|---|---|
| **Item** | **Lead** | **Action** |
| 3.1 | PAC<br>HCC VPIT<br>PGCC VPTS<br>VPAF | Upgrade facilities and technology. |
| 3.2 | VPSS<br>VPAF<br>HCC/PGCC Liaisons<br>LCC Director | Extend Safe Campus Initiatives:<br>• Create an emergency preparedness plan specifically for LCC<br>• Extend Behavioral Intervention Team outreach to the LCC |
| 3.3 | HCC/PGCC Liaisons | Provide orientation and training programs for PGCC and HCC department chairs to inform about LCC partnerships and to plan for future course offerings |

### 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. To provide additional opportunities for students to earn bachelor's and master's degrees, LCC will be hiring a Program Director to develop and maintain partnerships with additional colleges and universitites.

## SOUTHERN MARYLAND HIGHER EDUCATION CENTER

## MISSION STATEMENT
## (Approved by the SMHEC Board of Governors, November 20, 2014)

### MISSION STATEMENT SUMMARY:

The Southern Maryland Higher Education Center (SMHEC) 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, public safety, and other professional services. The academic programs and other professional development opportunities offered by distinguished universities recruited by the SMHEC 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. SMHEC also facilitates the advancement and growth of the Naval Air Station 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

Southern Maryland Higher Education Center 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, technology, management, business, education, procurement and acquisitions, social services, nursing, criminal justice, information assurance, counseling, and information management.

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 Regions 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 military, civil service employees and contractors supporting NAVAIR Patuxent River, and other 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 NAVAIR Patuxent River. Employment in NAVAIR Patuxent River'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 193 defense contractor firms supporting the mission of NAVAIR Patuxent River. The availability of 41 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 in 2013 an average of 28.3 percent of the Region's population over 25 years of age has a bachelor's or higher degree, compared with 37.4 percent for the entire State of Maryland, but a significant increase over 2000 when the average for the Region was 22.9, compared with Maryland at 31.4 . The availability at SMHEC's 13 bachelor completion programs and 56 master's degrees and doctoral degree programs have been influential in significantly raising the percentage of educational attainment in the Region.

Academic programs recruited for presentation at SMHEC respond directly to workforce needs of employers in the Region, and accordingly are focused on specific professional fields.

The following universities and colleges are currently SMHEC's academic partners.

- Bowie State University
- Capital College
- George Washington University
- Gratz College
- Harrisburg University of Science and Technology
- Johns Hopkins University
- Notre Dame University of Maryland

- Salisbury University
- Stevenson University
- Towson University
- University of Maryland College Park
- University of Maryland University College
- Webster University

Among the major distinguishing features of SMHEC are its high-tech facilities 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, Maryland. The site is six miles north of NAVAIR Patuxent River, and even closer to the 193 technology oriented defense contractor organizations located in California and nearby Lexington Park. Prince Frederick, the county seat and urban center of Calvert County is approximately 20 miles away, and Waldorf, the business center of Charles County, is approximately 35 miles away. The Indian Head Naval Surface Warfare Center is approximately 40 miles away.

SMHEC's Classroom Building I, with 12 classrooms and two multi-purpose rooms, opened in 1995. Building I also houses an Engineering Laboratory and two simulators - a Helicopter Simulator and Fixed Wing Simulator for students enrolled in a 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 and Engineering Building has received funding for planning and engineering and is expected to open in 2018. The Third Building has 17 large seminar rooms, a new mechanical and aeronautical engineering laboratory, 11 university coordinator offices, a large conference/meeting room, a research facility for unmanned autonomous systems, a technology incubator, and an auditorium.

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, as well as the research and incubator space necessary for advanced research in the highly innovative and advanced field of unmanned autonomous vehicles.

SMHEC provides a full spectrum of facilities and services to support these programs, including classrooms, computer laboratories, instructional equipment, meeting and conference

spaces, administrative services, research and incubator spaces, and offices for university coordinator presence onsite to assure and facilitate optimum student services.

## PERFORMANCE GOALS AND EXPECTED OUTCOMES

SMHEC currently hosts the presentation of over 90 academic programs, including 52 master's degree programs, four doctorates, 13 bachelor's degree programs, and 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 2013, the fiscal year preceding the preparation of this Mission Statement, SMHEC recruited seven new academic programs. Programs were successfully recruited at every level of academic performance, including a doctorate, four master's degrees, one graduate certificate, and a bachelor completion degree program.

Following is a listing of academic programs recruited during FY 2013:

- B.S. in Criminal Justice, Bowie State University
- DBA, Florida Institute of Administration
- M.S. in Project Management, Florida Institute of Administration
- M.S. in Project Management, Concentration in Operations Research, Florida Institute of Administration
- M.S. in Project Management, Concentration in Information Systems, , Florida Institute of Administration
- M.A. in Management and Leadership, Webster University.
- Graduate Certificate in Autism Studies, Towson State University

The unique strength of SMHEC has been its ability to affirmatively reach out to employers in the Region to determine the needs of their workforce for advanced higher education and to successfully recruit distinguished academic 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 which is 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; the boards of county commissioners of the three counties in the Region; the chambers of commerce for the three counties in the Region; the economic development departments of the three counties in the Region; and 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, and continued diversification of the economy into additional information

and communications technology employment.

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 and growth of the region and the state.

**41 Engineering and Technology Programs:**

Among the academic programs recruited for presentation at SMHEC are 41 engineering and technology academic programs at the bachelor completion level, the master's level and the doctoral level, with 859 class enrollments recorded in FY 2014. Included were 5 bachelor completion programs, 20 master's degrees and 4 doctorate degrees, as well as 12 graduate certificates.

As the major field of study identified in legislation rationalizing the creation of SMHEC, reflecting the need for graduate technology and engineering courses needed to meet the expectations and demands of the Base Closure and Realignment commission (BRAC) process impacting the Region in the early and mid nineties, the current offerings in this field of study are critical to the continuing professional development of the workforce for one of the State's half dozen large industries: NAVAIR Patuxent River in Southern Maryland with its 22,000 workforce and 8,000 defense contractor employment.

Programs in engineering and technology are offered by Capitol College, Florida Institute of Technology, George Washington University, Johns Hopkins University, and the University of Maryland College Park. Short term training programs in engineering and technology subjects recruited by SMHEC are offered by Kansas University.

Following is a summary of the number of academic programs in engineering and technology currently offered at SMHEC, sorted by levels of study.

ENGINEERING AND TECHNOLOGY PROGRAMS AT SMHEC

| | |
|---|---|
| Doctorate Degrees | 4 |
| Master's Degrees | 20 |
| Graduate Engineering Certificates | 12 |
| Bachelor Completion Programs | 5 |
| Total | 41 |

**34 Education Programs:**

SMHEC has recruited and is currently offering 34 education programs at the master's and doctoral levels, providing educational advancement opportunities to the 7,000 teachers and administrators in the three counties in the Region During FY 2014, 1,468 class enrollments were

taken, in 87 seminars. Programs in education are offered at SMHEC by Gratz College, Notre Dame of Maryland University and Towson University.

**14 Business and Management Programs:**

Programs in Business Administration, Management, Acquisitions and Procurement, and Information Management Systems, provide services to the region's business and retail community. A total of 14 degree programs are offered in this field, generating 320 class enrollments in 39 seminars held at SMHEC during FY 2014,

A total of 148 B.S. Degrees in Business and Management fields have been awarded in the past 19 years, as well as 17 M.A. Degrees in Procurement and Acquisitions Management, and 109 Master's Degrees in Management. Programs in Management and Business Administration are offered at SMHEC by Capitol College, Florida Institute of Technology, Johns Hopkins University, Notre Dame of Maryland University, University of Maryland University College and Webster University.

**5 Social Work, Nursing and Criminal Justice Programs:**

Programs in these fields enrich and service the Region's citizens with vital social and health services and public safety. Currently, four programs are offered at SMHEC in these fields. During the 2014 fiscal year, a total of 90 class enrollments were generated in the fields of social work and nursing, with the presentation of seven seminars. A total of 3,215 class enrollments in 173 seminars have been held in these fields during the Center's 19 year history. A B.S. in criminal Justice is scheduled to begin in the Spring 2015 semester. Programs in these fields are offered by Bowie State University and Salisbury University. Over the course of its 19 year history, a Masters of Social Work program was offered by The Catholic University, with 10 graduates, and a Master's in Community and Clinical Counseling program was offered by Johns Hopkins University, with 62 graduates.

## DIVERSITY IN EDUCATION OPPORTUNITIES: PROGRESS IN EDUCATION ATTAINMENT

Following is a listing of the comprehensive array of graduate and upper division academic programs offered during the 2013-2014 Academic Year.

Increasing professional opportunities and increasing educational attainment is a principal mission of SMHEC. While recruiting 41 academic programs in engineering and technology fields is a direct response to the legislative mission of SMHEC, increasing educational attainment is a significant goal expressed in the 2013 State Plan for Post-Secondary Education. To successfully accomplish success for this challenge, it has been necessary to recruit academic programs that meet the professional development needs of workforce populations beyond engineering and technology.

The response to the education needs of the public school teachers and administrators in the region was also a critical requirement, with 21,919 class enrollments in graduate education programs contributing to school system student test score performances that are at or near the top of school systems in the state. Other fields of workforce endeavors have also be successfully addressed, including the start of a graduate program in nursing with a nurse practitioner track in the fall 2012 semester and a master's of Nursing – Educator Track in the fall of 2013. Graduate and undergraduate Social Work programs are also currently available. Programs in clinical counseling have also been offered, and programs in procurement and acquisitions, human resources management, government contracting, and contemporary communications are also offered.

Following is a listing of academic degree programs offered at SMHEC. Numerous graduate and undergraduate certificate programs, as well as numerous education certification programs are also offered, but not listed below:

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## SMHEC ACADEMIC DEGREE PROGRAMS (BY MAJOR)

Bowie State University
- Master of Science in Nursing: Nursing Practitioner
- Master of Science in Nursing: Nurse Educator

Capitol Technology University
- B.S. in Electrical Engineering
- B.S. in Electrical Technology
- B.S. in Computer engineering
- B.S. in computer science
- Master of Business Administration
- M.S. in Information Assurance
- D.Sc. in Information Assurance

Florida Institute of Technology
- M.S. in Project Management
- M...S. in Project Management, Concentration in Operations Research
- M...S. in Project Management, Concentration in Information Systems
- Doctor of Business Administration

George Washington University
- Ph.D. in Systems Engineering
- Ph.D. in Engineering Management
- Ed.D. in Executive Leadership
- M.S. in Engineering Management and Systems Engineering

Harrisburg University
- Master of Science in Information Systems Engineering and Management:
  - Concentration in Entrepreneurship

Master of Science in Learning Technologies

Johns Hopkins University
- M.S. in Technical Management
- M.S. in Systems Engineering
- M.S. in Clinical Counseling/M.S. in School Counseling

Notre Dame of Maryland University
- Master of Arts in Teaching
- M.A. in Management
- M.A. in Management, Concentration in Information systems
- M.A. in Management, Concentration in Project Management
- M.A. in Leadership in Gifted and Talented Education
- M.A. in Leadership in Special Education
- M.A. in Leadership in Teaching
- M.A. in Special Education
- M.A. in Gifted and Talented Education
- Certificate of Advanced Study in Education, in:
- Special Education
- TESOL
- Administration and Supervision
- Gifted and Talented specialist
- Reading specialist
- Library Media
- Post Master's Stem K-8 Certificate
- Graduate Certification Programs for Certified Teachers, in:
- Special Education
- TESOL
- Administration and supervision
- Gifted and Talented Specialist
- Ph.D. in Instructional Leadership and Changing Populations

Salisbury University
- B.A. in social Work
- Master of Social Work

Stevenson University
- B.S. in Nursing

Towson University
- M.S. in Human Resources Management: Education Track
- Master of Education in Reading
- M.S. in Math Education: Middle School Track
- M.S. in Math Education: Secondary School Track
- Master of Education in Early Childhood Education
- M.S. in Human Resource Development

Certificate of Advanced Study in Organizational Change-Administrator I
Post Baccalaureate Certificate in autism Studies

University of Maryland College Park
- B.S. in Mechanical Engineering
- M. Eng in Aerospace Engineering
- M. Eng in Reliability Engineering
- M. Eng. in Electrical and Computing Engineering
- M. Eng. in Environmental Engineering
- M. Eng. in Nuclear Engineering
- M. Eng. in Reliability Engineering
- M. Eng. in Sustainable energy Engineering
- M. Eng. in Civil and Environmental Engineering
- M. Eng. in Project Management
- M. Eng. in Systems Engineering
- M. Eng. in Cybersecurity Engineering
- M. Eng. in Mechanical Engineering
- Graduate Certificate in Engineering with Options in:
- Aerospace Engineering
- Electrical and Computer Engineering
- Mechanical Engineering
- Environmental Engineering
- Nuclear Engineering
- Reliability Engineering
- Civil and Environmental Engineering
- Sustainable Energy Engineering
- Project Management Engineering
- Systems Engineering
- Software Engineering
- Cyber security

University of Maryland University College
- B.S. in Business Administration
- B.S. in Management Studies
- B.S. in Information Systems Management

Webster University
- M.A. in Procurement & Acquisition Management
- Master of Business Administration
- M.A. in Human Resources Management
- M.A. in Management and Leadership

## OFFERING A DIVERSE ARRAY OF FIELDS OF STUDY TO MEET THE PROFESSIONAL DEVELOPMENT NEEDS OF ALL CITIZENS OF THE SOUTHERN MARYLAND REGION

The array of disciplines for Graduates at academic programs offered at SMHEC through June 30, 2014 is evidence of SMHEC's broad approach in reaching out to universities for academic programs responding to a comprehensive array of professional fields of work. The following table reporting graduates by degree and by field illustrates this comprehensive approach to higher education in a region that has not been historically been served by professional fields in graduate education at every level of academic achievement.

2,117 Graduates in a Growing Field of Disciplines at SMHEC
(Through July 1, 2014)

| Degree Program | Graduates |
|---|---|
| PH.D. in Engineering | 20 |
| PH.D. in Education | 21 |
| M.S. in Engineering | 423 |
| Master's in Education | 1,198 |
| Master's in Social Work | 10 |
| Master's in Counseling | 62 |
| Master's in Procurement | 17 |
| Master's in Management/MBA | 109 |
| B.S. in Engineering | 85 |
| B.A. in Education | 9 |
| B.S. in Business/Management | 148 |
| Graduate Certificate in Education | 11 |
| Graduate Certificate in Engineering | 1 |
| Professional Engineering Graduate | 3 |
| Totals | 2,117 |

Through June 30, 2014, 2,117 individuals completed their course work at SMHEC and graduated with degrees from their respective universities. Among that total, 1,820 received master's degrees, 242 received baccalaureates, and 41 received doctorates.

DEGREES EARNED AT SMHEC BY ACADEMIC LEVEL

| | |
|---|---|
| Master's Degrees | 1,820 |
| Bachelor's Degrees | 242 |
| Doctorate Degrees | 41 |
| Total Degrees Awarded | 2,103 |

## ECONOMIC GROWTH AND VITALITY: RESPONDING TO THE BRAC PROCESS IN SOUTHERN MARYLAND

While SMHEC has expanded the fields of academic study over its short history, its legislative mandate was specifically directed to the achievement of recruitment of graduate engineering programs for the growing technology employment growing by 6,000 individuals during the 1990's.

In the early 1990's it became apparent to the State's political leaders that an educational entity with the mission and capability of presenting graduate engineering and technology academic programs in the Region would prevent the loss of 6,000 transferees from the NAVAIR Patuxent River.

With the contribution of the academic programs offered at SMHEC, the number of missions assigned to NAVAIR Patuxent River has quadrupled since the mid-nineties. Base staff has increased to over 22,400 military and civilian personnel and an additional 8,000 knowledge workers employed off-Base by 193 defense contractors with offices in the Region. In FY 2013, NAVAIR Patuxent River reportedly expended $42 billion, ranking the base fourth in the State in terms of expenditures, and fourth in terms of employment numbers. Of possible interest, NAVAIR Patuxent River reportedly provides $6.6 billion to the economy of Maryland, and supports a total of 41,183 jobs producing $2.4 billion in salaries.

Accordingly, from an economic perspective, the presentation of a considerable number of STEM programs is critical to the continued growth of the technology workforce, technology employment, and the continued economic development of the Region.

Currently, some 41 engineering and technology programs are offered at SMHEC, including four doctorates, 19 master's degrees, 12 graduate certificates, and 5 bachelor completion degree programs. Also supporting NAVAIR Patuxent River is an excellent public education system which has benefitted from over 21,000 class enrollments from graduate education programs offered at SMHEC since its creation in 1995.

Another critical benefit of SMHEC is its considerable contribution to the economy of the Region. Economic contributions by SMHEC have taken several forms:

- Development of a comprehensive array of academic programs in professional fields facilitating the continuing professionalization of the Region's workforce,
- Increases in skills and knowledge in technology, education and in the social sciences in the Region,
- Rapidly accelerating educational attainment of the workforce, that in turn has made the Region more attractive for employers wishing to start up firms in the Region,
- Increasing recognition by State and Federal agencies that economic development programs initiated in the Region have an increased likelihood of successful implementation.

- Increasing likelihood of multiplying employment opportunities for citizens of the Region,
- Strengthening the capacity of the Region to compete in a global economy,
- Developing the Region's competitiveness in the global economy.

## PROFESSIONAL DEVELOPMENT TRAINING PROGRAMS

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 2014, 253 programs were conducted at SMHEC, benefiting 21,503 individuals for 24,503 person-days of training activity. The majority of training conducted at SMHEC is for military and civilian personnel stationed at NAVAIR 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 NAVAIR 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.

Training, Conference and Special Event Programs

| FY | Training Programs | Days of Training | Individuals | Person-Days of Participation |
|---|---|---|---|---|
| 2014 | 253 | 378 | 21,503 | 24,631 |

In addition to its training and special event program hosting, which generate revenue for SMHEC operations, SMHEC also hosts public service and community programs for activities that are not supported by public or private funding. Thus, some 171 of these programs were hosted by SMHEC in FY 2013, benefitting 5,039 citizens.

Pro Bono Meetings Held at SMHEC

| FY | Pro Bono Programs | Days | Individuals | Person Days |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 2014 | 83 | 95 | 2,805 | 3,023 |

## EXPANSION TO A NEW THIRD BUILDING: CLASSROOM AND ENGINEERING BUILDING III:

Continued growth of SMHEC and its capacity to provide additional academic programs and professional growth opportunities for the citizens of Southern Maryland requires a responsible level of planning and strategic steps that will see the expansion of SMHEC's infrastructure and offerings of classes and services.

The State's approval of the addition of Building III, with its new Engineering Laboratory Wing, 17 large seminar rooms, 11 offices for university coordinators, and an additional conference and special events meeting center, reflects the growth and success of SMHEC and its proven capacity for recruiting new academic programs responding to the Region's workforce, and promise of additional services to the citizens of the Region.

The original approved plans for Building III have been adjusted to include spaces for autonomous systems research and a technology business incubator that will expand possibilities for the creation of a locally based engineering research faculty specializing in unmanned aviation systems and creating a world-class center of excellence at SMHEC, leading to accelerating diversification of the Region's economy and the emergence of new industries positively impacting the economy of the Region, the State and the Nation.

## 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 (technology management, information technology, systems analysis sciences, engineering, and technology) the preparation and ongoing professional development of public school teachers and administrators, business management sciences and related management and administration fields, nursing, social work and criminal justice. The recruitment and selection by SMHEC of specific universities and the partnership agreements established between these select universities and SMHEC 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, on-site classes and administrative requirements, and 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 GOALS

- Fully utilize SMHEC's facilities for the delivery of the highest quality graduate and upper division academic programs by distinctive and nationally recognized universities and colleges.

- Build, equip and maintain SMHEC classroom buildings for the creation and maintenance of a university 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.

- 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.

- 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 workforce 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.

- 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.

- Assure that the development of human capital is at the very center of the Region's economic development activities.

- Assure that education at all levels is the most critical and important social and political issue in Southern Maryland.

- Utilize SMHEC's current available daytime training spaces to provide to organizations and corporations in the Region a high-technology venue for the training and development of their professional personnel.

- Assure that educational programs selected for recruitment and presentation at SMHEC are of the highest quality.

- 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.

- 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.

- Assure that a comprehensive diversity of academic disciplines is provided to the workforce of the Region.

- Increase State funding for SMHEC's operations to insure adequate and effective operation of SMHEC.

- Assure the presentation of academic programs that stimulate student intellectual exploration and academic and applied research.

- Assure that each citizen in the Region has the opportunity to learn about and benefit from the professional development opportunities available at SMHEC.

- 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 GOALS

- Assure that SMHEC's analysis and research activities effectively assess the higher education needs of the region's workforce.

- Work with individuals in leadership positions at NAVAIR Patuxent River, the public schools in the Region, the economic development agencies and the technology and defense support community to identify and select quality academic programs and universities that meet the economic development needs of Southern Maryland

- Assure that information about educational opportunities at SMHEC reaches every social and economic level of the Region's population.

- 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.

- Increase SMHEC's public relations efforts to distribute pertinent university information about SMHEC based degree programs, class schedules, and links to university websites.

- Assure that services offered by university partners are comparable to services available on the university partner's campus.

- Support technology workforce development that is required to achieve the testing and evaluation, research and development, and acquisitions missions of NAVAIR Patuxent River.

- Provide technology-based conference and meeting space for business and industry; state, county and local government entities; and not-for profit organizations.

- Assure continued State approval of SMHEC's Capital Investment Program for the funding of architectural and engineering work and the construction and equipping of additional seminar rooms, university coordinator offices, meeting spaces, a new mechanical and aeronautical engineering laboratory, research equipment for the development of unmanned autonomous systems, a technology incubator, and professional staff to conduct innovative research in the field of unmanned autonomous systems that will contribute to further diversification of the Region's economy in the proposed Third Classroom and Engineering Building.

- 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.

- 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.

- 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 at SMHEC, and to the economic development and diversification goals of the Region.

- 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 2013 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 NAVAIR Patuxent River.

The model selected for SMHEC was a comprehensive array of university partners presenting programs of excellence in a wide range of professional fields, with specific needs for graduate programs in the following areas:

- Science and engineering in response to the continuing testing, evaluation, research, and development mission of the NAVAIR Patuxent River;
- Graduate management education in response to NAVAIR moving its Command Headquarters and Program Offices to NAVAIR Patuxent River;
- Graduate studies to meet the continuing education needs of teachers in the Region's school systems;
- Graduate and undergraduate programs in nursing, criminal justice, social work, and community and clinical counseling to support professional growth in social service infrastructure needs of the Region.
- 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.
- Access by the community to
- Research equipment and staff utilized and directed to the creation of a world class center of excellence in unmanned autonomous systems innovation leading to expansion and diversification of the Region's economy.

SMHEC serves as an alternative approach to the delivery of higher education, providing accessibility to a population that had been denied accessible graduate higher education in professional fields prior to its creation. 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 and hosts open houses for the three academic semesters, 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 also distributes Schedules of Classes for all three academic semesters to over 6,000 addresses. In addition, SMHEC hosts information sessions that are widely advertised, and distributes announcements for new academic programs to all public and private institutions and 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 NAVAIR Patuxent River in cooperation with the base's Career Development Office.

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 19 years of service over 41,000 class enrollments have occurred in over 3,600 seminars, with over 30,800 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. To this end, the Third Classroom and Engineering Building, with funding for architectural and engineering work established, is supporting the establishment of a research capability with appropriate equipment and professional and supporting staff to establish a world-wide center of excellence for prominence in research directed to unmanned autonomous systems and subsequent expansion and diversification of the Regions technology-based economy

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 practice, 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. The achievement of excellence for SMHEC's academic programs is a primary goal of SMHEC.

SMHEC's value and the need for SMHEC have been demonstrated and confirmed. It is no longer an experiment in a rural and remote peninsula of the State. It is a vital economic sector of the State's economy. While the educational attainment for the region is still below that of the State, it has doubled since 1980, and the knowledge workforce in the Region is entirely engaged in work in the economy of the Region. The Region is not simply a bedroom community for professional staff in Washington DC or Baltimore, but a viable economic presence and a vital element in the State's knowledge economy and high technology workforce.

Approved by the Board of Governors of the Southern Maryland Higher Education Center on November 20, 2014

The UNIVERSITIES at Shady Grove

**UNIVERSITIES AT SHADY GROVE**
**SUMMARY MISSION STATEMENT**
**MARCH 2014**

## Summary Mission Statement

The Universities at Shady Grove (USG) is a University System of Maryland (USM) Regional Higher Education Center (RHEC) offering upper level undergraduate and graduate education in Montgomery County, Maryland. Participating USM institutions include: Bowie State University (BSU); Salisbury University (SU); Towson University (TU); University of Baltimore (UB); University of Maryland, Baltimore (UMB); University of Maryland, Baltimore County (UMBC); University of Maryland, College Park (UMCP); University of Maryland Eastern Shore (UMES), and University of Maryland University College (UMUC).

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:* In partnership with the participating universities, 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, its 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 identified in order to best serve the interests of its current and potential students and regional partners.

- *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 programs offered 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, 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.

**Institutional Identity**

The USG is one of two RHECs administered by the USM. USG was established to expand pathways to affordable, high quality public education, supporting workforce and economic development priorities in one of the state's most highly populated, diverse and economically-developed region. Nine USM institutions offer more than 80 high-demand degree and certificate programs at the USG campus. 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 2013).

USG was established in response to real and projected demands for higher education in its service region. USG's current mission and future growth are in close alignment with key elements in Maryland's Postsecondary Plan 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 regional economy. USG's plans for future programmatic growth in health, biosciences and engineering fields will increase science, technology, mathematics and medical (STEMM) 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.

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 the home campus of one of the participating USM institutions.

- Providing a range of student services and student life activities comparable to and integrated with 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 collaborating with participating institutions to develop 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.

**Institutional Capabilities**

USG's mission and core values as well as its establishment, performance and future development are intrinsically tied to all of the goals outlined in the Maryland Higher Education Commission (MHEC) State plan. These include:

- Access and affordability
- Diversity
- Student-centered learning
- Economic growth and vitality

The model for higher education services delivery developed at the USG is distinctive. USG has clearly demonstrated that high-quality, affordable undergraduate and graduate education can be provided effectively and efficiently in a multi-institution partnership framework. For an increasing number of current and future careers in the Greater Washington and Montgomery County region, the bachelor's degree has become the essential entry point into the workforce. For those workers with the baccalaureate, still more are recognizing that to remain competitive they must hone and expand their existing skills by pursuing additional education at the graduate and professional level. Demand for locally available higher education in this populous and diverse region is expected to continue to boom, and USG is positioned to meet that need. USM has made an investment in USG as part of its long-term strategy for serving the workforce needs of the state; it is the only public university higher education resource in the region.

An engaged Board of Advisors (BOA) representing diverse community, education, government and employer interests supports USG's mission to expand pathways to affordable, high-quality public higher education in Montgomery County and the surrounding region. These prominent leaders are actively committed to ensuring that USG meets the current and future needs of students and employers for expanded higher education services that support the economic growth priorities of the region.

USG is unique among the RHECs in the state in its size, in the students it serves, and the success these students achieve. USG's distinctive framework of academic 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.

- **Diversity of its student populations**: USG serves three distinct student populations: undergraduate day- time fulltime students, undergraduate part-time students, graduate and post-baccalaureate professional degree students (full-time and part-time). Overall, the USG student population is diverse, reflecting the demographics and workforce characteristics of the region. Among undergraduates, no ethnic or racial group is the majority (36% Caucasian; 21% African American; 14% Asian; 14% Hispanic; 4% 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 students, approximately two-thirds transfer from Montgomery College and a majority of them attended Montgomery County Public Schools.

- **Success of its students**: Data show that four-year graduation rates for students that follow the pathway from Maryland community colleges through USG are higher than community college students who transfer directly to the home campus of USM institutions. USG's four-year graduation rates for students that follow this pathway are twenty percent higher than the community college student transfers throughout USM. Based on the FY2010 cohort reported by USM in March 2014, the data showed for those students that transfer to USG from a community college had a four-year graduation rate of 75%.

- **Number of programs offered to meet the economic and workforce needs of the region**: USG is also unique in the range of programs offered by its participating universities and the pathway partnerships which form the underpinning of its success in the region. Currently, more than 80 baccalaureate and post-baccalaureate degrees and certificates are offered at USG. No single campus 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 participating USM universities, 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 BOA 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 the STEMM industries. These include:

  - Biological Sciences, Public Health Science and Information Science from UMCP
  - Health Systems Management from UB
  - Nursing and Pharmacy from UMB
  - Respiratory Therapy and Exercise Science from SU
  - Geographic Information Systems and Cybersecurity 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 TU. 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. A Masters Certification program in STEM will be offered in fall 2015.

- **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 universities have developed unique curricula offered only at USG. These include the Public Health Science BS from UMCP and the Industrial/Organizational Psychology and the Geographic Information Systems tracks in the MPS degree from UMBC. Several degree programs at USG have also participated in the development of interdisciplinary, inter-institutional courses, such as the Critically Ill Patient Care Simulation class offered by UMB Pharmacy, UMB Nursing and SU Respiratory Therapy. Another course, Diversity in the Workplace, is currently being offered as a partnership between the UMBC Psychology program and Sodexo, an international service provider located in the county and recognized as one of the top 50 companies in the world for its diversity and inclusion practices. This course, offered for the past four years at USG enrolls students from multiple programs. USG has institutionalized these unique curricular and inter-institutional collaborations through CIPES (Council on Interprofessional and Interdisciplinary Education Strategies), building on the rich array of academic and professional education resources in the region.

- **Degree programs offered at USG are supported by centralized student, academic and administrative services.** Integral to the success of the USG partnership is the unique delivery of services provided on-site for students and faculty across all programs. These services are aimed at enriching the student experience, insuring student academic achievement and supporting instructional needs. 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 sustain a campus environment that supports high quality teaching and student degree completion and success. They are provided as collaborations between USG and our university partners, through which students benefit from being a part of the USG community, while also maintaining a critical linkage and unique identity with their respective home university. USG's Student and Academic Services Division includes the Center for Academic Success (CAS), Career and Internship Services Center (CISC), Office of Student Services (OSS), Center for Counseling and Consultation (CCC), and Center for Recruitment and Transfer Access (CRTA). The CAS provides students with cutting-edge learning strategies and personalized academic coaching through workshops on time management and study strategies, peer-guided study sessions, writing assistance and tutoring. CISC offers an array of career development services/resources including individual career coaching, job placement, employment resources, skill inventories, on-campus interviewing and internship development. The CRTA aims to create and facilitate programming to better prepare prospective students for the transition through the high school-community college-USG pathway. The CRTA is responsible for partnering with Montgomery College and Montgomery County Public Schools on several transfer access initiatives including the new Achieving Collegiate Excellence and Success (ACES) program.

- **Distinctive collaborative relationships support degree completion and career pathways**. Two programs highlight these efforts: Transfer Access Programs (TAPs) and Achieving Collegiate Excellence and Success (ACES).

    - **The Transfer Access Programs** (TAPS): USG Transfer Access programs identify freshmen and sophomore students at Montgomery College who are intending to transfer to a degree program offered at USG. TAP students are tracked by USG staff and given

opportunities to participate in USG activities. They are provided with enhanced advising opportunities to enroll in upper level coursework and financial incentives to successfully complete the transfer process. TAP programs are being piloted by all UMCP, UMB, UMES and UB bachelor's degree programs offered at USG and additional TAPS are planned for SU and TU programs.

- ***Achieving Collegiate Excellence and Success (ACES)*** is a collaboration launched in 2013 between the Montgomery County Public Schools (MCPS), Montgomery College (MC) and USG/USM. ACES is designed to create a seamless educational pathway from high school to college completion. ACES serves low income and first generation students and students from racial and ethnic groups underrepresented in higher education. The ACES partnership framework provides an integrated set of academic and student support services and throughout the pathway. Students' progress through the ACES pathway in three phases: phase one occurs during high school, phase two while attending MC and phase three while attending degree programs offered at USG or a USM institution. A key element of ACES is the presence of ACES coaches who are advocates that insure continuing support between the students and their families with counselors, teachers and peers throughout their educational experience, thereby assuring successful graduation at all levels. ACES coaches are employed by Montgomery College and are embedded in each of the participating high schools. Currently, 990 students in 10 MCPS high schools are in the ACES program.

**Institutional Objectives and Outcomes**

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, 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, STEMM-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 STEMM-related higher education services in the county include:

- **Establishing the Institute for Bioscience and Biotechnology Research (IBBR):** Located on the USG campus, IBBR is collaboration between UMCP, UMB and the National Institute of

Standards and Technology (NIST). IBBR is a component of the MPowering the State initiative and leverages USM's academic strengths through industry and federal laboratory collaborations available in the region to support greater research and commercialization in the biosciences In addition, IBBR houses NIST's National Cybersecurity Center of Excellence (NCCoE). Increasingly, IBBR will serve as a training center for undergraduate, graduate and postdoctoral students who will be supported through these research and regional collaborations.

- **Biomedical Sciences and Engineering Education Facility (BSE):** 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 2017. 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 IBBR and fully integrate the 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, the Governor and the state legislature have included in its 5 year capital budget a Biomedical Sciences and Engineering Education Facility. This new construction project will provide for the design and construction of a 220,000 GSF/116,000 NASF innovative cutting-edge instructional 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 STEMM industries. Nearly half of the facility will be laboratory space and will begin in the summer 2014 with building completion scheduled for 2018.

To achieve this vision, USG will focus future growth in three critical areas: healthcare, engineering and computational sciences, and education. Working closely with USM partner universities, its Board of Advisors and regional employers, USG's goals for the BSE are to bring degree programs in these identified areas to support workforce and economic growth priorities in the region.

These critical areas were identified as part of the Part II Facility Program for a New Biomedical Science and Engineering Education Building for USG, November 2012.

Adequate state funding will be required to support this STEMM facility and the institutional costs for instructional faculty and support staff in the identified program areas to meet these goals.

*USG Five-Year Priorities*

1. **Enrollment and Program Growth.** 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'17. These programs will be identified in consultation with the USG BOA, employer groups and regional analyses of projected workforce needs and in close collaboration with USM institutions. A study of regional needs for post-baccalaureate degrees is currently underway.

2. **Pipeline (access) and Baccalaureate Degree Completion Initiatives**. A major focus of our partnership with local education institutions has been to strengthen 2+2 programs. USG's Transfer Access Initiatives (TAPs) with MC and the Achieving Collegiate Excellence and Success (ACES) program with MC and MCPS are highly visible and distinctive interventions to strengthen baccalaureate completion. The focus of the ACES program on low income and underserved student populations is especially noteworthy and has received much attention across the state. All of our USM partner universities are participating in these initiatives. We will continue to work with our partners to complete the implementation of ACES and expand TAPs programs as key elements in our mission to produce a locally grown, highly educated workforce.

3. **Expanding regional STEMM workforce degrees and infrastructure**. The planning and construction of the BSE at USG will expand the capacity of the regional center to meet important workforce and regional economic development needs in STEMM. We expect to complete construction of the facility in FY'18. Over the next two years we will be working closely with our university partners, regional employers and educational partners, to insure strong participation and pipeline for the degree programs supported by this new facility.

4. **Expanding career and internship opportunities**. The full measure of our success in supporting regional workforce needs will be to prepare a work ready graduate able and ready to meet expectations of regional employers. These skills sets, including working in inter-professional teams, problem solving and " thinking out of the box," communication and entrepreneurship, have been identified by our employer stakeholders and others as critical to success in a global and talent-competitive workplace. Working closely with our BOA and regional employer groups, our education and university partners, we will place special emphasis on expanding internship and work experience opportunities across all curricula. In a manner similar to the ACES initiative, we will work closely with our education and, university partners and regional employers and government agencies to promote and strengthen the development of work readiness skills for all students in the pipeline.

UNIVERSITY SYSTEM of MARYLAND
-HAGERSTOWN-

## Summary Mission Statement

The University System of Maryland at Hagerstown (USMH) is a regional higher education center that is responsive to student academic interests and workforce development needs of the region and the state. USMH provides access to high-quality undergraduate and graduate programs offered by its academic partner institutions to traditional students and working adults, including being an important pathway to baccalaureate education and beyond for Maryland's community college associate degree graduates. Contributing to the success of all partner institutions' students, USMH provides needed academic support and student services, including locally-funded scholarship assistance. By drawing on the academic resources available across the University System of Maryland, and through collaboration and partnerships with the surrounding community, USMH also seeks to provide local and regional employers with needed professional development opportunities. USMH is intentionally located in downtown Hagerstown, Maryland so as to contribute toward the city's revitalization.

## Identity and Capabilities

USMH is a system wide learning center that facilitates and supports teaching and learning in its service areas of Western Maryland and the broader regional I-81 corridor. Strategically located, USMH seeks to: 1) provide access to baccalaureate, professional and graduate education in a region where distance to a senior institution creates a barrier to continuation, and 2) provide a skilled and educated workforce to aid economic development in its service areas.

USMH achieves these outcomes by providing access to partner institutions' undergraduate, graduate, and professional programs of local need and interest, and by offering professional development opportunities in disciplines where full degrees are not required. Academic programs accommodate full-time and part-time students, both in traditional day classes and in evening classes primarily for working adults. Student success is facilitated through a growing Student Success Center which has the ultimate purpose of aiding students' success in their classes, their graduation rates, and their time-to-completion rates.

USMH maintains state-of-the-art technologies such that the student learning experience is maximized; it provides space for community activities that support and enhance the public good; and it strives to be continually conscious in its decision-making of promoting the economic and community development of Hagerstown, Western Maryland and the greater region, and the State of Maryland.

## Multi-Year Goals

Since opening in 2005, USMH has grown from offering twelve programs to twenty-three degree programs, including its first doctoral program in Education Leadership, and Certificate programs in Engineering and Nursing Education; from two institutional partners to six; and has grown from three hundred eighty-two (382) students to nearly five hundred (500). USMH expects to offer additional degree and professional

development programs in the future, to attract additional academic partners, and to grow beyond six hundred (600) students over the next five-plus years (by 2019). The Center seeks to:

- Grow enrollment each year in a combination of current programs and new programs in STEM and Health and Human Service-related areas.
- Reduce USMH students' economic barriers to higher education access by expanding the USMH Scholarship Fund for students enrolled in a USMH program by an amount at least proportional to enrollment growth.
- Maintain USMH students' retention, degree completion and time-to-completion rates above System averages by promoting and expanding services of the USMH Student Success Center (begun in 2012), including writing assistance and career services. Tutoring and academic mentoring programs are envisioned in collaboration with partner institutions.
- Contribute to the economic development of the tri-state region by educating a workforce that matches employer needs; promote a few selected programs (new and existing) as "destination" programs that attract students from outside the immediate area to attend.
- Support local and regional workforce development needs by offering non-degree professional development programming at the upper-division undergraduate or higher level toward the aim of assisting local companies, nonprofits and educational organizations with educational needs that do not necessitate or require a formal degree.
- Increase the number of USMH students obtaining internships and participating in applied research and other work-related and hands-on learning opportunities by locating, and aiding students in locating, such opportunities, again in collaboration with partner institutions.

**Short-Term Strategic Initiatives**

The immediate initiatives for USMH include: attracting more academic programs and institutional partners; continued growth in both headcount and FTEs; expanded student services; impacting local economic development; and raising scholarship funds and additional revenue. To achieve these initiatives, it will be necessary to expand USMH facilities, either through leased space or the acquisition of space. To maintain USMH's competitive edge and provide a safe environment for students and staff, technology will need to be continuously upgraded and security enhancements implemented.

1. Attract and sustain new academic programs offered by existing and new USM institutional partners.
   1.1 Work with USM institutions to provide one new academic program per year.

2. Expand student service offerings.
   2.1. Expand capacity of the Writing Center and promote expanded use of the Career Center;
   2.2. Provide assistance to students who are encountering financial barriers to enrollment by identifying sources of financial aid;
   2.3. Investigate and begin identifying tutoring and academic mentoring needs of

USMH students in collaboration with academic partners;
2.4. Work with academic partners in identifying desired internship opportunities;
2.5. Continue to explore coffee shop and bookstore opportunities;
2.6. Begin to explore USMH-branded student housing in walking distance of USMH in collaboration with local private developers.

3. Increase the number and amount of USMH scholarships awarded each year.
   3.1. Continue to increase the scholarship endowment balance through both special events and targeted individual gifts solicitation; promote the existence of the scholarship fund.

4. Implement and maintain proactive enrollment management strategies.
   4.1. Work with academic partners to increase each program's headcount and FTE;
   4.2. Focus marketing efforts toward program recruitment and less toward USMH branding;
   4.3. Increase the number of Hagerstown Community College and Frederick Community College transfer students.

5. Continually identify how and where to reach future students, and promote USMH programs in these markets, thus promoting USMH as a leading academic provider in Western Maryland and the surrounding region; continually reframe marketing messages to be consistent with changes in demographics and the maturity of the higher education market.
   5.1. Increase the number of website hits by making it increasingly content-active;
   5.2. Increase the use of social media;
   5.3. Increase Open House attendance
   5.4. Achieve increases in total USMH enrollment.

6. Continually integrate up-to-date technology to support the academic programs and students.
   6.1. Upgrade the data center's servers and software as necessary;
   6.2. Upgrade Wi-Fi service and speed as new generations are proven reliable and cost effective;
   6.3. Upgrade personal computer technology (desktops, laptops, iPads and other mobile devices) for student, faculty and administrative use to stay aligned with market changes;
   6.4. Upgrade audio-visual technology as necessary to remain current with advances.

7. Maintain and enhance the facility in a sustainable and responsible manner.
   7.1. Continue to upgrade security measures;
   7.2. Continue to improve efficiency of systems through use of the existing energy management system
   7.3. Increase recycling efforts;
   7.4. Pursue planning the installation of wet labs;
   7.5. Increase use of environmentally safe products consistent with the purchase of consumable products from organizations supporting persons with disabilities;

7.6. Continue to facilitate emergency drills in collaboration with WCPS and finalize an updated natural disaster and emergency preparedness plan.

8. Plan for the expansion of program offerings
   8.1. Undertake an analysis of the quantity and layout of future additional space needed to support projected increases in enrollment and program offerings;
   8.2. Begin identifying possible downtown Hagerstown space options that meet these requirements that can be leased or purchased in the future.

9. Implement continuous improvement and quality assessment systems
   9.1. Set employee goals consistent with USMH goals;
   9.2. Periodically review student and staff satisfaction surveys.