



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

**Chair: Judy L. Smith  
January 27, 2023**

# Contents

---

Executive Summary .....	3
I. Building a Skilled Trades Workforce .....	5
II. Fostering Community.....	9
III. Innovation.....	17
IV. Offering Early Pathways to College and Careers.....	21
V. Supporting Career Advancement and Change .....	25

# Executive Summary

---

Every five years, Howard Community College (HCC) launches the Commission on the Future (COF). The commission's purpose is to identify innovative ideas, emerging issues, and alternatives for the future of the college. The objectives of the COF are to: increase HCC's responsiveness to the emerging learning needs of Howard County; promote continued citizen participation in helping the college prepare for the future through strategic planning; create a widely understood and shared vision for the future of HCC; and communicate the mission of HCC.

The college's fifth COF took place during the fall 2022 semester. Judy L. Smith, Principal, On Point Consulting served as COF chair. Ms. Smith is a long-time supporter of HCC, having served as a former member of the Howard Community College Educational Foundation Board and previous COF task force chair.

The COF involved more than 95 individuals, over half of whom were citizens and leaders with interests in the economic, cultural, and educational development of Howard County. Members of the COF also included HCC faculty and staff who contributed a wealth of knowledge related to HCC's current practices and engaged in discussion related to new opportunities for the college.

The work of the COF was implemented via a task force structure. Five task force groups explored topics that were initially proposed by the college's president's team and endorsed by the COF chair. The task forces were:

- Building a Skilled Trades Workforce
- Fostering Community
- Innovation
- Offering Early Pathways to College and Careers
- Supporting Career advancement and Change

Each task force was assigned a topic to explore. Each group addressed questions specific to its topic; for example, the Building a Skilled Trades Workforce task force considered and answered: How can we build a skilled trade center? What will we offer? Additionally, all task force groups considered a mutual set of questions that included:

- What are the related opportunities for fundraising, resource development, and scholarships?
- Would there be any new programs because of this exploration?
- What can the community contribute to support the college's completion agenda?
- What internships/apprenticeships are available?

After three months of intensive study and discussion, the work of the COF concluded in January 2023 with this final report to the college community, which includes 16 recommendations. Summaries of the individual task force findings and recommendations are provided in the body of this final report.

Recommendations of the COF will be considered fully through the college's strategic planning and budgeting processes, and those that align with the college's mission, vision, and goals and are fiscally feasible and viable will be identified. Members of the COF, as well as, the college community, will receive an annual update from the college on its progress related to the recommendations.

The college is indebted to the COF chair Judy L. Smith; task force chairs Laura Bacon, Nick Barrick, Dwight Carr, Mark Cissell, Bita Dayhoff, and Kimberly Prescott; community members, faculty, and staff for their commitment of time and energy in developing these recommendations. Since 1999, the college has benefited from the work invested in the Commission on the Future and looks forward to incorporating the recommendations over the next several years.

## ***I. Task Force: Building a Skilled Trades Workforce***

***Chair: Nicholas Barrick, KCI***

***Community task force members:***

Stephanie Anderson	MDHACC
Charles Elek, Jr.	Denver ELEK Inc.
Chris Hadfield	ABC Greater Baltimore
Rob Harding	W.R. Grace
Mike Henderson	ABC Greater Baltimore
Joe Koch	Washington Area New Dealers Association (WANADA)
Dan Kodan	Gilbane
Ben Nichols	Harkins
Eric Regelin	Cianbro
Mike Sheckells	Apple Ford Lincoln
Grant Shmelzer	IEC
Jonee Simmons	Sysco (recruitment director)
Fran Trout	Howard County Workforce Development
Larry Twele	Howard County Economic Development Authority

***HCC task force participants:***

David Hinton	Professor, Computer Aided Design
Anne Johnson	Director of Resource Development
Missy Mattey	Director of Development/Executive Director, Educational Foundation
Charles Nightingale	Executive Director of Capital Projects and Facilities
Betsy See	Research Analyst III
Elizabeth Watson	Senior Director of Community Development and Operations
Minah Woo	Vice President of Workforce, Innovation and Strategic Partnerships

***Top Recommendations:***

1. Physical Workforce Development Building
2. Marketing and Community Engagement
3. Workforce Development Programs

## **IDEA 1: Physical Workforce Development Building**

### **Background**

The ability for Howard Community College (HCC) to establish and provide a meaningful and ongoing workforce development program can only be enhanced by the design and construction of a new building on the college's campus. There is currently no existing technical training center in the 95-corridor to meet the anticipated statewide demand. The new building should be a dedicated space with a mix of classrooms, labs, and meeting areas specifically designed for workforce development programs. The size of the building should be determined based on the trade programs identified by a further study. Types, size, number, and resources needed for each trade will be studied further through market research and partnerships with community businesses.

### **Available Resources**

HCC's campus is centrally located within the state and is well located, close to the I-95 and Route 29 corridors. This not only facilitates access for students within the county, but also for students from neighboring counties. Currently, the campus has available space to build a new workforce development building without the need to renovate or demolish existing structures. The college's division of continuing education and workforce development has a limited number of staff to support the program in its infancy along with current apprenticeship partners from the community. Both County and State funding could be an option to cover a portion of the costs for design, construction, and equipment; and the HCC Educational Foundation could hold a campaign to raise the remaining portion.

### **Needed Resources**

Funding is the primary resource needed for the design and construction of the building as well as proper staffing for the program. While the division of continuing education and workforce development has staff in place to support current programs, additional administrative staff along with operational staff will be required to teach the new and enhanced programs. Additional partnerships with the local and non-local business community will be required to identify program parameters, and provide input in the building design and programming for program execution.

### **Moving Forward**

A physical building on the campus of the college will strengthen the workforce development programs by keeping students on campus, enabling them to take full advantage of college support and resources while staying close to local business partners. The workforce development programs will provide a career pathway leading to learned skill sets, work, future growth potential, and excellent wages.

## IDEA 2: Marketing and Community Engagement

### Background

This initiative will establish an outreach to middle and high school students, recent graduates, local businesses, community organizations, and the general public regarding the trades. Currently there is limited information provided to students and the general public identifying trades, potential career paths, opportunities within the community, and earning potential. Outreach to middle and high school students should be the primary focus. The program should include speaking to students in the school setting, as well as, evening programs where students can come with their parents. The goal is to facilitate information sharing to the student and to the parents regarding the benefits of trades education.

The program should include:

- Classroom sessions, potentially with outside companies presenting
- Evening programs for both students and parents
- Education for guidance counselors and mentors
- Electronic and Non-electronic Communications
- Social media advertising

In addition to new marketing and community engagement, the trades should be added to the science, technology, engineering, and mathematics (STEM) program initiatives. Adding trades to STEM would change misconceptions about trades and increase interest.

### Available Resources

The college currently has an existing connection with the Howard County Public School System (HCPSS) that can be leveraged for student outreach. This should be utilized and bolstered to support the success of the program. HCC has current staff in place to support the communication linkage including existing partnerships to a number of advocacy boards. For this program to be successful, the college can utilize existing partnerships with local businesses to identify for speaking for the outreach efforts. Further, the Perkins Grant could be utilized to help fund this program.

### Needed Resources

While current partnerships are in place with HCPSS and local businesses, further development of these connections are needed to realize success. A new program offered by the college to educate and train school guidance counselors will provide additional resources to students as they identify potential career paths. To support this initiative, funding sources will need to be identified.

### Moving Forward

The intended outcome of this program is to raise trade awareness and provide information to current students, recent graduates, the business community, and general public of the programs offered by HCC.

## **IDEA 3: Workforce Development Programs**

### Background

The overarching goal of Workforce Development at HCC is to provide trades programs that allow students to obtain necessary training and certifications to find employment within the local business community as well as provide the local business community access to future employees. The desired programs must be designed to meet the needs of local businesses and fulfill requirements for each individual trade to obtain certification or licensure.

### Available Resources

Currently, programs are offered at regional high schools and other area community colleges that can serve as a model for starting a successful program at HCC. College staff have existing partnerships with local business to properly set up programs to ensure alignment with certification requirements as well as support from the local business community for job placement.

### Needed Resources

As the program is developed, additional market research is needed to identify demand for specific trades. This data would also assist in developing the building space required for specific trades. Requirements for specific trades (space requirements, equipment, etc.) will help guide defining and prioritizing the programs that are offered due to cost or space limitations. Additional partnerships with local businesses may be needed to ensure the success of some programs.

### Moving Forward

The goal of the workforce development program is to provide employment opportunities to students while servicing the trade industry and local businesses. The success of this program will help to differentiate HCC from other institutions.



## ***II. Task Force: Fostering Community***

***Chair:*** Laura Bacon, The 3<sup>rd</sup>, and Bitu Dayhoff, Long and Foster

***Community task force members:***

Tonya Aikens	Howard County Library
LaKey Boyd	Columbia Association
Tracy Broccolino	Community Action Council
Peter Engel	Howard County Housing Authority
Joel Frankel	Jewish Federation of Howard County
Nikki Highsmith-Vernick	The Horizon Foundation
Vivian Lawyer	VML Consulting, Inc
Stephen Liggett-Creel	Howard County Government
Jackie Scott	Howard County Government
Linda Zumbrun	Howard County Government

***HCC task force participants:***

Grace Anastasiadis	Acting Director of Public Relations
Mary Barton	English Learning Center Enrollment Outreach Coordinator
Shelly Bilello	Auxiliary and Capital Programs Administrator
Lynn Coleman	Vice President of Administration and Finance
Sandy Cos	Director of Equity and Community Engagement
Melissa Curtis	Vice President of Student Success
Yvonne Everett	Executive Assistant to the Vice President of Student Success
Christi Ewing	Associate Director for Research and Planning
Shawn Lamb	Associate Director, Howard P.R.I.D.E.
Cynthia Paige-Desi	Director of Civic and Community Engagement
Aisha Rivers	Director of Student Life

***Top Recommendations:***

1. Provide on-campus childcare for students and faculty
2. Provide transportation resources for students
3. Provide on-off campus housing for students at below market rents and/or provide financial aid for housing/living expenses.
4. Establish an Office of Social Justice and Equity with clear core values that are implemented across departments and support staff and student driven initiatives.

## **IDEA 1: Provide on-campus childcare for student and faculty**

### **Background**

Nationwide, there is growing recognition that low-income and middle-class families' prospects for socioeconomic advancement often depends on their access to affordable, high-quality childcare. More than one in four college students (4.8 million) are parents with dependent children, and over 40 percent of these student parents are single mothers. According to the Institute for Women's Policy Research (IWPR), women of color are the most likely undergraduate students to have children. Despite the increase in student parents on campus, over half leave school before earning a degree.

Low persistence rates can be due to the heavy financial and time constraints faced by student parents. Over 60 percent of single mothers enrolled in college live at or below the federal poverty line, and most of them are working 20 or more hours a week. Time spent on care and work can leave student parents with little bandwidth for other activities critical to their academic success and mental health. Among single mothers who do graduate, those with a bachelor's degree are more likely to leave with higher levels of debt than both nonparent and married mother peers (\$30,000 compared to \$4,800 and \$4,300, respectively). For student parents who can afford childcare, quality centers located on or near a college campus may require months on a waitlist or may not provide care during the evenings or weekends. As institutional budgets have tightened, the availability of campus childcare has declined. The current supply of on-campus childcare centers is estimated to only meet five percent of student demand.

Access to affordable childcare is without a doubt an equity issue for parents seeking to gain post-secondary education on their path to social and economic mobility. According to the *Maryland Family Network's LOCATE 2021 report*, the average weekly cost of infant and toddler care is over \$400; the average weekly cost for a three- and four-year-old reaches \$300. These expenses are significant for parents earning much lower wages than Howard County's median income who are also trying to access post-secondary education to improve their household income. In 2021, eight fee-based early childhood centers within a one-mile radius of the HCC campus had capacity to serve 465 children; all were fully enrolled. We recommend that HCC through its Office of Social Justice and Equity reimagine the use of its former Children's Learning Center (CLC) to address this issue for income-eligible students, staff, and community members.

### **Available Resources**

The CLC could have the capacity to serve infants, toddlers, and preschoolers. To meet the needs of HCC's students with young children, the college can leverage community partnerships. One example of such a partnership is the college's proven and unique partnership with the Community Action Council of Howard County (CAC) which is the designated anti-poverty organization in Howard County. One reason to highlight the CAC is that it is the County's sole Head Start grantee and one of only two community recipients of the Maryland State Department of Education (MSDE) Prekindergarten Expansion Grant and therefore participants could attend the program at no cost to them.

In addition to CAC, the following resources are available in the community: Horizon Foundation, United Way of Central Maryland, Howard County Government, Maryland State Department of Education, Howard County Public School System, and State Government funding.

### Needed Resources

The powerful use of partnerships like the partnership between HCC and CAC capitalizes on available resources. However, community investment is needed for the CLC to reopen. Funding is needed to support minor renovations to the CLC to bring it back into compliance with Maryland's Office of Child Care licensing regulations. Once opened, funding is necessary to pay staff. In partnership, HCC with its partner can apply for grant funding from local philanthropic organizations, as well as the MSDE and Office of Head Start. This approach includes using braided funding to maximize accessibility for student parents most in need, while also allowing an option for income-eligible employees, including private pay and vouchers for drop-in care both during the day and evening. Access can also be provided for day and evening student parents, whether enrolled in credit or non-credit classes.

### Moving Forward

Ultimately, this program will enable parents to succeed as students. The increased economic opportunities made available to students who succeed in their programs of study at HCC will allow them to obtain the type of long term, family-wage jobs needed to break the cycle of poverty using proven practices and partnership.

## **IDEA 2: Provide transportation resources for students**

### Background

Lack of transportation is one of the largest barriers to success for community college students.

Transportation challenges:

- Lack of reliable transportation - poorly timed public transit, more frequent bus breakdowns, diminishing transit lines post pandemic
- Cost of transportation – community college students pay on average \$1840/year on transportation, more than students at 4-year institutions (College Board)
- Lack of connecting transportation - students traveling from counties outside of Howard County facing challenges with public transportation near their homes
- Outreach and marketing about transportation solutions

Proposed solutions:

- Go Passes - free transit passes (bus/metro)
- Community college specific transit routes within existing public transportation aligned with schedules
- Community college vans

- Rideshare programs
- Passes for reduced private rideshares (Uber, Lyft)

### Available Resources

#### Funding

- Many pilot programs utilized pandemic relief funding
- RAISE Grant Funding through MDOT-  
<https://www.mdot.maryland.gov/tso/pages/Index.aspx?PageId=156>
- Federal Transportation Grants-  
<https://www.mdot.maryland.gov/tso/pages/Index.aspx?PageId=196>

#### Partnerships

- ZipCar - Daily on site car rentals <https://ts.jhu.edu/Services/ZipCar/> (example of it being used at The Johns Hopkins University)
- Uber/Lyft
- Howard County Transit
- Neighbor Ride
- Downtown Columbia Partnership- Scooter Initiative

### Needed Resources

HCC's Office of Social Justice and Equity would need to get student and staff input on the best way to bring transportation relief ideas to the college. They would also need to dialogue with county stakeholders like county government, Columbia Association, HCPSS, etc. to identify crossover needs, apply for joint funding, and leverage existing resources. Funding and infrastructure would need to be considered for purposes of functionality and sustainability. Transportation is a nationwide concern so all interested parties would be well served by coming together to co-create solutions.

### Moving Forward

Studies show that while transportation challenges affect students in logistical ways such as not being able to get to classes, not being able to afford transportation also affects students' mental health. Moving towards intentional, supportive, and equitable initiatives around transportation will lead to greater completion rate, increased attendance, as well as lower stress and more ability to focus. Focusing on transportation will assist in providing 360° support to students, eliminating a seemingly simple barrier with wide ranging and significant impact to all areas of their lives.

**IDEA 3: Provide on-off campus housing for students at below market rents and/or provide financial aid for housing/living expenses off campus**

### Background

Finding a comfortable place to live that feels like home can be one of the most daunting challenges of moving away to go to college. According to a recent poll conducted by the American Association of Community Colleges, only about 25 percent of community

colleges in the United States offer their students on-campus housing. Though Howard County is one of the most affluent counties in the United States, according to the U.S. Census, 5.2 percent of county residents live at or below the federally defined poverty level and experience economic and social hardships.

In Howard County, where the median household income is \$120,941, one in five children in the school system— over 10,000 – are eligible for Free and Reduced Meals. As these students graduate from the HCPSS, some find their way to HCC and might not be able to continue their studies due to the same financial barriers that their families faced when they were in HCPSS. Regionally, 61 percent of households with incomes at less than 30 percent of the area median income can afford monthly rent in the range of \$450 to \$650 for a household that includes two to four individuals. Comparatively, in Howard County, the average cost for a rental unit is \$1,625, clearly exceeding what is affordable. Very low-income households in Howard County who make between 30-50 percent AMI can afford monthly rent in the range of \$750 to \$1,075 for a household that includes one to four individuals. Therefore, 50 percent of low-income renters are severely cost burdened in Howard County.

A lack of affordable rental options is a nation-wide issue that can be severely felt in relatively wealthy areas with high rents. Difficulty in paying rent, or “housing insecurity,” is a demonstrated cause of stress and is strongly correlated with lower school performance at the elementary, middle, and high school levels. And because the Non-White population generally has lower incomes than does the White population, housing instability disproportionately affects people of color.

As institutions created “by” and “for” local communities, community colleges are often acutely affected by social, economic, and political changes taking place in the community. Economic disparity and social injustice often will reverberate quickly on the campuses of 2-year institutions. Because community colleges are accessible to all regardless of class, academic ability, or background, student populations represent a mosaic of ethnic, racial, and religious groups, and social and economic backgrounds all looking to better themselves.

On-campus housing could not only assist in overcoming the affordable housing barrier, it also will create a culture of understanding. The cultural make-up of a student housing can open a window to an environment unlike any that some have experienced before. Exposure and opportunity to get to know people with different cultural backgrounds and life experiences broadens one’s perspective of the world around them. Exposure to cultural diversity, creates an environment where individuals are more well-rounded individual and may enable them to adapt to many different work and living environments beyond college life.

A second option would be to provide subsidy – at a college, financial aid – for living expenses in an off-campus setting. Subsidizing rent could be done on a sliding scale, as it is done in other settings. For students living independently for the first time, basic

guidance in nutrition, cooking, apartment living, and budgeting would help ensure a successful transition.

Finally, HCC could promote land use and other County policies that would encourage the production of lower and moderate-income housing. While not providing housing directly, it is important for policymakers to hear about the direct impact of County policies on HCC students. Such an effort could involve a hands-on element for students in a wider real estate degree program, a not-uncommon undergraduate degree. It seems entirely possible to create a highly marketable degree in real estate in a two-year program. Given the skills necessary, a specialized community college degree could be useful for jobseekers in the development and real estate worlds. If this option is selected, curriculum and funding will have to be researched.

One of the focuses of the Office of Social Justice and Equity should be increasing and maintaining student diversity through reduction or elimination of barriers. Affordable housing is a major barrier for individuals and families in Howard County. Access to affordable housing would move HCC toward having a diverse student body and eliminating a major barrier for underrepresented students, first generation students and students from lower-income backgrounds. Provision of this much needed service would create a culture of care that provides effective support for all students throughout their years at HCC. Additionally, living on campus may open the door to employment at campus jobs, clubs, and other organizations. A list of colleges with on-campus housing is available on the [College Express website](#).

### Available Resources

Collaborative ideas:

- Howard County Housing Department
- Howard County Housing Commission
- Partnership with hotels and motels
- Partnership with Howard Hughes in association with all the development downtown Columbia
- Partnership with CA
- Partnership with HCPSS for reuse of trailers no longer used for classrooms as housing units.
- Any partnership that provides subsidized off-campus housing for the HCC students given that housing is not a core competency of HCC and the cost associated with housing on campus is potentially extremely high.

### Needed Resources/Moving Forward

It is recommended that HCC establish a national/regional Collaboration Center to assist with leading critical conversations followed by impactful action. Issues of concern would include efforts related to housing, transportation, workforce development among others. The [Maryland Regional Resources team](#) is an example of this collaborative effort.

<b>IDEA 4: Establish an Office of Social Justice and Equity with clear core values that are implemented across departments and support staff and student driven initiatives</b>
---

### Background

The taskforce utilized its final meeting to focus on what core values and initiatives could look like for the Office of Social Justice and Equity at HCC. Our collective recommendation is as follows.

The Howard Community College Office of Social Justice and Equity will commit to changing internal practices, structures, and attitudes in pursuit of a truly more equitable and just higher education institution. HCC's commitment would be a comprehensive and crosscutting effort. HCC recognizes that respecting the dignity of every person is essential for creating and sustaining a flourishing community. The college community understands and appreciates how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.

HCC commits to sustaining this transformation over time. To ensure transparency and accountability, HCC will publicly, through its website, provide information about its actions and track its progress.

Task force members shared ideas for core values:

- Individual and group thought
- Broad spectrum of ideas
- Openness and transparency
- Moral, social, and political freedom
- Promoting a better world (according to you)
- Fostering activism
- Action oriented/Practice oriented
- Humanization
- Accountability without cancel
- Capacity building over martyrship
- Failing and owning when we fail
- Slow and steady
- Centering love in everything and also identity

Task force members shared ideas for initiatives and where to start:

- County wide speaker series w/HCC in partnership with Med Star Health or other major county employers (<https://www.stlouisspeakers.org/2022-23-speakers>)
- Professional development- safe space/judgment free zone
- Open forums
- Create a space for students to advocate and activate
- Promote equity around navigating the system

- Engage wider community for annual Diversity Week
- Service opportunities for faculty and staff
- Reporting structure for incidents
- Separate regulators from program folks
- Structure for student suggestions for social justice initiatives
- Make social justice an integral part of every department at the college
- Support students (and faculty and staff) who might otherwise be excluded due to disability, poverty, class, or other non-mainstream situations/status by promoting accessibility, mentoring, housing, childcare, etc.
- Establish a countywide LGBTQIA network
- Where to start?
- Understand where the college is right now put together in a comprehensive way
- Future building
- How to make mistakes
- Respectful dialogue training

#### Available/Needed Resources/Moving Forward

Task force members shared ideas for partnerships:

- Partnerships with Grassroots to help clients go back to school to get degrees or apprenticeships
- Partnerships with Howard County's Dept of Housing and Community Development to have projects to paint or do other maintenance on the County's housing projects – when the college's trades building is completed this would be a good project for students to work on with their professors
- Partnerships with local churches or other communities to assist foreign students make connections in Howard County

Other partnership ideas:

- Consortium of community organizations in Howard County
  - Bring us all together to teach us the HCC framework for social justice and form partnership ideas
- Other higher education institutions in the area

Funding ideas:

- US Dept of Justice Programs - <https://www.ojp.gov/funding>

Other Resources

- Emergent Strategy Institute. Trainings and best practices for changemaking (<https://esii.org/> )



### ***III. Task Force: Innovation***

**Chair: Mark Cissell, KatzAbosch**

***Community task force members:***

Kim Agnor	Kimberly A. Agnor CPA, LLC
Duane Carey	Impact Marketing
Dana Kerr	DK Consulting, LLC
Brian McIntyre	WorkStrategy, Inc
Scott Sheldon	BigBear.ai

***HCC task force participants:***

Michael Altobelli	Director, Student Computer Support
Crocetta Argento	Information Technology Project Manager
Yonas Berhane	Associate Director of Institutional Research and Organizational Development
Cheryl Cudzilo	Chief of Staff
Chris Heston	Associate Vice President of Finance
Shaun Hoppel	Director, Disability Support Services
Brad Knieriem	ELC Intensive Program Coordinator
Sung Lee	Associate Vice President of Technology Innovation
Sumeeta Raj	Director of Marketing
Linda Wu	Vice President of Information Technology

***Top Recommendations:***

1. Acquire and implement the latest technology for both college staff and students.
2. Use new technologies including social networks, mobile Apps to educate students, deliver services in an e-format, improve communications with students and stakeholders and at the same time can track the effectiveness of these services.
3. Address generational differences of students and stakeholders regarding technology.

## **IDEA 1: Acquire and implement the latest technology for both college staff and students**

### **Background**

Many Maryland public universities have active partnerships with private and public sector businesses

### **Available Resources**

The college must recognize opportunities for funding for technology and innovation, including applying for government grants and leveraging relationships with existing donors using unrestricted funds. The college must incorporate the need for the latest technology and opportunities for innovation throughout the budget development process annually. A financial commitment from the college is critical; just as important is the college championing and encouraging innovation. Support from the college's Chief Information Officer may be needed.

### **Needed Resources**

The college must enhance partnerships with local businesses, both public and private and consider nurturing relationships with Howard County businesses. As these businesses seek interns and employees with a specific skill set, the task force knows Howard Community College can produce the needed qualified candidates. The task force believes these businesses would be willing to invest dollars in college programs. Suggestions for public sector business relationships include Lockheed, Northrop Grumman, and APL. The task force also suggests exploring a relationship with the National Security Agency and other federal and state agencies.

### **Moving Forward**

Ensure HCC students have access to the technologies used in businesses today to be job ready for placement after college. The college may consider having companies serve on a college "innovation committee" to create buy-in to create a pipeline from the college directly to these companies.

The college should build on its existing innovation lab by recruiting funds from a donor, benefactor, or business in Howard County. Identify and establish contact with prominent Howard County technical leaders and entrepreneurs. Consideration should be given to developing events to create excitement around innovation and technology by hosting a college "Hack-a-Thon" whereby students test their skills in hacking fake networks, websites, etc. with the opportunity to win a cash award, similar to the existing program Rocket Pitch.

**IDEA 2: Use new technologies including social networks, mobile Apps to educate students, deliver services in an e-format, improve communications with students and stakeholders and at the same time can track the effectiveness of these services**

### Background

Online colleges and universities use virtual learning to capture students from the entire country and around the globe (e.g., [UMGC](#)). Many of these universities are well known to us through commercials and other marketing avenues. It's no surprise the University of Maryland University College changed its branding to the University of Maryland Global Campus with the specific intent of capturing students with family and/or work responsibilities which do not lend themselves to conventional college classrooms.

### Available Resources

Howard Community College has ability to enlarge the scope of virtual learning. Many students desire some form of online/virtual platform. HCC is already working on implementing fully online programs of study where students will not need to be on campus to complete their degree. This process needs to be expedited to compete with other community colleges.

### Needed Resources

The college should conduct research with other local colleges to determine best practices for teaching students virtually. Create a program where HCC surveys students to make sure their virtual learning needs are met and truly learning and participating if taking courses online.

All students need equitable access to resources and information with the creation of a "one stop shop" for communications, grades, and assignments. Since Howard County high school students are accustomed to using a portal, the college should continue to build on and improve its already existing portal.

The college must conduct outreach to potential students outside of Howard County, understanding the college has certain restrictions on marketing outside the county.

### Moving Forward

The ability for HCC to have both on campus and virtual learning so all potential students have access to an education regardless of where they live and their access to transportation. HCC to become the leader in accessible, affordable, and convenient college education; the college provides students the skills necessary to compete in today's workplace.

### **IDEA 3: Address generational differences of students and stakeholders regarding technology**

#### **Background**

There is a fear of technology within certain age groups. The college may want to consider mandatory orientation sessions. The mandatory orientation sessions were successful in helping to dissuade fears from those not used to technology by having an opportunity to learn with others together and in person.

#### **Available Resources**

The college may consider a partnership with Howard County Public Schools to have high school students assist with the technology aspect when onboarding new students. These high school students can assist/tutor those not familiar with technology who will then become less fearful and more confident with technology.

Consider creating task-based training for all new students so they have a basic understanding of college-related technology and applications, possibly led by a college cross-functional team.

The college is already working with Swim Digital Group to help identify gaps and duplication in services. Onboarding is another service being evaluated.

#### **Needed Resources**

Funding is required to purchase or loan computers to students who may need financial assistance. Solicit the business community and other benefactors to create scholarships specifically to supply students with classroom materials including books and laptops. Consider asking businesses replacing laptops periodically to donate the discarded computers to HCC, as there is often nothing wrong with the used computers.

#### **Moving Forward**

The intended outcome is to ensure all current and future HCC students are comfortable using the technology required for success. It is also critical to ensure those without the resources to purchase their own technology have access to laptops and other devices through directed grant or scholarship opportunities.

#### **IV. Task Force: Offering Early Pathways to College and Careers**

**Chair: Dr. Dwight Carr, JHU Applied Physics Lab**

***Community task force members:***

Bill Barnes	Howard County Public Schools
Tony Breeze	JHU Applied Physics Lab
Stephanie Brice	SCD Information Technology, Inc.
Nona Carroll	Maryland Business Roundtable for Education
David Doggette	2HB Incorporated
Aphaia Harper	Howard County Economic Development Authority
Robert Hooten	Hooten Construction
Charan Johal	Johns Hopkins University Applied Physics Lab
Tim Payne	Leadership Howard County
Elizabeth Rendon-Sherman	LG-TEK
Cindy Shao	Asian American Chamber
Darrell Taylor	Johns Hopkins University Applied Physics Lab
Tracey Williams	African American Roundtable

***HCC task force participants:***

Katrina Bowers	Academic Coordinator of Dual Enrollment
Jenny Carr	Research Support Assistant, Planning Research and Organizational Development
Deborah Greenberg	Assistant Director, Learning Outcomes Assessment
Zoe Irvin	Executive Director, Planning Research and Organizational Development
Carl Moore	Vice President of Teaching and Learning
Rebecca Morrow	Assistant Director of Admissions, Outreach
Rob Rickenbrode	Coordinator of Basic Skills Programs

***Top Recommendations:***

1. Journey Expansion – Create additional pathways from grade school to a career.
2. Journey Simulator – A tool that is used to help students, parents, and counselors better understand the program and model how it might fit with the student's schedule.
3. Journey Planner – A report that communicates outcome results (derived from the Journey simulation tool) and provides recommended milestones and decision points for students and parents along their academic journey.

## **IDEA 1: Journey Expansion – Create additional pathways from grade school to a career**

### **Background**

Students, parents, and educators will work together to understand the student's unique gifts, learning styles, motivations, and interests in order to begin considering possible career paths. Starting with this understanding, a plan can be developed to start the student on an ideal educational path to success. Creating additional career-oriented pathways, that include a wide range of approaches such as co-ops or apprenticeships; industry-recognized certificate programs; military or service academy options; and associates, bachelors, or post-graduate degrees, will allow students to achieve success beyond the traditional four-year degree-focused approach.

Currently, pathways between HCPSS and HCC are available for 11th and 12th-grade students. However additional alternatives to the four-year college approach can be created and exposed to students in earlier grades. To ensure success, it will be critical to develop and implement capabilities to support measuring progress along the path, allowing flexibility to adapt based on growth or interest changes, and also to track student outcomes. Analysis of the outcome measures and data would allow the program to continuously improve to better meet students' needs as education, employment, and economic trends change over time.

Examples of new pathways could include:

- gig economy business and entrepreneurship
- veterinary science
- ROTC or law enforcement
- cloud computing

An example of the pathway continuum:

- Strength assessment (MMTIC) => pathway recommendations => checkpoints => HCPSS/HCC program => career

### **Available Resources**

The currently available resources are the HCPSS career and technical education (CTE) programs. There could be more programs offered through the HCPSS Applications and Research Lab (ARL) to students in the JumpStart Program. HCC's science, engineering, and technology (SET) building is also a resource. The SET classrooms and facilities could be used to teach courses for some of the new pathways.

### **Needed Resources**

Faculty with expertise in these new pathway areas would have to be hired and the associated materials and equipment would have to be purchased.

### **Moving Forward**

Provide pathways to careers that are better aligned with students' personal goals, strengths, growth areas, interests, and motivations.

<b>IDEA 2: Journey Simulator – A tool that is used to help students, parents, and counselors better understand the program and model how it might fit with the student’s schedule</b>
---

### Background

Students, parents, and educators will create a personalized, visual plan or roadmap for secondary and post-secondary students based on the student’s personal schedule and course load. The plan can be utilized as a tool to assist with program and course selection as the student progresses on their journey to career success.

A model of the student’s schedule would be generated for each semester from the time of interest in a pathway through graduation from HCC, or transition to their next step. The tool would also include a “value estimator” that would provide parents, counselors, and students with a valuation of the selected pathway compared to taking the traditional grade school to four-year college route.

Examples of other information provided by the tool include: the likelihood of being accepted as a transfer student to their desired four-year school, transfer rate data, student maturity indicators (readiness to navigate college independently), job availability, and cost.

### Available Resources

HCC currently uses tools such as Campus Groups and Student Planning to do similar planning for enrolled HCC students. These platforms may be candidates to implement similar practices for HCPSS students considering dual enrollment programs. Naviance is a tool used by HCPSS and may also be a candidate platform. In addition to tools, HCC and HCPSS could leverage their respective IT groups to conduct a comparison study to identify candidate platforms, cost estimates, and implementation timelines. Requirements for the tool could be co-developed by HCC and HCPSS in an exercise that would precede the comparison study.

### Needed Resources

The tool would also require content, such as videos, student testimonials, and a counselor resource site that would be linked to the HCPSS learning management system (Canvas). The tool would also require integration with the program by both HCC and HCPSS; therefore, an integration team from both organizations will be needed to integrate the platform into existing processes.

### Moving Forward

The outcomes of this idea are as follows:

- Would help to redefine academic and career success.
- Would allow students, parents, and counselors to determine if JumpStart or similar dual enrollment programs are a good fit for their student(s).
- Would help students develop a realistic idea of what participating in the program entails.
- Would be a way to visualize “Possibilities.”

<b>IDEA 3: Journey Planner – A report that communicates outcome results (derived from the Journey simulation tool) and provides recommended milestones and decision points for students and parents along their academic journey</b>
--

### Background

The journey planner is a combination of a report that recommends courses during the student's academic journey and consultation with an academic advisor. The planner takes information provided by the journey simulator and converts it into a formal plan for the student. The plan would be reviewable by the student and could be modified each year.

### Available Resources

HCC could leverage existing tools and academic advising staff to develop and validate journey plans for prospective students.

### Needed Resources

Since the majority of students developing journey plans would be external to HCC, there could be a need to add volunteers and staff to validate plans and accommodate the increased number of students participating in dual enrollment programs.

### Moving Forward

The outcomes of the Journey Planner would be:

- A holistic view of how the proposed journey would translate into cost savings (value) and potential success for the student.
- A better understanding of the tradeoffs involved when a student takes the grade school to 4-year college journey compared to a journey that includes HCC.



## **V. Task Force: Supporting Career Advancement and Change**

**Chair: Kimberly Prescott, Prescott HR**

### ***Community task force members:***

Regina Clay	CareFirst
Thomas Cormier	Giant/Ahold Delhaize
Theresa Forget	Johns Hopkins
Paul Gleichauf	Paul Gleichauf & Associates, LLC

### ***HCC task force participants:***

Katie Edwards	English Language Center Grant Program Coordinator
Elizabeth Homan	Executive Director of Public Relations and Marketing
Adam Leatherman	Public Relations and Marketing Associate
Nicol Preston	Employee Development and Training Manager
Christiana Robey	Learning Outcomes Assessment Research Associate
Joe Whalen	Vice President of Talent, Inclusion, and Workplace Culture/Chief Human Resources Officer

### ***Top Recommendations:***

1. Courses on Digital Resilience
2. HCC to Become a Training and Development Arm for Businesses in Howard County
3. Development of a Respiratory Therapy Program and Expansion of Nursing Programs

## IDEA 1: Courses on Digital Resilience

### Background

Digital resilience is defined as the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands<sup>1</sup>. The digital transformation that typifies the future of work isn't limited to high-tech jobs. Eight out of 10 middle-skill jobs now require digital skills. Historically non-technical occupations, including warehouse pickers and packers and personal care aides, are among those feeling the biggest pressures from the adoption of new technologies.

Additionally, COVID-19 measures have been a catalyst for many organizations to shift to provide services digitally, thus requiring employees at all levels to learn new digital skills. Technology skills are both an essential on-ramp to securing a good job and a pathway to future opportunities. And developing these skills is an effort that will extend beyond a single training program or period of employment, which means both companies and individuals will need to continually build, memorialize, and share technology skills<sup>2</sup>.

*“Digital skills are becoming table stakes in today’s economy. That’s why we are committed to making digital skills training accessible to both our associates and customers from the communities we serve. Together, we can make digital readiness and resilience a reality for all Americans.” Andy Trainor, Vice President, Walmart U.S. Learning*

Developing courses aimed at building technology resilience will reduce anxiety, depressive, and stress systems (technostress). This will allow the community college to partner with businesses and individuals to provide necessary training that provides access to higher-level paying jobs and a workforce that is better prepared for the needs of the future.

### Available Resources

- Standing relationship with content vendors. These can be leveraged to provide both online and on-the-ground training and development opportunities.
- Partnership with the Howard County Library System may provide additional resources for learning of new technology.
- Existing course within HCC Office Technology (credit) department and Continuing Education and Workforce Development (noncredit)

---

<sup>1</sup> <https://edtech.worlded.org/our-work/draw/>

<sup>2</sup> <https://digitalus.org/wp-content/uploads/2020/06/DigitalUS-Report-pages-20200602.pdf>

### Needed Resources

- Build or expand partnerships with:
  - Maryland Retailers Association
  - The Restaurant Association of Maryland
  - The Howard County and Maryland Chambers of Commerce
  - Howard County and Maryland Tech Councils
- Market to increase awareness, attract students and others as identified, and showcase the benefit of this new focus on digital literacy would require funding and staffing to implement, with possible assistance coming from grants, fund reallocation, or funding in new budget cycle

### Moving Forward

- Establish synergy with the businesses of Howard County by meeting their needs with the existing resources within HCC. Identify current number of businesses seeking digital training (benchmark), and then develop goal for growth.
- Measure enrollment and successful completion of courses aligned with digital resilience tracked over five years to establish a baseline for future improvement and expansion.

<b>IDEA 2: HCC to Become a Training and Development Arm for Businesses in Howard County</b>
---

### Background

Training and Development Solutions by Howard Community College (TDS) has been providing services to Maryland businesses and government for more than 30 years through Howard Community College's Division of Continuing Education and Workforce Development. TDS provides comprehensive, high quality workforce training in the areas of management/leadership skills, computers, and advanced technology. Other capabilities of TDS include coaching and facilitation.

TDS's custom-designed services and facilities are available to meet the needs of local, state, and government organizations and regional businesses. Since its founding, TDS has become a prototype for other training centers throughout the area. TDS provides its services when working professionals are best available, during the day, in the evening, and on weekends. Training is also provided in-person, virtually, or as a hybrid of the two. Courses can be delivered at the client site, on campus, or at the TDS training facility in the Maryland Innovation Center in Columbia.

The TDS's approach to developing customized instructor-led training involves utilizing the highest quality analysis, design, development, and delivery methods by implementing the Instructional Systems Design model. This model ensures the instructional integrity and effectiveness of the training. All TDS instructors are selected for their local, regional, and national business experience and expertise and their ability to share their practical knowledge in the classroom. As a result, these individuals consistently receive top marks from students for their preparation, knowledge, and teaching ability.

By also offering courses that are not customized to a specific organization (such as soft skills and leadership courses), HCC can be an ongoing resource for smaller organizations that do not have an internal training and development department.

<https://www.howardcc.edu/programs-courses/continuing-education/training-development/index.html>

<https://www.howardcc.edu/programs-courses/continuing-education/training-development/news-resources/index.html>

[https://drive.google.com/file/d/1OyU3MY8uCHPBAog5bq4c7ILXJ\\_nv6NZ2/view?usp=sharing](https://drive.google.com/file/d/1OyU3MY8uCHPBAog5bq4c7ILXJ_nv6NZ2/view?usp=sharing)

### Available Resources

- Previous partnerships with the Howard County HR Society, Business Women's Network, and Leadership Howard County
- Relationships with the Howard County Chamber and the Economic Development Authority
- Newsletter that showcases TDS resources and capabilities
- Location of TDS within the Maryland Innovation Center

### Needed Resources

- Enhance TDS offerings and exposure/marketing
- Increase marketing and communications
- Fill vacant Business Development position in CEWD
- Conduct a semi-annual research survey for businesses in Howard County on their training needs and wants to ensure programing is relevant and useful

### Moving Forward

- To be seen as the leading training provider for Howard County businesses (through semi-annual survey on business' needs).
- Grow participation and attendance in courses related to business' needs
- Increase the number of contracts with TDS as the training provider.
- Improve knowledge retention within specific courses after completion using pre- and post- course survey.

## **IDEA 3: Development of a Respiratory Therapy Program and Expansion of Nursing Programs**

### Background

Since the onset of the COVID-19 pandemic, we have seen a strain on the healthcare system, specifically in the space of respiratory care and nursing. According to the United States Bureau of Labor Statistics, employment in healthcare has yet to return to pre-pandemic levels<sup>1</sup> with further strain resulting from increased burnout and a decrease in qualified young healthcare professionals joining the workforce<sup>2</sup>.

The shortage of qualified health care professionals is also restrained by a decrease in allied health program enrollment due to lack of available resources and training program acceptance. In 2019, only 10 percent of respiratory care program were at capacity, with

<sup>1</sup> <https://www.usnews.com/news/health-news/articles/2022-07-28/staff-shortages-choking-u-s-health-care-system>

<sup>2</sup> <https://www.apa.org/monitor/2022/01/special-workforce-losses>

87 percent of new students coming from associate degree programs of entry<sup>3</sup>. Further, in 2019, more than 80,000 qualified nursing applicants were turned away due to insufficient clinical locations and faculty shortages<sup>4</sup>.

In order to combat the growing demand for newly trained nurses, respiratory care technicians, and other allied health professions in our community and across the United States, we need to work to develop a pipeline of new and qualified members for our community hospital systems. This can be accomplished by working to strengthen existing facilities, developing new programs to support the successful training and education of allied health professionals (e.g., respiratory care), and establishing pathways to success and employment for our students.

### Available Resources

- Existing facilities dedicated to Nursing and Allied Health Programs
- Apprenticeship programs for Surgical Technician, Licensed Practical Nurse
  - Demonstrated interest from employers
- Strong relationship and partnership with Howard County General Hospital; growing relationships with other area hospitals (St. Agnes Ascension, other Johns Hopkins hospitals)
- Relationships with other community colleges that could assist HCC in launching these programs (e.g., Frederick Community College's Respiratory Care A.A.S degree program)
- Support and resources from Maryland Association of Community Colleges and attached affinity groups

### Needed Resources

- Ensure accreditation allows for program growth
- Adjust staffing to start or expand programs
- Develop schedule that will allow for program growth
- Identify dedicated lab space and equipment for respiratory therapy
- Expand clinical locations and hospital partners to handle increased students
- Secure funding to pay for expansion in staffing, facilities, and equipment, using such sources such as:
  - Maryland Department of Labor grants
  - Hospital donations (Howard Hospital Foundation)
  - Local foundations such as the Horizon Foundation and Howard Community Health Foundation
- Establish path to employment for Respiratory Tech program graduates
- Create or grow relationships with federally qualified healthcare centers

---

<sup>3</sup> <https://coarc.com/wp-content/uploads/2021/04/2020-CoARC-Report-on-Accreditation-4.29.21.pdf>

<sup>4</sup> <https://www.usnews.com/news/health-news/articles/2022-07-28/staff-shortages-choking-u-s-health-care-system>

### Moving Forward

- Create Respiratory Technician program at Howard Community College.
- Ensure appropriate healthcare staffing to care for county residents now and moving forward.
- Increase graduation, completion, and retention rates of nursing programs
- Strengthen existing partnerships with hospital partners.
- Increase economic impact of Howard County by providing pathways to education and employment for residents within the community.