Commission
on the
Future

OF
HOWARD
COMMUNITY
COLLEGE

2002 - 2003

The Report of the Commission on the Future of Howard Community College

January 2003

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Acknowledgement

We extend our respect and sincere gratitude to individuals both inside and outside the college for their contributions to this remarkable report. To the community and business leaders serving on the Commission and its task forces, we were awed by your generous contributions of time and expertise, inspiration, and dedication. To the Howard Community College faculty and staff, we admired your cooperation, professionalism, and good-humored willingness to accept the Commission's scrutiny.
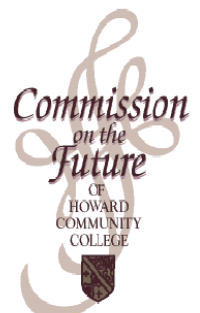
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Acknowledgement

Commission on the *Future* OF HOWARD COMMUNITY COLLEGE

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Introduction

Commission on the Future

During our fall 2002 Convocation, Howard Community College (HCC) staff and faculty heard presentations from experts in local, regional and global forecasting on the important issues to be addressed by community colleges over the next several years.

With leadership from the members of the Commission on the Future (many continuing (fall 1998) and some new members), we invited our external community to provide input on a selected set of topics facing our college and Howard County.

The seven task forces and their chairs and co-chairs were:
1. *Creating a World-Class Learning Organization*
   - *Richard G. McCauley and John O'Rourke*
2. *Serving Business and Industry*
   - *Richard W. Story, Michael T. Galeone, and Richard M. Krieg*
3. *Developing Entrepreneurs*
   - *Jeffrey T. Agnor and James W. Lee*
4. *Enhancing Access to the Baccalaureate*
   - *James Anderson*
5. *Providing a "World" of Opportunities*
   - *Thomas C. Tuttle*
6. *Making Connections via Technology*
   - *Nasser Basir and Elizabeth Murphy*
7. *Offering Programs of Study for Today and Tomorrow*
   - *Virginia Thomas and Ronald Roberson*

Members of the Commission on the Future (COF) served as the chairs of a task force on each of the listed topics. Staff and faculty of HCC with interests in the topic of a task force participated in and supported the work of each task force.

The chair invited Howard County citizens selected for their expertise and interest in the task force's topic of study to serve during the fall. Other speakers and HCC staff/faculty were also invited to attend specific meetings. The task forces chose to conduct their inquiry through interviews of key individuals, open forums, inviting expert speakers to address the task force, holding seminars, identifying and discussing appropriate readings, establishing think tanks, or a combination of these and other methods.

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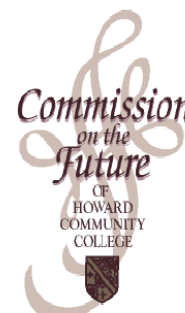
Each task force was asked to:

- appoint individuals to the task forces whose expertise and experiences would bring new perspectives to how HCC should address the chosen topics.
- establish a process for ensuring communication with the participants during the process.
- keep all participants informed regarding the outcomes of their participation.
- decide on five to seven key recommendations.
- communicate the proceedings and findings of the Commission to the college community at the January 2003 Convocation.

The college, specifically the HCC Planning Council, will infuse these recommendations into its ongoing strategic planning and budgeting process for the FY2005 and beyond plans.

Mary Ellen Duncan
President, HCC

Joanne Davis
Chair, Commission on the Future

Vision and Mission

## *Vision*

Howard Community College is a dynamic, creative learning community that strives to meet challenges by providing innovative solutions leading to learning breakthroughs for all students. We are dedicated to establishing strong student and community connections and to working together to stimulate students, faculty, and all members of our learning community to develop their talents and to discover their greatness.

Mission

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

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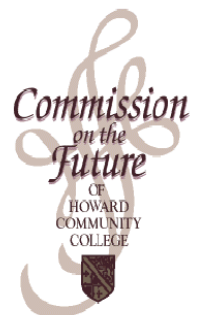
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Executive Summaries
of Task Force Reports

The Commission's report presents an overview of the varied and far-reaching recommendations and advice of the seven task forces. This report, and more detailed descriptions of findings, resource materials, minutes of all meetings, and supporting materials are available at the following Web address: http://www.howardcc.edu/future/ .

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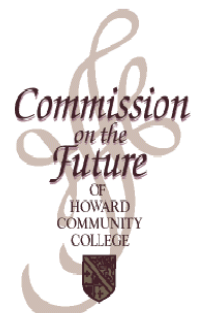
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I. Creating a World-Class Learning Organization

Co-Chairs: Richard G. McCauley, Horizon Foundation of Howard County, and John O'Rourke, Howard County Public School System

Task Force Members*: Robert Duggan, TAI-Sophia Institute; David Gallitano, Columbia National, Inc.; Patrick Huddie, HCC Board of Trustees*

HCC Support: *Todd Allen; Lynn Coleman; Mary Ellen Duncan; Jean Frank*

With the objective of creating a word class learning organization, Howard Community College has embraced a culture of experimentation, communication and commitment to bold change, and accountability for the enhancement of lifelong learning. This it has done by engaging all of its organizational constituencies, its trustees, faculty, staff, and students in this common enterprise.

Committed to being an organization that models the behaviors which produce this culture, HCC strives to be an agile organization that anticipates the needs of both students and stakeholders. It continuously reexamines traditional roles, and makes changes in organizational structures and values to meet new opportunities. The college recognizes that it is now, and will increasingly be, asked to serve functions beyond its traditional degree programs, and that these emerging functions will require new skills, competencies, resources, and new organizational goals and structures.

As part of its deliberations, the 2003 task force reviewed the recommendations made by its predecessor task force which were adopted as part of the 1999 Commission Report. It also reviewed the subsequent steps taken by the college to implement these recommendations. Among others, these steps include:

- acting quickly to convert requests to new academic or training programs;
- forming cross-functional teams;
- clarifying and broadening its governance processes;
- improving communication between all employees and students and between organizations within the governance structures of the college;
- expanding options for student access to learning, increasing its geographic presence in the county, and developing cooperative relationships with other educational institutions;
- developing core competencies for all employees, including preserving organizational culture;
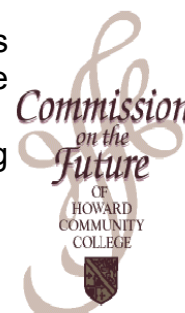
- providing incentives and recognition for innovative work;
- identifying process improvement projects;
- promoting the Baldrige quality model; and
- supporting the development of faculty and staff products and programs created or developed by them.

The college, and most particularly its trustees and president, should be commended for their vision and leadership, and its faculty and staff for the considerable progress that has been made to date in implementing the 1999 report recommendations. It is acknowledged, however, that additional work needs to be done to fully implement these recommendations. Consequently, this task force:

- reaffirms the task force recommendations made to the Commission in the 1999 report, and recommends continued commitment to their ongoing implementation.

In reviewing other organizational aspects of the college, the task forces consulted with the board of trustee representative to the task force, the college president and several key college staff members, and reviewed various reports relating to the college, as well as best practice and other literature in the field.

From this review, further recommendations were adopted by the task force, and these are submitted herewith to the Commission.

We recommend that the college:

I-1   Develop written criteria of desirable background and skills for selection of future trustees.

I-2   Develop a set of governance policies that, in specific terms, define the desired roles and responsibilities of the members of the board of trustees, the chair of the board, committee chairs and the president. In this connection, to the extent authorized by law, the president should be a member of the board of trustees or, if not so authorized, as a matter of board policy, should be regarded as such in all respects (except with regard to the traditional oversight responsibilities that the board has with respect to personnel matters relating to the president and her performance).

I-3   In order to encourage more innovative decision making and more effective management, push Baldrige decision making and feedback processes more deeply into midlevel and lower levels of management.

I-4   To enhance the usefulness of performance measures and benchmarking of college performance, include performance levels of selected comparator educational and other organizations (which need not be limited to two-year community colleges or even all educational organizations) which have been

selected because of areas of comparability and quality of performance, including those which have been identified and evaluated by HCC as having developed best practice programs. Include also the performance of educational institutions that are regarded as direct competitors in order to measure relative performance compared to HCC in selected areas of comparison.

I-5   In order to augment the ability of the board of trustees to address selected strategic objectives of the college and to broaden the reach of the college in the use of effective community resources, the college should consider creating a board of visitors (or similar body), which would meet with the trustees and president several times a year, and which would have such functions and provide such assistance to the college as determined by the board in consultation with the president.

I-6   HCC administrators and staff at all levels should be encouraged to enhance the college's collaborative relationships with business, community, and government to strengthen these organizations and to maintain and enhance a strong stakeholder image and relationship with the college. Because of the personal networking benefits which lead into all stakeholder constituencies, emphasis should be placed on participation in community service and other nonprofit organizations.

- Consideration should be given to recognizing outstanding service and contributions by making annual or periodic awards to HCC personnel.
- HCC should consider sponsoring biannual conferences at HCC, during which the focus is on the role of the college as a community institution.

II. Serving Business and Industry

Chair: Richard W. Story, Howard County Economic Development Authority

Co-Chairs: Michael T. Galeone, The Columbia Bank, and Richard M. Krieg, Horizon Foundation of Howard County

Task Force Members: Dorothy Brillantes, Howard County General Hospital; Maggie J. Brown, Columbia Association; Roger N. Caplan, HCC Board of Trustees; Ronald H. Meliker, Kane Company; Sandra B. Murray, Honeywell; Ruth E. Nimmo, Johns Hopkins University Applied Physics; Deborah Stallings, HR Anew; H. Walter Townshend III, Baltimore Washington Chamber of Commerce

HCC Support: Randall R. Bengfort; David Buonora; Joanne Erickson; JoAnn D. Hawkins; Michele Lewis;

Howard Community College is dedicated to providing qualified employees for business and industry through its credit and non-credit offerings, as well as customized training. The college is presently engaged in an aggressive, proactive campaign to make business aware of the services the college can provide to upgrade the skills of incumbent and prospective workers.

This campaign is guided by a Continuing Education Sales Plan. The plan outlines strategies to enhance relationships with those companies with which the college already has training agreements. A specific target of the plan is to provide open enrollment classes to companies that employ less than 50 people.

HCC has a tradition of delivering quality training and workforce development programs to the larger companies in Howard County. However, reaching small business has been a challenge. There are more than 7,000 businesses in Howard County. Of this total, approximately 70%, or 5,000 businesses, have ten or fewer employees. Moreover, 90% of the businesses in Howard County employ fewer than 50.

In the previous year, HCC provided customized training for 6,688 employees from 60 companies. Total non-credit FTE (Full Time Equivalent) for continuing education and workforce was 1,148.97, a 9.8% increase over Fiscal Year 2001. Total enrollment (duplicated headcount) was 22,791, an increase of 11.2% over last year. The challenge is to continue growth in service to small business while, at the same time, expanding the college's relationship with larger employers.

Given the composition and size of the business base in Howard County, the majority of the firms have small or non-existent training budgets. It is difficult to communicate the HCC message to these firms. Customized training for such

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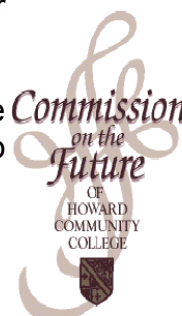
small businesses is not always cost effective, and sending employees to continuing education courses can cause workforce shortages for the company during the training.

Howard Community College needs to identify new and better ways to bring its message to these companies, identify new partnerships to facilitate this communication, make better use of technology in delivering the message, and design new tools to measure the effectiveness of the college's service to business and industry.

Questions and recommendations:

Question: What additional methods can HCC use to ascertain the continuing education and workforce development needs of the community and the size of the market for each topic?

II-1   Develop a database of companies in Howard County listing the key worker capabilities that are important to their success.

Question: How can HCC help non-degreed workers gain certifications or credit toward degrees by recognizing on-the-job training and work experience? Employers are less concerned about degrees when the economy is booming, but in less prosperous times, non-degreed but fully capable workers have more difficulty finding jobs. What does HCC offer in helping to document and certify worker capabilities?

II-2   HCC conducts job fairs at which data is gathered on business needs and worker skills. From time to time, surveys are taken relating to various classes and other programs offered by HCC. Evaluation of this data has been uneven, and better use can be made of this information. Internal information can be combined and cross referenced with information compiled by other workforce development organizations.

II-3   Create a clearinghouse for internal and external workforce development program evaluations for senior HCC administrators and educators to review, analyze, and modify current curricula, and to formulate new program offerings.

Question: What is the best means of reaching established businesses in the local community? Should there be a size-based plan, or an industry type-based plan, or an education topic-based plan?

II-4   Identify specific businesses by size, industry sector, and growth potential for intense and precise target marketing.

Question: Is the current marketing/sales development plan being used by the HCC Division of Continuing Education and Workforce Development the most appropriate approach to local business and industry? What changes could be made to increase utilization?

II-5   HCC has a sales plan that segments local businesses by size for a marketing outreach plan. The largest county employers are targeted via direct contacts with offerings of standard and customized courses. Medium size employers (100 to 250 employees) are targeted via direct mail with direct follow-up with information on offerings of standard and customized courses. Small size employers (less than 100 employees) are targeted via direct mail with offerings of standard courses.

II-6   Capitalize on technology to reach new markets.

II-7   Invest in the creation of a business card sized CD-ROM as a marketing tool for use in conjunction with current personal visitation, direct mail, and other marketing initiatives. Such a tool would guide potential clients to the HCC web site and might replace more expensive printed catalogs and marketing literature.

II-8   Use the Internet to deliver continuing education and workforce development programs to small business.

II-9   Investigate the use of other electronic marketing methods, including greater use of e-mail.

Question: A variety of local organizations have an interest in workforce development. What kind of partnership initiatives would enable all participants to positively impact the availability of a fully trained workforce?

II-10   Forge a workforce development partnership with the Howard County Chamber of Commerce, Howard County Economic Development Authority, Baltimore/Washington Corridor Chamber of Commerce, and other local stakeholders.

Question: What other partnerships can HCC explore?

II-11   Extend partnership arrangements to Howard County-based professional groups, including accounting and consulting companies, law firms, financial institutions, human resources firms, and workforce recruiting organizations.

Summary:

Howard Community College has provided excellent continuing education and workforce development programs to business and industry. To remain competitive, the college must continually seek new ways to deliver these services. The successful higher education institutions will be those that can engage in creative initiatives that progressively reinvent the current two- and four-year degree programs with specific skill based programs that contribute to workforce readiness.

We expect Howard Community College to be a leader in this field.

III. Developing Entrepreneurs

Co-Chairs: Jeffrey T. Agnor, Davis, Coover, Agnor & Barr, LLC, and James W. Lee, Registered Investment Advisor

Task Force Members: Lily Chavez; Paul J. Chun, Information System Technology Corporation; Mark R. Cissell, KAWG&F, P.A.; Roberta Dillow, HCC Board of Trustees; Michael J. Haines, Economic Development Authority; Peter Horowitz, HCC Educational Foundation; David Jackson; Robert I. Jeffrey, Legg Mason Wood Walker, Inc.; Edward Kelley, Kelley Communications & Jiffy Lube, International; Malynda H. Madzel, Custom Telemarketing Services, Inc.; Erik Nelson; Clarence Wooten, Jr., Wooten Ventures, LLC

HCC Support: Shawn Bingham; Patricia Keeton; Kathy Kersheskey; Martha Matlick; Sharon Schmickley

Small businesses are the largest growing sector for job development in the United States, and entrepreneurs are the key to generating these businesses. Entrepreneurial companies create over one million jobs each year. Of the new jobs created in America since 1990, 85% have been in firms with 35 or fewer employees. According to the Entrepreneurial Research Consortium, some 37% of households in the United States include someone who had founded, tried to start, or helped start a small business. Most new businesses are launched by individuals between the ages of 25 and 44.

In addition, the number of women starting businesses each year (mostly between the ages of 45 and 54) continues to grow. According to a recent study by the Center for Women's Business Research, "A majority of women business owners [start] their businesses from scratch, as opposed to purchasing, inheriting, or acquiring them."

The study further stated that "businesses owned by women of color are growing four times faster than the economy in general" and that "regardless of ethnicity, women business owners consult a wide variety of sources for business management information, with the top sources being employees and key managers, family, and fellow business owners. Compared to 1998 (when the first study was conducted), there has been an increase in the percent of women turning to churches and community groups for business information."

These studies, and others about the entrepreneurial environment, can aid community colleges in designing programs to assist this rapidly growing segment of business owners. In essence, the community college can become the center for entrepreneurial information.

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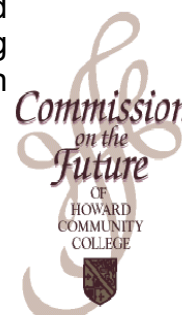
Workers have come to realize that safety and stability are no longer guaranteed rewards of loyal service. More and more internet- and media-savvy high school graduates are considering alternatives to the traditional four-year college experience. At the same time, adults dissatisfied or displaced by the traditional corporate model are exploring entrepreneurial opportunities.

Our national business and cultural environment encourages "opportunity entrepreneurs", and this type of entrepreneur tends to create high potential, high growth ventures. By contrast, in other locations the "necessity-driven" entrepreneur creates self-employment, and their primary concern is survival. In light of this, entrepreneurship education takes on an increasingly important role in providing the training and tools to encourage high potential growth ventures, rather than mere survival.

While the motivation to be one's own boss may have increased, and some barriers to entry have fallen, our new entrepreneurs may not be equipped with the skill sets necessary to succeed.

Presently only 9% of the 1,200 community colleges in the United States have entrepreneurial classes and student incubator programs. Over 1,500 four-year universities and colleges now offer entrepreneurial classes, while only 450 offered such courses in 1997. According to a study by the National Commission on Entrepreneurship, community colleges are ideally positioned to expand entrepreneurship and economic and workforce development needs because they:

- serve a huge number of students from different populations and a variety of age groups;
- exist in every community;
- serve a greater percentage of women and minorities; and
- are market-driven.

HCC enrolls approximately 600 business students per semester, plus about 500 students in other curricula where entrepreneurship could be an integral component. The college's student population, in both the degree programs and retraining career areas, consists of students from a variety of age groups and with various levels of business experience. This diversity provides a pool of individuals who could become successful entrepreneurs. Yet, to this point, the college has not played a pivotal role in this arena. Moreover, while there are a variety of services in Howard County to assist entrepreneurs, these are not fully identified or coordinated.

HCC has long-standing programs and non-credit courses in business management and administration, but the inclusion of and focus on small businesses and entrepreneurship have not been addressed adequately. Further, we are receiving more demands for interns from small businesses and need to modify available skill sets that specifically address local business and entrepreneurial efforts. HCC has initiated efforts to modularize delivery of knowledge and skill clusters specific to entrepreneurship, but a

more comprehensive approach is needed to meet the needs of the college student and coordinate those with the needs of the county.

We are witnessing the beginning of an educational trend in the United States and Europe to equip students at all educational levels with basic skills and philosophy to enable them to succeed as entrepreneurs. It appears this trend has been generated in no small part in response to the need for expanding economic development and to prepare students for the new economy. Those communities embracing entrepreneurship recognize the need to "push down" entrepreneurship to the secondary schools, as well as "push up" to the business community.

The skills learned in an entrepreneurial course or program will benefit not only entrepreneurs, but also those having the entrepreneurial spirit who choose to be employed by larger companies. Many in private industry now recognize the value of employees who think and act like entrepreneurs (so-called "intrepreneurship").

Community colleges are in a favorable position to join this trend toward entrepreneurial education. They are "sleeping giants" in this movement because, unlike their four-year counterparts, community colleges can move quickly and respond rapidly to a changing business environment.

Task, questions and recommendations:

Task: Evaluate the college curricula in terms of support of entrepreneur development.

   III-1   Establish a curriculum that endows all graduates with a core set of identifiable entrepreneurial skills.

      A. *Identify a core set of skills necessary for one to be a successful entrepreneur.* The current business curriculum is intended to equip students with a comprehensive range of academic skills in preparation for further education at a four-year institution or for traditional employment in industry.[1] While there are several courses that focus on developing entrepreneurial skills, the current emphasis seems to be on preparing the graduate for success as a student and an employee rather than as a business owner. Essential entrepreneurial skills would include, for example, negotiating, writing a business plan, identifying and managing risk, using advisory boards, understanding financial statements, analyzing

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[1]   The HCC course catalogue describes the business administration program as providing knowledge of "business and management theory" and providing a "broad-based liberal education required for the first two years of the baccalaureate" in order to "prepare students to transfer to a four year program in business and management." The degree bound business administration student is required to take, among other courses, English, Composition (I and II), a Fine Arts "Core" course, History, Macro and Micro Economics, Science, Business Calculus, Principles of Accounting (I and II), Business Law, Statistics, and an Arts and Science Elective.

cash flow, basic market research, financing the venture, using professionals, multi-tasking, branding, and marketing.

B. *Integrate entrepreneurial skills throughout the entire curriculum.* Those most in need of developing entrepreneurial skills may be non-business students. While not everyone is destined to be an entrepreneur, it should be HCC's stated goal that all graduates, including those receiving degrees in science, the arts, psychology, computer science, engineering, and accounting know how to think like entrepreneurs and possess basic entrepreneurial skills. HCC should add one or more courses designed to teach a basic entrepreneurial skill set as a prerequisite for all graduates (an entrepreneurial module). The ideal outcome, for example, would be for every computer science student to possess sufficient knowledge to own and manage his or her own consulting business. This core skill set for the non-business major may be less comprehensive than that provided to the student who has demonstrated an interest in becoming a business owner.

C. *Add a major in entrepreneurship either as part of the business program or as part of a new Department of Entrepreneurship that draws more focus on HCC's commitment to entrepreneurship.* The student seeking a degree in Business Management now has a choice of three "tracks": Business Management, Financial Planning, or Retail Management. The college should add an additional track: Entrepreneurship. A new Department of Entrepreneurship could be part of or coordinated with the Entrepreneurial Resource Center discussed below.

D. *Identify various audiences to be served and design alternative curricula accordingly.* It is important that these curricula be designed to serve certain specific categories of students, including the degree-bound student, the entrepreneur starting or growing a business, and the employee seeking to develop "intrepreneurial" skills.

E. *Develop an entrepreneurial "boot camp".* The first-time business owner may need a fast-track course of study imparting the elemental skills necessary to start and successfully manage a business An entrepreneurial "boot camp" program consisting of an intensive series of classes would be an appropriate response to this need. One program considered required 36 classes of three hours each over a 12 week period, plus non-class time to work on a business plan and other projects. The series could be divided into separate modules for students who may only need to develop certain discreet skills. The boot camp concept may also appeal to businesses that recognize the value of developing "intrepreneurial" skills in employees. This "applied" entrepreneurial program should identify specific course outcomes of essential entrepreneurial skills while omitting non-business prerequisites and

courses designed to teach business theories.[2]   A "graduate" of the boot camp program would receive a certificate of course completion.

F. *Review the composition of faculty.*   To make the program effective and legitimize it to students and other consumers, instructors should include those successful in growing their own businesses and/or experienced in advising entrepreneurs.   The emerging entrepreneur often learns on the job from fellow entrepreneurs as well as professional advisors such as a CPA, business attorney, business consultant, and financial advisor. These informal advisors, who often impart the most elemental and vital information in brief consultations, may also be in a good position to assist HCC in developing curricula and designing methods of delivery.   They could also be potential faculty and guest lecturers. One-on-one mentoring and role modeling could also be a natural by-product.

G. *Continue to evaluate entrepreneurial programs developed at other educational institutions, such as Springfield Technical Community College and Babson College.*

H.   *Find ways to encourage entrepreneurial thinking and skill development starting in high school and earlier.*   As an example, with assistance from the Kauffman Foundation, Springfield Technical Community College developed the Young Entrepreneurial Scholars (YES) program.   This program begins with eighth grade students and continues through high school. Students completing these programs may enter the college with advanced standing.   The modules that comprise the "YES" program can be used as an independent introduction to entrepreneurship and basic business principles or may be interwoven throughout other curricula.

I. *Join and actively participate in the National Association for Community College Entrepreneurs (NACCE).*   This organization was formed several years ago for the purpose of bringing together leaders in community college circles to share information and expand entrepreneurial education initiatives.

J. *Initiate a "capstone" project whereby individual students, or teams of students, complete an entrepreneurial experience at the end of their academic studies, such as creating and managing an actual business enterprise.* Projects could be presented to groups of potential investors at fairs, competitions, and "rocket pitches" (See recommendation III-8 below).

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[2]   For example, the degree bound business administration student is required to take Principles of Accounting I and II.   The student of applied entrepreneurship may be better served with courses in understanding the income statement and balance sheet and writing a business plan.

Question: What process(es) is/are most successful in the identification of the potential entrepreneur? What process and components are most appropriately used to encourage and ensure successful development of the entrepreneurial business?

III-2 Establish a learning environment and philosophy that foster entrepreneurial thinking, spirit, and values.

A. *Encourage students to think and act like entrepreneurs.* Many students have an entrepreneurial spirit that should be nurtured and encouraged. Too many do not become entrepreneurs because of fear or ignorance. This may be due in large part to a lack of mentoring and an educational system that imparts a wage-earner mentality. There seems to be a difference of opinion as to whether entrepreneurship can be taught, or, put another way, whether there is an "entrepreneurial type". We feel it is not the role of HCC to evaluate whether or not one is a natural entrepreneur. Each business and non-business graduate should at least be given the opportunity to recognize his or her entrepreneurial talents, to be inspired and motivated, to recognize opportunities and accept risk, to develop an entrepreneurial mindset, and, in general, to learn to think like an entrepreneur (i.e., to be creative, critical and innovative). We propose nothing less than starting the process of undoing what is for many, if not most, students an entrenched mindset, and enabling students to develop a new world view.

B. *Develop other sources of support off-campus for the developing entrepreneur.* Students cannot develop their entrepreneurial aspirations alone, especially in the early stages. Support from all sources is critical if the entrepreneurial spirit is to thrive. Obviously, college faculty is a major contributor to this line of support. But other people in the student's life must also be encouraged to understand entrepreneurship and how it can benefit the student. Parents, relatives, and others close to the student must be provided with the means to understand the benefits and incentives of entrepreneurship so that they, too, can support the student. The entrepreneur "culture" must be built into the everyday life of the student.

C. *Establish an "entrepreneurial club" or "learning community" at HCC.* The club would provide students with an environment to meet and exchange ideas and share resources. Innovation is found in groups; it arises out of the complexities associated with social interaction. For example, competitiveness can lead to ideas far afield, which is a defining aspect of innovation. Recognition of successful projects would generate further interest among students. HCC could also promote entrepreneurial clubs in the high schools throughout Howard County. Entrepreneurship, encouraged and nurtured at an early age, would provide a solid foundation

for students who have the "business passion." The club advisor should be a faculty member with experience as an entrepreneur. Club activities could include: inviting community business owners as meeting speakers, attracting entrepreneurs to encourage and offer internship opportunities, and identifying relevant mentors for students.

III-3   Develop outreach and mentorship programs at HCC that assist aspiring entrepreneurs in all phases of business.

A.   *Assist students demonstrating a particular interest in entrepreneurship to identify and exploit one-on-one mentoring opportunities with successful entrepreneurs.* Mentors can be existing faculty or guests who are willing to donate their time. All mentors should have an entrepreneurial background. Ideally, a mentor should not only teach but serve as a role model. There may be an opportunity to partner with other institutions that provide mentoring, financing, and role modeling services, such as SCORE, Howard County Economic Development Authority, Women's Business Network, Jim Rouse Entrepreneurial Fund (JREF), Project VisionShare, and HCC Alumni.

B.   *Consider other possible programs* such as: opportunity recognition, resources for obtaining capital/financing, access to resources and people, business planning and development, and internship programs.

Question: What is the role of the college in the identification and coordination of available services for entrepreneurs? How should the college work with government, schools, professional organizations, and private philanthropists to provide an efficient, affordable, and comprehensive menu of resources? How should HCC cooperate with other available services that assist entrepreneurs?

III-4   *Establish a first class entrepreneurial resource center that positions HCC at the center of entrepreneurial development in this community and coordinates, supplements, and centralizes (but does not duplicate) existing services and resources.*

A*.   An entrepreneurship center could provide a wealth of resources to the college and the community by fostering research, networking, outreach, counseling, matchmaking, mentoring, area market analysis, and economic development.* The center could also be the central information "hub" for identifying and coordinating existing services currently provided by government, non-profit, and business institutions.

B. *There would be value in establishing the center as soon as practicable, even if space were initially minimal.* The concept of a center need not be tied to a building or other space. The current economic environment may provide a window of opportunity for this type of initiative.

C. *HCC should determine its role with respect to the center, i.e., whether or not the center should be "owned" by HCC or by a separate non-profit entity with an independent board of directors.* If the center is to be part of HCC, the college should initiate appropriate partnerships with other interested entities, including the Howard County Economic Development Authority, the Neo Tech Incubator, the Business Resource Center, the Small Business Development Center, and the local chambers of commerce. HCC may also want to consider collaborating with another college, such as the Community Colleges of Baltimore County (CCBC) or UMBC, in order to sponsor a regional center. In an effort to avoid duplication of services, the college should identify existing community resources, profit, non-profit, and governmental, which serve developing entrepreneurs. These resources include, but are not limited to, the following:

- SCORE;
- Howard County Economic Development Authority;
- Howard County Business Women's Network;
- Howard County Chamber of Commerce;
- Jim Rouse Entrepreneurial Fund (JREF);
- Project VisionShare;
- Chesapeake Emerging Opportunities Club; and
- HCC Alumni.

D. *Continue to evaluate entrepreneurial centers that have been or are being developed at other educational institutions, such as Springfield Technical Community College, Babson College, and UMBC.* Our task force has made site visits to Enterprise Center at Springfield Technical Community College and the Entrepreneurial Center at Babson College. While we are not in a position to make any specific recommendations as to whether either or both of these models would be appropriate for HCC, we think there would be value in continuing to investigate these centers as part of HCC's strategic planning process. The representatives of both institutions have generously provided time and information and have indicated they would be willing to continue consulting with HCC.

E. *Establish an initial budget and investigate potential funding sources.* Even if the center starts as a modest initiative, it will cost money. Fund raising could conflict with other existing fund raising initiatives of HCC. In addition to the potential partnership discussed above, consideration should be given to state and local funding, corporate sponsorship (naming

opportunities), and scholarships. Immediate funding should be made available to allow for continued evaluation of existing entrepreneurial centers, as well as to continue further research, join and participate in NAAC, and support other initiatives.

F. *Establish an entrepreneurship library/resource center, housing a collection of materials on entrepreneurship.* Library resources could include books (including biographical materials on entrepreneurs), video and audio tapes, and websites.

Question: What are the marketing structures that would identify and support collaboration among groups intended to promote the development of entrepreneurship in Howard County?

III-5 *Aspire to an institutional identity that distinguishes HCC as a regional, or even national leader in entrepreneurship.* HCC is geographically well positioned to take a leading role in the nationwide developing entrepreneur movement. HCC should strive to establish a model entrepreneurship program whose purpose is to enhance and facilitate the growth of entrepreneurship in Howard County and in neighboring communities through the creation and development of academic and research initiatives, as well as outreach/mentorship programs and business community partnerships that educate, encourage, and support entrepreneurs.

III-6 *Recognize that developing entrepreneurs is an economic development issue as well as an educational one.* For purposes of attracting support from government and the business community, it is important to demonstrate that developing entrepreneurs will attract, create, and retain new business for our community.

III-7 *Develop a Howard Community College entrepreneurial "recognition" program (or hall of fame).* This program would award entrepreneurs for their commitment and dream building efforts. It could also recognize participating business community leaders whose support of entrepreneurship was instrumental in the successful creation of a new business. The award could be offered in conjunction with other established award programs in the county.

III-8 *Encourage direct participation of businesses with HCC's entrepreneurship programs.* The very existence of an entrepreneurial resource center may go a long way toward this effort. The college should also consider events such as Babson College's annual "rocket pitch". This is an event at which students are given four minutes each to present a business plan developed as a course project. Approximately 100 potential investors attend the event and it is our understanding that students enjoy a high success rate in raising capital.

III-9   *Investigate a possible "association" with a four-year college that would accept transfer of entrepreneurship credits and courses from HCC.* There is concern the innovative course offerings contemplated by these recommendations may not be fully transferable to four-year institutions, which could discourage credit students from enrolling in the entrepreneurship courses. We felt this concern should not dictate the content of the core curriculum and that the issue should be addressed by seeking appropriate articulation agreements with one or more four-year institutions.

III-10   *Develop information/marketing collateral materials.* There is currently no information catalog or marketing brochure that describes all of the entrepreneur services available in the county and surrounding area. This needs to be developed to allow any budding entrepreneur the ability to easily locate those resources.

III-11   *Establish an entrepreneurial website co-sponsored by HCC, the Howard County Government, and other institutions.* This website could be linked to other websites, including the Howard County Government site, under a heading such as: "For Start Up and Developing Businesses". The website could, in turn, direct viewers to other HCC programs, as well as to websites for other services for entrepreneurs (e.g., educational, incubator space, and funding).

Question: Does the college play a role in the identification and procurement of fiscal support for the developing entrepreneur?

III-12   *Provide information, referral resources, networking opportunities, and mentoring to potential entrepreneurs.* These types of services, including funding, may be provided best through an entrepreneurial resource center discussed above. Every entrepreneur ultimately requires some funding to start or grow his or her business. There are a number of sources with different types of funding available in this area. These need to be identified.

III-13   *Sponsor fairs, competitions, and other events, such as an annual "rocket pitch", to introduce potential investors to entrepreneurs.* The "rocket pitch" event sponsored by Babson College is discussed above.

IV. Enhancing Access to the Baccalaureate

Chair: James Anderson, Community Member

Task Force Members: Clara Adams, Morgan State University; Robert Glascock, Howard County Public School System; Michael Hickey, Towson University; Dennis Hinkle, Towson University; Eugene Schaffer, University of Maryland Baltimore County; Peter Toran, University of Baltimore; James Truby, HCC Board of Trustees

*HCC Support: Jerrold Casway, Mary Ellen Duncan; Tara Hart; Zoe Irvin; Dorothy Plantz*

Community colleges represent the fastest growing sector in post-secondary education and will likely soon be the single largest sector, overtaking the public four-year institution.[1] HCC has over 6,100 students enrolled in the Fall 2002 semester. A large majority of these students intend to transfer and attain the baccalaureate degree. Students may attend HCC for a semester, a summer, a year, two years, three years, or more, before transferring. Nationwide, 43% of students who begin at two-year institutions transfer at least once within four years after their initial enrollment, and 70% of students who transfer from two- to four-year institutions after taking at least a semester's worth of credits graduate with a baccalaureate degree[1]. The trend of attending a community college and then transferring to a four-year institution will only increase in the future because of several factors, including the increased number of students completing high school and the increased need to obtain a baccalaureate to compete in the job market. There are also an increasing number of students who cannot directly enter four-year institutions because of economic or domestic related issues. Facilitating the transfer process to allow these students the opportunity to finish their degree is a primary responsibility of educational institutions and represents a major priority for state policy makers.[1]

The transfer process is facilitated by articulation agreements and sanctioned by the Maryland Higher Education Commission. HCC has over 700 agreements with colleges and universities, including the University of Maryland, College Park, Towson University, Johns Hopkins, Villa Julie, American University, and Dickinson College, to just name a few. Transfers occur in many disciplines, but at HCC, high priority exists for programs in teacher education, business, human resources, information technology, and allied health sciences.

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[1] References

1. Wellman, Janet M., *State Policy and Community College-Baccalaureate Transfer. Institute for Higher Education Policy,* August 2002.
2. Author unknown, *Higher Education Degrees in Greater Washington-An Analysis of Degree Programs in Northern Virginia, Suburban Maryland and the District of Columbia for Fiscal Year 2000.* The Greater Washington Initiative, September 2001.
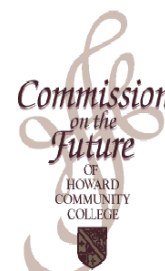
Factors that complicate the transfer process are a lack of uniform entrance acceptance criteria among the University of Maryland institutions and enrollment limitations that, in some programs and in some institutions, restrict the number of spaces available to community college transfer students. As a result, there may not be adequate access to baccalaureate programs for Maryland community college transfer students.

Furthermore, there have been space constraints on HCC's campus because of the growth in enrollment and the deficit in facilities, currently at 240,000 square feet according to state calculations based on enrollment. However, a new facility in Laurel in Prince George's County has offered the potential for a four-year partner to offer classes. Prince George's Community College and HCC currently share the cost of this facility, called the Laurel College Center (LCC). The University of Baltimore is advertising to offer courses at LCC for classes serving several degrees, including the B.S. in Business Administration and the B.S. in Applied Information Technology.

In some locations in Maryland (Harford County and Southern Maryland) and in other states (South Carolina), "centers of higher education" have been developed. These centers include a host of partners offering various degrees in a shared facility. For instance, the Greenville Technical College's (a community college) Foundation purchased an old shopping mall, refurbished a department store into 55 classrooms of various types, and leased the space to several colleges and universities. The college also received state support to subsidize the project. Admissions and other services are provided in the storefronts adjacent to the refurbished department store.

Questions:

- The barriers to access to the baccalaureate for HCC students and Howard County residents need to be identified and addressed. What action should be taken by HCC?

- Is there a need for a "center of higher education" to be developed in Howard County? If so, how should it be structured? Who should be the partners? Where should it be located?

Recommendations:

IV-1 *Establish a new Howard County regional coalition, similar, in composition and structure to the current Commission on the Future task force "Enhancing Access to the Baccalaureate in Howard County", with additions from the Economic Development Authority to identify essential and relevant data, plan pilot programs to target current critical areas, and collaborate with state/legislative bodies regarding successful operation of the transfer programs.*

The two-year to four-year student transfer process represents one of the most important responsibilities of HCC to the local community and to the state. Successful implementation of this process requires a flexible policy to address the complex set of variables that undergo natural change and require both short and long-term solution

considerations. Recommendations or actions taken today may not be appropriate three years from now. A periodic meeting of pertinent panel members representing the business community, Howard County Public School System, HCC, and partnering four-year institutions represents the best means to identify and address solutions to both current and future problems that could jeopardize the two-year to four-year student transfer process.

> IV-2 *Seek funds to develop a pilot program between HCC and four-year education baccalaureate degree granting institutions (e.g. Towson University, University of Baltimore, University of Maryland Baltimore Campus, University of Maryland College Park, Morgan State) to offer upper division courses and degrees to Howard County residents.*

It makes good academic, economic, and political sense for HCC to vigorously pursue developing more formal and structured partnerships with baccalaureate degree granting institutions in order to provide upper division level courses to better meet the needs of transfer students to complete their baccalaureate degrees. Developing a shared, multi-institutional local learning center that initially focuses on a high profile and high need area, such as secondary teaching degree programs, could form a model of cooperation that would accomplish the following:

> A. Set a positive example of a cooperative approach to solve an immediate and growing problem in Maryland education and establish HCC as a model for others to follow in enhancing the student transfer process.

> B. Form the infrastructure and provide preliminary pilot project results for developing a more comprehensive leaning center program supported by extramural government and private foundation funding agencies.

> C. Distribute the responsibilities and burdens of such a program to make it more acceptable for individual institutions to contribute, help guarantee success, and be in a position to be a part of a subsequently larger extramural funded program.

With space for new programs at a premium, the location of these activities will need further review. HCC, Prince George's Community College, and the University of Baltimore currently offer programs in business and Applied Information Technology at the new Laurel College Center. Criminal Justice will be added next semester. Adding/augmenting to the current efforts at Laurel College Center to include, perhaps, teacher education would require the consent of the three partners.

> IV-3 *Howard Community College should target additional human and technological resources to improve the following:*

> A. Communications between transfer advisors from HCC and major four-year transfer institutions.

B. Methods of identifying grants and sources of funding to provide incentives for institutions, as well as for students entering into the two- to four-year transfer program.

It is difficult, time consuming and not always practical to stay in contact with every four-year institution to which HCC student may transfer. Since a growing number of HCC students are seeking transfer information, including a growing number of traditional students, all general academic advisors must possess the skills and knowledge to handle transfer advising. In order to support this level of academic and transfer advising, HCC should consider creating a "master advisor" level of advisor.

Master advisors would possess the additional expertise required to support transfer advising through the general advising process by:

1) developing an expertise in limited enrollment programs at particular transfer institutions, in addition to their excellent knowledge of general background information.

2) training all advisors in regards to transfer, and in particular, competitive or limited enrollment programs.

3) acting as an information conduit for specific admission requirements for limited enrollment programs as well as transfer scholarship information. Examples of these programs are Teacher Education, Business Administration, Engineering, and Computer Science.

4) communicating on a timely basis with transfer institutions regarding admission requirements and updates in regards to limited enrollment.

HCC might continually enhance the Transfer Center Website and the advising manual with updated information related to competitive and limited enrollment programs, as well as scholarship opportunities.

The college should review and enhance existing processes to assist students with program advising which leads to a successful transfer. One example of this is reviewing the Degree Audit module of Colleague to determine if this tool could be useful in preparing students to transfer to limited enrollment programs throughout the State of Maryland.

Also, students may know about available aid, but make false assumptions about their eligibility for that aid. More educational programs and better communication mechanisms are needed to convey that information to students. Grant funding data bases that provide opportunities for both student and institutional financial aid need to be identified and leveraged. Grant preparation resources should be provided to assist in the application submission process.

IV-4 *HCC should continue to actively participate, encourage, and provide resources and support to groups such as Maryland Association of Community Colleges and the inter-segmental (two- to four-year) task force aimed at identifying means to improve the success of the two- to four-year transfer process.*

A. Seek statewide accountability for timely maintenance of the University of Maryland Articulation System (ARTSYS).

B. Campaign for more state scholarships for transfer students.

C. Develop better databases both for tracking transfer students and identifying available program slots.

Studies conducted by the National Center for Public Policy and Higher Education and the Institute for Higher Education Policy clearly indicate the importance of strong state governing and state university supported policies to enhance the two- to four-year transfer process. This includes, but is not limited to, statewide governing bodies, plans, structures, regulations, funding, resources, and policies supporting the process. Howard Community College, in partnership with other state community colleges and four-year partners, should exert and leverage as much influence as possible through legislative relation and business contacts. Specifically, legislative models from other states successful in promoting the two- to four-year transfer process should be investigated relative to implementation in Maryland.

There is a very real social and economic advantage to the state and the community to enhance the ability of students to complete the baccalaureate degree. Mechanisms should be in place to reward institutions and students that have demonstrated success in this process. Current state programs that could apply need to be fully utilized. HCC should also evaluate the programs (private and public) that other states have successfully used for this incentive process.

Minimizing problems associated with the two- to four-year transfer process is very much desired and in the best interest of both the community colleges and the four year institutions. Although some problems may best be resolved at high administrative or government levels, improving the day-to-day contact and interactions between advisors, students and transfer coordinators could solve many. Developing a common vision and mutual trust is essential and is often enhanced through improved communications. Updated data bases, current transfer criteria information, performance tracking measures, and assessments may be enhanced through improved, updated resources and information, and through direct communications between individuals who believe in and champion the transfer process at respective institutions. Funding requests for these necessary resources and tools should be given high priority in the annual budget discussions.

It is important to find and link student and program data to needs across various counties. This is available for some institutions for elementary education, early childhood, secondary education, and the (pending at Howard Community College) Special Education programs. Similar kinds of data from four-year institutions across Maryland are currently being sought.

IV-5 *Explore distance learning capabilities to transmit upper level lectures, courses, and seminars to centralized local sites in order to increase the number of students capable of registering for upper level courses offered by the four-year programs.*

The problem of class room availability and class size limitations that are currently in place and which hinder students from transferring from two- to four-year programs could be reduced by effective telementoring and telebroadcasting of upper level course material with the local community college sites providing on-site teaching assistant supervision. Because of video transmission costs of up to $300/hour, the program could be initiated on a limited basis and at minimal cost to evaluate effectiveness, and then expanded with potential extramural funding if warranted. Telebroadcasting could simultaneously reach multiple community college sites and allow for sharing of expenses. Centralized learning centers of shared university and community college resources could be receiving sites for the telebroadcasts. Other electronic means of providing course material specifically for the upper level courses related to the two- to four-year transfer programs should be investigated. Opportunities for a more comprehensive and coordinated statewide plan and support to effectively implement such programs should also be investigated.

V. Providing a "World" of Opportunities

Chair: Thomas C. Tuttle, University of Maryland

Task Force Members: Edward Kiely, Community Member; Se Ung Kim, Cosmopolitan, Inc.; Barbara Lawson, Columbia Foundation; Erum Malik, Muslim Council; Ayman Nassar, Muslim Council; Murray Simon, Conexiones; Stephen Schertler, Greater Baltimore Alliance; Lois Yates, Greater Baltimore Alliance; Cedric Yu, University of Maryland School of Medicine

HCC Support: Farida Guzdar; Kate Hetherington; Barbara Livieratos; Rebecca Mihelcic;

Globalization has replaced the Cold War with the integration of capital, technology, and information across national borders – uniting Brazilian peasants, Indonesian entrepreneurs, Chinese villagers, and Silicon Valley technocrats into a single global village. You cannot understand the morning news, know where to invest your money, or think about the future unless you understand this system. … (Thomas Friedman has dramatized) the conflict of "the Lexus and the olive tree" – the tension between the globalization system and the ancient forces of culture, geography, tradition, and community. (Friedman, Thomas L., The Lexus and the Olive Tree, 2000, New York: Anchor Books, Back Cover.)

"The why of global education is, simply put, the survival of our communities. If community college educators care about the communities they serve, global education is an imperative, not an option. Without it we could become relatively insignificant as individual human beings or as a society. " (Richard H. Stanley, President, Stanley Foundation)

HCC Leadership has recognized its responsibility to its students and to its community to develop and promote international competence. In its initial Commission on the Future in 1999, the college included a task force on Preparing Students as Global Citizens. This task force made strategic recommendations regarding building international skills and knowledge, curriculum revisions to reflect globalization influences, and the need to dedicate college resources, as well as external funding, to support these initiatives.

When the second Commission on the Future was created in 2002, the college charged a new task force on Providing a "World" of Opportunities with making recommendations on a number of questions that will allow it to further expand its efforts in the international education arena.

Commission
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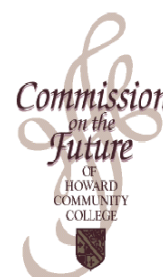
2002 - 2003

The "World of Opportunities" task force has held a number of meetings, it has listened to external speakers, it has listened to the ideas of its very diverse and experienced community members, and members have read and discussed various resource documents. Following our research and deliberation, we are pleased to share our recommendations for how the college can build on its past record of accomplishments and become a truly excellent community college.

Observations Regarding the College's Current International/Intercultural Initiatives:

Howard Community College has a student population of over 6,000 credit students a semester who are planning to transfer to four-year institutions, or pursuing associates degrees or academic certificate programs. Of these 6,000 over 700 are foreign-born students. The college has produced a brochure that highlights its international/intercultural programs. Included are programs such as the college's partnership with Universidad Internacional in Mexico, its International Degree programs, study abroad programs, and language programs. The college has shown a willingness to respond to community demand by offering tutor-assisted, self-instructional classes in Korean, Hindi, Brazilian Portuguese, and Greek. In addition, it offers specialized language of the workplace self-study programs for business, medical, or law enforcement communities. Currently, these programs are restricted to Spanish.

The college is also engaged in a collaborative program with other U.S. schools and schools in Denmark to benchmark the exit skill sets of Information Technology programs. In order to assist the college in maintaining knowledge of developments in the field and to promote networking, it has memberships in a number of associations that focus on international education.

The international competence of the college is, in large part, a reflection of the international competence of its faculty and administration. A survey of full-time faculty conducted in the fall of 2002 had a response rate of approximately 85%. The survey found that 25 of the respondents (28%) speak a foreign language well enough to survive in that culture. More than a quarter (29%) of the full-time faculty have worked and/or lived in another country.

The task force did not conduct a comprehensive assessment of the current status of the international programs of the college or an assessment of the degree of strategic emphasis on this critical content area. However, it is our conclusion from the evidence gathered that, while the college does have an increasing number of international activities, it does not have a true strategic emphasis on international/intercultural programs. The efforts underway do not appear to move the college in a focused way toward any particular strategic objective. The efforts seem to reflect "random acts" by interested faculty and staff, rather than a systematic, strategic emphasis from the leadership of the college, focused on specific international/intercultural outcomes. Some evidence to support this conclusion comes from the following:

- The mission statement mentions "diverse and dynamic community", however it does not define the purpose of the college as promoting international/intercultural knowledge and competency.

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- It does not appear that the college has adopted a goal that focuses on enhancing international competence.
- The college website homepage, which should reflect the strategic priorities of the college, provides little visibility for international programs, international student communities, or international activities that support the Howard County community;
- The catalog does not emphasize international education or services available to support foreign-born students.
- There is no formal international/intercultural advisory body, and the composition of the Board of Trustees does not make a strong, visible commitment to intercultural diversity, even though one member is foreign born. [1]

To some degree, we believe that the present state is due to the fact that the college has limited resources. In addition, the college is making very encouraging steps to address this situation and develop stronger linkages with the international communities in Howard County. The existence of this task force is solid evidence in support of this fact. The recommendations that follow are provided in order to enable Howard Community College to build on its record of past accomplishments. While it is very difficult to become "World-Class" in multiple areas, we firmly believe that the college can become a world leader among community colleges with respect to the development of international competence. This focus can serve to differentiate the college, which will enable it to generate the resources required to sustain truly exemplary programs. These recommendations will help move the college in this direction.

Recommendations:

V-1 The college should make a clear strategic commitment to international competence and make that commitment visible through:

- making a more explicit declaration in the mission statement linking international competence to the purpose of the college;
- considering this strategic objective in future appointments to the board of trustees;
- adopting an explicit initiative in the strategic plan to internationalize the faculty, curricula, and programs;
- making international competence a factor in administrator and faculty recruiting, hiring, and promotion;
- strengthening existing international education programs by allocating additional resources to them and assuring that they are aligned with the college's strategy regarding multinational/multicultural programs.
- strengthening the connections that have been established with the international communities and international businesses in Howard County

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[1] We do acknowledge that the Board of Trustees has been supportive of the College's international/ intercultural initiatives.

and formalize this by adopting recommendations V-2 and V-3 in this report.

V-2   The college should take a leadership role in the Howard County community to make international competence and multicultural activities a competitive advantage for the college and the county in terms of economic development and quality of life. The goal should be to make Howard County the preferred place to live and work in the United States in order to benefit from a truly multinational, multicultural environment. To support this initiative, the college should lead an effort to establish a multicultural community center. This center should serve as the focal point for the college's international/intercultural programs, as well as a gathering place and focal point for the various ethnic communities in the county.

HCC is an integral partner in the cultural, social, and business affairs of the county. It can extend its impact on the community through leading an effort to involve all ethnic communities (e.g. Korean, Muslim, Hispanic, Chinese, etc.), international businesses, and community service organizations, to create a multinational/multicultural community center. Currently, some ethnic communities have their own organizational structures and institutions. While these culturally specific institutions meet important needs (e.g. the Mosque for the Muslim community), a multicultural community center will promote interactions among these ethnic groups and strengthen the community. The interaction stimulated among these communities can benefit students, faculty, entrepreneurs, local government, and the community as a whole. From a student perspective, the opportunity to actively participate in a truly international community can increase their international competence and make them more marketable.

The college has a facilities master plan and a capital campaign underway. Incorporating the multicultural community center into this plan would provide additional evidence of a strategic commitment to multicultural programs, and it would open up a wider range of potential contributors to the capital campaign.

V-3   Establish an external, international advisory council to serve as an advisory body for international/intercultural programs at the college, as well as a board of directors for the multicultural community center. This council will advise the president, board of trustees, and college faculty on efforts to develop a strategic approach to achieve international competence as a core competency of Howard Community College. In addition, the council will, through its role as the board of the multicultural community center, link the college more closely with the international communities and businesses of Howard County. The international education coordinator should serve as an ex officio member of this council and be the formal link to the college community.

The college's multinational and multicultural programs could be better served by taking advantage of the rich resources that exist in the diverse ethnic communities within Howard County and the Washington, D.C. region (e.g. embassies, international associations, etc.). An international advisory council comprised of representatives from international businesses, foreign–born communities, and multi-national service and support organizations, could assist the college and the multicultural center to develop

an agenda that meets the needs of the Howard County community and students in the college. The support from such an advisory council can help the college develop programs that are marketable and that supplement the capabilities of faculty with regard to international competence. Having such an advisory council can help the college establish its strategic initiative to enhance international competency in students, faculty, and in the Howard County community, and identify and obtain the resources needed to fund such programs.

    V-4   Adopt a definition of international competence that addresses:

- values
- cultural awareness and sensitivity
- knowledge (history, political geography, religion, economics, globalization, etc.)
- skills (inter-cultural behavior, language, etc.)

The supplementary materials created to augment this report will further define each of these dimensions of international competence. Essentially, the task force believes that international competence is made up of the desire to engage in international activities and multi-national interactions (values), as well as the ability to do so effectively (cultural awareness and sensitivity, knowledge and skills.) Language is an important skill that supports international competence. However, it is the conclusion of the task force that an even more profound set of capabilities is the ability to initiate intercultural behavior, the sensitivity to perceive what is happening during intercultural interactions, the ability to analyze the causes of the behavior, and then the capability to modify one's own behavior to increase interpersonal effectiveness. This learning cycle is at the core of international competence. Unless a student possesses this learning capability, simply having international experiences (e.g. study abroad), and even developing language proficiency, will not constitute international competency. It is our belief that this set of capabilities can be learned.

    V-5   Build an international competency training module (i.e., 16-24 training hours) that focuses on the development of international culture or cross-cultural competence. This training should develop the skills described in recommendation V-4 above. Emphasize the internalization of a learning model (e.g. observe, act, reflect, change). Make this module a required learning experience for all degree-focused students. This module should also be an elective offering provided through the multicultural community center as it deals with the types of skills that must underpin Howard County's effort to become the preferred place in the nation to live, work, and conduct business.

When asked to define international competence, one of the speakers invited to the task force stated that the first element is to eliminate the arrogance that many Americans bring to international and intercultural interactions. To the extent that this arrogance exists in students and faculty, it is essential that this training module enable students to recognize it, understand it, and take steps to eliminate it. Otherwise, further investments in developing skills will have little value in promoting international competence.

VI. Making Connections via Technology

Co-Chairs: *Nasser Basir, Planned Systems International, and Elizabeth Murphy, Datatel Corporation*

Task Force Members: *Brian Auger, Howard County Library System; David Bower, Data Computer Corporation of America; Jeffrey Bronow, Howard County Department of Planning and Zoning; Robert Dixon, Verizon; Jay Fridkis, Howard County Public School District; Steve Fritz, TEDCO; Valerie Gross, Howard County Library System; Michael J. Haines, Economic Development Authority; Steve Lindeman, Wells Fargo; Thomas McKillip, HCC Board of Trustees; Robert Merl, Cedar Enterprise Solutions; Mark Simons; Donald Spicer, University System of Maryland; Tom Williams, Comcast Cable Communications, Inc.*

HCC Support: *Thomas Glaser; Stephen Horvath; Jackie Jenkins; Virginia Kirk; Richard Pollard*

Howard Community College uses technology to support instruction, learning, student services, and business processes. The academic use of technology is driven by faculty initiatives, instructional and certification requirements, competition, and access to electronic learning resources for credit and non-credit students. The college has equipped and maintains 61 computer labs that are used to assist with the instruction of English, math, science, multimedia, computer certifications, healthcare, and business training. The college has an aggressive distance learning program, which offers three degree programs and 80 courses through the Internet to the citizens of Howard County and any qualified student with Internet access. The college has integrated the use of technology to meet the needs of student services for web access for registration, grades, financial aid, schedules, and communication. HCC's business processes and operations are managed through a centralized enterprise administrative management database, which runs student accounts, human resources, finances, purchasing, payroll, scheduling, and registration. HCC has to stay current with industry standards and practices in all technology areas. It is necessary for the college to stay current with hardware, software, network, security, and telecommunications to meet growth, efficiencies, and long-term goals for instruction, services, and business processes of the college.

The task force engaged the theme of "making connections via technology" by reviewing the college's strategic and operational plans for technology and discussing current trends in technology within higher education. Task force members were provided relevant research articles and white papers. The task force also received a presentation on the college's distance education programs and was provided a demonstration of WebCT – the online platform used to deliver distance education courses. In turn, the task force defined areas for discussion and formulated sub-groups to address specific questions and form

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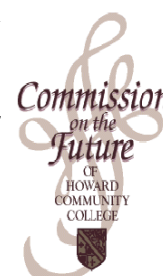
recommendations for the college. An online class was developed for the task force using WebCT in an effort to facilitate group discussion and acquaint task force members with distance education tools and processes.
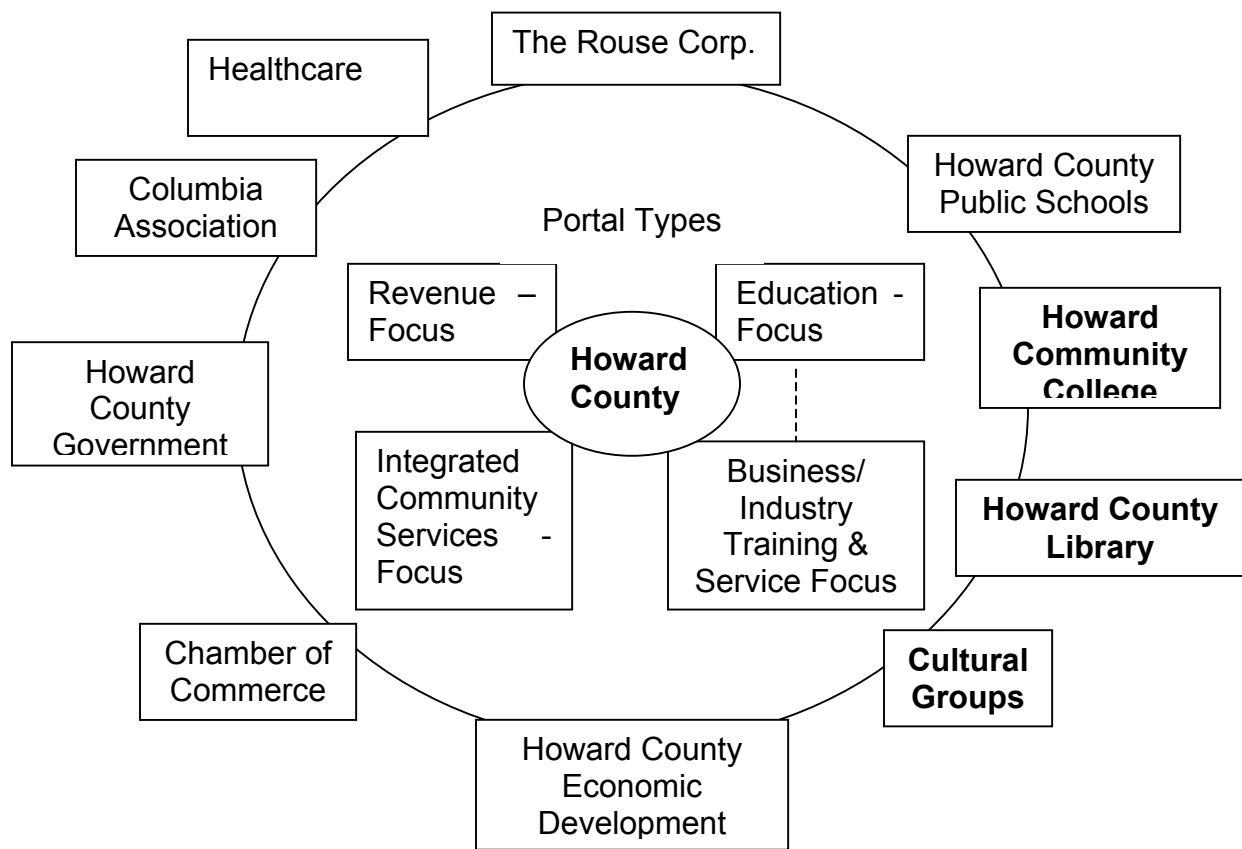
Question: What opportunities and needs exist in the community that could be served by developing a community portal?

Without conducting a formal needs analysis, it is likely that a community portal that allows customization and immediate access to county-related information, based on personal preferences and specific interests, has the potential to provide high value to the community and the college as stakeholders. Several different local and county web sites are currently available which offer community members access to a wide array of information.   However, the scope of these sites generally offers narrowed focus. As a result, a possible need exists for a community portal that provides a single entry and access point for county-specific information related to education, government, business, and recreation.

Prior to implementing a portal, the college must first consider its mission and vision, along with its identity and marketing strategy, to clearly identify the scope, purpose, and participation in a community portal. For example, if the college desires to enhance its recognition and identity as the educational center for the county, the design and focus of a portal of this type should address and include information on the various educational, business training, continuing education, and cultural opportunities in the communities. The college could partner with the public school district and other higher educational providers within the county to develop this type of a consolidated portal. Similarly, a more community service approach might be taken if the college's objective is to promote enrollment growth by creating a greater awareness in the community of the educational and training opportunities at HCC by combining other important community services and topics into a centralized portal, which can be customized by individual needs or for specific community constituency groups.

VI-1   The task force recommends the college assess the need for a community portal and determine how it may contribute to its development. The college should consider partnering with those community organizations, which are stakeholders and could contribute to the development of a community portal. The college could take the leadership to initiate a focus group to further the development of a portal concept with the county's public school system, county library, and economic development authority.

VI-2   When considering which type of portal will best serve the community, the college should consider its marketing strategy and interweave its branding and identity to accommodate the specific purpose of the portal. If determined that a community service portal is needed, grant funding should be considered to support planning, development, and technology infrastructure. The figure below illustrates the various stakeholders and possible types of community portals that could be developed depending on which needs the college can best serve.

Portal Types

Healthcare · The Rouse Corp. · Howard County Public Schools · Columbia Association · Howard County Government · Chamber of Commerce · Howard County Economic Development · Cultural Groups · Howard County Library · Howard Community College

Revenue – Focus · Education - Focus · Integrated Community Services - Focus · Business/ Industry Training & Service Focus

Howard County

Question: How can student access to technology and technological resources be improved?

Both inside and outside of college classrooms, access to computer-based resources has become an integral part of the student learning experience in the Twenty-First Century. However, barriers are present in the form of the cost of equipment and available high-speed Internet access.

VI-3 Look for partnerships with vendors to allow students to purchase PCs, laptops, and Internet and college network access at affordable prices.

VI-4 Consider the implementation of wireless networks on the Columbia campus and at off-site locations such as the Laurel College Center and Howard County libraries where students and faculty can maximize the use of laptop technology and wireless networks.

VI-5 Examine the feasibility of using donated computer equipment from area businesses and groups to be distributed to students and staff through the existing computer-lottery system.

Question: How can educational and governmental entities combine forces to develop and provide distance education (K-14)?

HCC has made a commitment to distance education in the credit area through the creation of an Office of Distance and Alternative Learning, which is charged with developing, supporting, evaluating, and maintaining distance learning options. These options include online courses, telecourses, and two-way interactive courses, as well as Fast Track (weekend) courses. Currently, the major challenge the office faces is in the training of subject matter experts (faculty) in the skills they need in order to develop online courses and teach them effectively. These faculty must learn distance education pedagogy and technology — the course offering platform (Howard uses WebCT) and other software and multi-media programs used in developing and presenting online course material.

VI-6 The Office of Distance Learning and the Division of Continuing Education and Workforce Development should assess the college's strategic direction in promoting distance education to the community at large. The assessment should include identifying ways that county educational entities and county government can work with the college to provide e-learning opportunities.

VI-7 The college should continue its discussions with the Howard County Public School System to align technology and leverage financial and educational resources for distance education. Additionally, the college should continue to share information and plan for cooperative training opportunities.

Question: What benchmarking opportunities exist for IT help desk, disaster recovery, and security?

The Information Technology Department is currently evaluating existing help desk, disaster recovery, and security processes to foster continuous improvement in these key business areas. These initiatives provide an excellent opportunity for the college to consider benchmarking as a tool to further improve organizational performance.

VI-8 Prior to initiating the external benchmarking process, HCC should first understand all related internal processes and measurements, organize data on current performance gaps, and develop a systematic approach in conducting and evaluating proposed benchmarking activities. Since the identified areas for benchmarking are similar within many organizations, Howard Community College should also evaluate the opportunity to look outside of the higher educational environment to identify best practices.

VI-9 Both Datatel and Wells Fargo Corporations, which have representatives participating with the Commission of the Future, have volunteered to engage in benchmarking activities for the IT help desk. The college should pursue benchmarking opportunities with both organizations.

VII. OFFERING PROGRAMS OF STUDY FOR TODAY AND TOMORROW

Co-Chairs: Virginia Thomas, University of Maryland Baltimore County, and Ronald Roberson, Howard Community College

HCC Support: *Daniel Friedman; Tara Hart; JoAnn D. Hawkins; Stephen Horvath; Virginia Kirk; Bernadette Sandruck; Sharon Schmickley; Emily Slunt*

Charge

The task force was charged with the verification of currency for existing programs, the identification of new program needs, and the identification of program areas for which external advisory committees are critical to maintaining program currency and quality.

Approach

The task force used the existing network of instructional advisory committees (see Appendix for list of advisory committee members) to solicit feedback program currency and new program needs. The advisory committees were asked to minimally respond to the following questions:

1. Are our current programs up to date?
2. Are there significant omissions in our credit and/or non-credit offerings?
3. For what new areas do we need advisory boards?

Depending on the perception of the importance of a liberal education to the program outcomes, the advisory committee may also respond to the following questions:

4. Is the concept of a liberal education still relevant today and for the immediate future?
5. Is our general education core an effective design for arriving at the desired liberal education competencies?

The Maryland Council of Community College Chief Academic Officers representing the 16 community colleges in the State of Maryland were also asked to respond to the above questions 4 and 5.

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Instructional Advisory Committees (see Appendix for list of members)

Teacher Education
Emergency Medical Services
Cardiovascular Technology
Mass Media Design and Production
General Education Core
Nursing
Photonics

Beyond responding to the questions above, the advisory committees were free to consider and respond with recommendations about any other related issues.

The advisory committees met during the fall semester to discuss the issues above and they have brought 24 specific program recommendations. In addition, based upon the observations of the MCCCCID group which acknowledged the continuing relevance of a liberal education but noted that the current general education core menu approach frequently left students without a secure grounding in the purpose and value of a liberal education, the division chairs have made an additional recommendation related to the general education core.

Recommendations:

TEACHER EDUCATION

- Support and participate in the development of a state approved AAT degree program in secondary education, special education and TESOL (Teaching English to Speakers of Other Languages).

- Promote and improve articulation and transfer relationships with four-year schools and monitor issues associated with the elementary education AAT degree.

- Expand field experience options for HCC education students with partnership schools in racially and ethnically diverse settings and with private schools.

- Respond to the growth and educational needs of Howard County by setting up a teacher education advisory committee, hiring another full-time education faculty member, and recruit education majors from diverse backgrounds.

- Continue the college's collaboration with HCPSS to recruit teacher education students, maintain field experience partnership schools, and offer teacher certification courses.

EMERGENCY MEDICAL SERVICES

- Better prepare graduates in the following areas: basic education (well rounded liberal arts), decision-making skills, higher-order thinking skills, "social work" skills, physiology, and pathophysiology.

- Develop educational opportunities for a smoother transition from the EMT-Basic level provider to the EMT-Paramedic level.

- Provide paramedics capable of reacting to change who can continue to function in the pre-hospital care environment as the scope of practice expands.

- Develop credit and/or non-credit courses that allow the EMS community to fulfill its mission of public education.

- Address the critical shortage in numbers of Basic Life Support and Advanced Life Support providers.

CARDIOVASCULAR TECHNOLOGY

- Explore possibilities for merging outcome competencies for radiologic technologists with advanced certifications such as cardiovascular technology and other specialty areas that require a radiologic foundation.

- Develop course offerings in the area of electrophysiology to meet the growing need for cardiovascular interventional procedures.

- Investigate the possibility of developing training for Picture Archiving and Communication Systems (PACS) and combine with Information Systems technology to meet the new advances in digital imaging to accommodate communication, storage, and retrieval of images.

- Offer Medical Coding and Billing courses as well as HIPAA training for clinical personnel.

- Market continuing education topics such as Conflict Resolution, Diversity in the Workplace, and Stress Management to facilitate the development of personal skills in the health care work environment.

MASS MEDIA DESIGN AND PRODUCTION

- The industry is moving towards smaller design and production facilities, owned and operated by individuals and small companies as opposed to the many large facilities of today. MAC tools are used in small locations, AVID in large locations. Our students should be exposed to both formats. Considering digital art and mass media program enrollment growth and industry trends, the existing Avid suite should be sufficient for the up-coming year, but a second Mac lab should be set up and put into service. One of the MAC labs should focus on print media and the other primarily on video and audio.

- Review current discipline faculty to assure that the necessary program expertise, particularly mastery of MAC hardware and software, is addressed.

- There is a critical need for trained technical support of MAC products and systems by HCC IT personnel.

- In order to stay current with quickly evolving industry trends, program administration and faculty should attend major industry conferences such as:

  1) Worldwide Developers Conference (Sisgraph, Pixar and Disney Imagineering)
  2) NAB (National Association Of Broadcasters) Conference
  3) SMPTE (Society of Motion Picture and Television Engineers) Conference

NURSING

- To improve functioning as a graduate nurse, expand integration of critical thinking and family/community theory in the nursing curriculum. Encourage new graduates to build a strong foundation in medical/surgical nursing. Evaluate curriculum for content on regulatory issues that impact nursing (i.e. HIPAA).

- Explore possibilities for creating greater access for professional development including partnerships to enhance mobility to advanced levels in nursing education. The shortage of nursing faculty demands that we provide greater access to opportunities for preparation at the masters degree level.

- Market health careers to the Howard County Public School System. Students and teachers need the opportunity to learn about careers in health fields. (This was a recommendation of all three Advisory Boards in the Health Sciences Division.) Offer introductory certification courses in areas such as certified nursing assistant, cardiac monitor technician, and emergency medical services provider. Also included in the suggested career fields is radiologic technology (severe shortage), as this field may appeal to students interested in technology.

PHOTONICS

- Formulate and add the Photonics Advisory Board to the Curriculum Advisory Committees in the college's catalog.

- Formulate a list of necessary equipment that will provide hands-on lab experience to lead to employment in the field. Such a list gives industry members insight into the actual content of the photonics program and also becomes a basis for the solicitation of equipment donations.

GENERAL EDUCATION

To enhance an academic culture of rigorous intellectual inquiry and students' understanding of the value of liberal education through more visible connections within the general education curriculum, we recommend the establishment of a college community book project, an interdisciplinary initiative similar to PGCC's Book Bridges Project. (An investigation of this project is already underway in the English/Foreign Languages area and a proposal is pending.) Each year a new book is read by all faculty and students (as well as interested staff and community members) and promoted through such means as faculty resources (sample discussion questions and assignments), special events, and a speaker series on related issues. Books are selected according to their potential for stimulating intellectual and personal inquiry and their appeal for an interdisciplinary, academic audience.

CURRENT ACADEMIC ADVISORY COMMITTEES

Cardiovascular Technology
Daniele Cartwright, RCIS — Clinical Preceptor, Washington Hospital Center
Grace Cole, RTR — Manager, Cardiac Cath Lab, Central Maryland Heart Center at Howard
     County General Hospital
Michelle Fisher, RCVT — Manager, Radiology Imaging
Marsha Holton, RN, BSN, CCRN, RCIS — Washington Adventist Hospital
Dan Kohler, CNMT — Dupont
Thomas Luby, MBA, RTR — Anne Arundel Community College
Caroline Malfara, RN, BSN, CCRN — Director of Cardiac Cath Lab, George Washington
     University Hospital
Sandra Moore, BS, RTRM — Johns Hopkins School of Radiology
Voncille Morrow, RT — Director, Invasive Cardiology Services, Washington Hospital Center
Barbara Pearson, RCIS — Alumnus
Bridget Plummer, CVT, RN — Cath Lab Supervisor, Holy Cross Hospital
Jon Rodney Resar, MD — Medical Director, CVT Program, Howard Community College

Emergency Medical Services
Angie Davis, MS, EMT-P — ALS Coordinator, Maryland Fire and Rescue Institute
P. Marc Fisher, MBA, EMT-P — Volunteer Provider, Howard County Volunteers
Patricia J. Neal, AAS — Alumnus
Dwight Polk, MSW, EMT-P — Paramedic Program Coordinator, UMBC
Kevin Seaman, MD — Medical Director for Howard County Fire and Rescue and HCC EMS
     Program
William Seifarth, MS, EMT-P — Associate Director for Educational Development, Maryland
     Institute of Emergency Medical Services Systems
Chris Shimer — Battalion Chief, Training Division, Howard County Fire and Rescue

Mass Media Design and Production
Mr. and Mrs. David & Ilana Bittner — Owners, Pixel Workshop Inc.
Ms. Rita O' Brennen — President, Flite 3 Studios
Mr. Rex A. Woodruff — Chief Engineer, Directorate of Management Defense Information
     School
Mr. Thomas J. Bensten — President, Adaxus, Incorporated
Mr. Gary M. Thompson — Technical Resource Coordinator, Association Of American Medical
     Colleges
Ms. Ester Devries — Ed.D, Global Learning Systems

Nursing
Judy E. Brown, MAS, RN, CNAA — Senior Vice President for Nursing, Howard County General
     Hospital
Linda Fish, RN-- Clinical Director, Lorien Health Systems
Judith Horensky, RN, MS — Consultant, Home Care
Kathleen M. Jones, MS, RN — Coordinator, Professional Nursing, Allied Health and Special
     Populations, HCC Continuing Education
Barbara Feaga Larimore — Health Director, Association of Retarded Citizens

Stuart Maynard, PhD, RNCS — Nurse, Psychotherapist

Ann Mech, MS, JD-- Assistant Professor of Nursing, Coordinator for Legal Services, University of Maryland

Joan Mcwilliams, RN, MS — Director of Nursing, Maryland General Hospital

Nora Scanlon-- Counselor, Wilde Lake High School

Joan V. Tisdale, RN, MS — Director, Department of Education and Development, St. Agnes Health Systems

Jean Trotter, RN, MS — Health Care Consultants

Richard Weisenhoff, PhD — Coordinator for Educational Technologies, Howard County Public Schools

Photonics

William Beck — Engineer, Northrop Grumman

Gary Carter — Professor, Computer Science and Electrical Engineering, University of Maryland Baltimore County

Iqbal Dar — Engineer, Ciena Corporation

John Goodell — President, Broad Spectrum Optics

Ken Kreiner — Engineer, Northrop Grumman

Thomas Lettieri — Program Manager, National Institute of Standards/Technology

Richard Weisenhoff — Coordinator, Educational Technologies/Media, Howard County Public School System

Teacher Education

Kathy Angeletti — University of Maryland, College Park

Pat Basili — Prince George's Community College

Lynn Cole — Towson University

Dorothy Fletcher — Howard County Public School System

Barbara Matthews — Howard County Public School System

Melanie Pontell — The Young School

Lynda Rotter — Glenelg Country School

Diana Wagner — Salisbury University

Vickie Williams — University of Maryland, Baltimore County

Donna Wiseman — University of Maryland, College Park

Joann Young — The Young School

Technology (*Making Connections Via Technology* Task Force)

Bill Beck — Engineer, Northrop Grumman

Donora Dingman — Manager, Verizon

John Goodell — President, Broad Spectrum Optics, LLC

Bill Hartman — Engineer, Corvis Corporation

Ken Kreiner — Engineer, Northrop Grumman

Morteza Tadayon — Engineer, Maryland Department of Education

Richard Weisenhoff, PhD — Coordinator for Educational Technologies, Howard County Public Schools