

Appendix A

CSM Mission Statement

Mission Statement

I. SUMMARY MISSION STATEMENT

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

II. INSTITUTIONAL IDENTITY

A. SUMMARY OF IDENTITY AND PURPOSE

The College of Southern Maryland provides comprehensive community college services to the residents of Calvert, Charles, and St. Mary's counties, offering high quality transfer and career courses and programs, continuing education for specialized training and for personal enrichment, and customized contract training to meet workforce development needs of regional businesses. CSM's current Carnegie classification is Associate's College, and there are no developments currently anticipated that would change the classification.

The college occupies a unique position, bringing a variety of educational programs to Southern Maryland—a region long under-served by higher education. CSM encourages access to its programs through active outreach to its community and affordable tuition. The college has joined with state public and independent colleges and universities to ensure local opportunities for baccalaureate completion. Easing the transition from an associate's degree program to a baccalaureate program encourages students to obtain the higher degree at a lower cost than is typically possible by completing all course work at a 4-year institution.

The college also recognizes the challenges inherent in a population whose commuting and work schedules have grown increasingly complex. The college, by itself and jointly with other Maryland institutions, offers alternative approaches to learning that meet the needs of a community that is limited in its ability to participate in traditional daytime classroom experiences. The college has increased its online learning options and programs and will continue to explore, design, and deliver instruction and services that address the lifelong learning needs of this population, while serving a rapidly growing traditional day-time population.

The college serves as a vital link in the systems that support economic and community development in the tri-county region. The Corporate and Community Training Institute (CCTI) at the college provides small business development and corporate training

services including telecommuting services, and custom designed training opportunities to companies and organizations to help them grow, compete, and succeed in tomorrow's marketplace.

The college also serves as a cultural center for the area, through the Fine Arts Center and Tony Hungerford Memorial Art Gallery at the college's La Plata Campus, the Ward Virts Concert Series, through the *Connections* literary readings and magazine, and the free summer performance on all three campuses including *Chautauqua* and Twilight Concert series and fine arts offerings in multiple venues throughout the region.

The special attention the college provides to the unique characteristics of the local populace enables it to provide educational opportunities and workforce development specially tailored to the needs of Southern Maryland.

B. INSTRUCTIONAL PROGRAM EMPHASES

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

1. TRANSFER PROGRAMS. CSM currently awards four associate degrees: the Associate of Arts (A.A.), the Associate of Arts in Teaching (A.A.T.), the Associate of Science (A.S.), and the Associate in Applied science (A.A.S). A fifth degree, the Associate of Science in Engineering, is awaiting final approval by MHEC in the areas of Computer Engineering and Electrical Engineering. Because the college serves a tri-county area that has limited access to four-year institutions, it has fostered alliances with the University of Maryland University College, Towson University, Bowie State University, the University of Baltimore, Villa Julie College, Capitol College, St. Mary's College, Stevenson University, and University of Maryland College Park to ensure that programs are aligned and that upper division courses and programs are available locally. The Waldorf Center (described in Part III) provides a home for several of these programs. Additional opportunities for transfer occur through the Maryland Transfer Advantage Program (MTAP), a partnership between University of Maryland College Park and CSM that guarantees admission to UMCP and enables CSM students to take UMCP courses at reduced tuition while still at CSM. Other degree partnerships are under exploration or development with private institutions such as Johns Hopkins University. Increasing the availability of transfer programs offered in the college's service region furthers the state's dual goals of achieving a *statewide* array of postsecondary educational institutions while providing affordable and equitable access for all Maryland citizens.

2. STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH). The local military installations and the contractors serving them generate much of the need for technicians in areas of information technology, engineering, energetics, cybersecurity and electronics. The college has been awarded grants for several years by the Time Center, among others, and has recently developed a new statewide Nuclear Energy Technology: Instrumentation and Control program in concert with the Nuclear Energy Institute and energy provider Constellation. Two other nuclear energy technician programs are under development to include a focus on electrical and mechanical technology areas. A variety of continuing education courses allow local residents to upgrade their job skills and to learn new

computer applications. Employers also contract with the college for workforce development in areas of technology. The college is working closely with Indian Head Naval Surface Warfare Center (NSWC), Patuxent Naval Air Warfare Center (NAWC), and government contractors to assess their training needs and develop appropriate instruction. A grant was received three years ago to launch an energetics technology scholarship program for a yearly cohort of 20 students. Opportunities for new degrees and programs are also being explored in other STEM fields. These efforts contribute to the further development of Maryland's economic health and vitality and, by contributing to the supply of qualified workers at Indian Head NSWC and NAS Patuxent River, support applied research.

3. HEALTH CARE. A major area of local employment is the health care industry. The college's service area includes four hospitals, nursing homes, hospice facilities, ambulatory care facilities, physicians' offices, emergency medical services, and other facilities providing health care services. The college offers credit programs in nursing (a program that has been expanded substantially over the past three years and now admits students twice a year), pre-dental hygiene, emergency medical technician, medical laboratory technician, pharmacy technician, medical coding specialist, practical nursing, and massage therapy. Respiratory therapy, radiation technology, and physical therapy assisting are offered jointly with other community colleges. A new nursing simulation lab provides CSM students with cutting edge technology from which to learn and also contributes to the ongoing professional development of the area's nurses. Continuing education offerings include nurse refresher courses and training for individuals to become a geriatric aide, certified nursing assistant, and medical assistant. New offerings and collaborations are being considered in surgical technology and health informatics. In light of the critical shortage of nurses and other health care workers, these programs provide a vital role in the development of the area's health care work force.

4. ENVIRONMENT. The quality of life in the college's service area is largely determined by the condition of its rivers, streams, and bays. Efforts to maintain and improve the state of these waterways can be made only if business and industry have a sufficient pool of qualified personnel with knowledge of the latest technologies and environmental management programs. The college has a long history of providing environmental training through the Maryland Center for Environmental Training (MCET). MCET provides classroom training in waste water treatment operations and management throughout Maryland and the nation. In addition, specialized and general courses can be contracted through MCET to train employees either at the college or at an employer's facilities. MCET provides consulting services nationwide on asset management of water and wastewater facilities and consults regularly on security matters with state and local officials. Additionally, the college is now a member of the Chesapeake Area Consortium on Higher Education (CACHE): Institute for Environmental Careers, along with other area community colleges. An associate's degree and certificate in Environmental Technology and Environmental Planning, as well as a letter of recognition in Environmental Management, are offered to meet local business needs.

5. BUSINESS. Programs that meet the needs of business and government include business administration, management development, accounting, and paralegal studies. Leadership and supervisory training and other skill development courses are also offered as continuing education open enrollment courses and through contract training to business. The Small Business Development Center, housed at the college, also provides a range of services.

6. TRADES AND ENERGY TRAINING. The construction and related industries continue to employ a large segment of the Southern Maryland population. The college provides continuing education offerings that address the need for truck drivers, heating/ventilation and air conditioning mechanics, bricklayers, welders, and other professions necessary to construction and a growing populace. To meet the enrollment capacity for these programs the college recently opened its Center for Trades and Energy Training. CSM also offers an associate of applied science degree in construction management.

7. TEACHER EDUCATION. CSM offers transfer A.A. degrees at the early childhood, elementary, and secondary levels and the A.A.T. degree in elementary education and early childhood education (The A.A.T. in selected fields in secondary education is under development.) In an effort to improve access to bachelor's degrees in education, the college has served as the catalyst in bringing the bachelor's in elementary education from Towson University and Bowie State University to Southern Maryland. Additional partnerships are being cultivated.

8. COMMUNITY SERVICE. Within the context of instructional programs the college also offers a variety of continuing education courses of interest to the larger community including personal enrichment, programs for children, such as Kid's College, programs for senior citizens, driver's education, motorcycle safety and many more.

CSM created new learning experiences and support services to meet the needs of distinct groups three years ago. "The Big Read" program engages the community in simultaneously reading and discussing a single book with the goal of spreading the joy of reading and initiating thoughtful dialogues such as book discussions, classroom assignments, public readings, poetry slam competitions and performances that reached a diverse audience of lapsed and non-readers as community members participate in this dialogue. For the fourth consecutive year, CSM offered free community forums, and Money Smart seminars for retirees and new home buyers. The college also hosted a Friday Night Lecture Series and a summer Twilight Concert Series, both free and open to the public. In support of the Maryland Humanities Council, CSM hosts Chautauqua each July, featuring visits with historic figures during the summer at various sites across the state. Each of these programs is expected to continue.

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

III. INSTITUTIONAL CAPABILITIES

A. FUNCTIONAL EMPHASIS

The primary emphasis of the college is effective instruction to provide for the educational and workforce development needs of the region. Faculty are hired and retained for their ability to engage students in the learning process. Initial placement criteria and annual performance standards recognize successful, flexible, and innovative teaching, and ongoing support of the instructional dimension of faculty life is apparent in strong institutional support for the New Faculty Academy and the Division of Distance Learning and Faculty Development. While the college encourages and funds classroom, instructional, and scholarly research, and addresses these in annual faculty evaluations, these activities remain secondary to teaching effectiveness as an indicator of faculty quality. Services and research activities are developed to the degree that they enhance and complement the instructional program or meet a specific community need.

B. APPLICABILITY OF CAPABILITIES TO STATE PLAN GOALS AND OBJECTIVES

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

QUALITY AND EFFECTIVENESS.

The College of Southern Maryland is committed to maintaining and strengthening the quality of its programs and the effectiveness of its institutional operation. The most recent re-accreditation process, the Periodic Review Report (completed November 2009) confirms the institution's high standing with no finding or recommendation and was used as an example by the Middle States Commission on Higher Education of a model periodic review report. The results of the PRR continue the college's standards of excellence established in its spring 2004 decennial self-study, as a result of which the college received two commendations (for progress to date and for the quality of the institutional self-study) and no recommendations for improvement made by the visiting team. Furthermore, for the fifth year in a row CSM has been honored by the Maryland Work-Life Alliance with the Workplace Excellence Award, and for the first time the Trailblazers award. The Workplace Excellence Seal of Approval recognizes visionary employers that view work/life as a strategic business imperative.

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

Performance Indicators (KPIs). Several of the Maryland Performance Accountability Report indicators were adopted by CSM as KPIs and as such are routinely monitored and discussed as part of the institutional assessment component of QIP.

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

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

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

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

Individual courses at CSM similarly reflect the college's commitment to high standards of academic excellence. Many of the college's online courses have been approved through the Quality Matters process, a nationally-recognized, faculty-centered peer review process designed to certify the quality of online courses and online components. Several faculty members have been trained to

serve our institution and others as peer reviewers. The Maryland State Department of Education also approved several of the college's online courses for use with Calvert County Public Schools as options for concurrent enrollment high school students.

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

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

ACCESS AND AFFORDABILITY. The first Guiding Principle of the State Plan is that “all Maryland residents who can benefit from post secondary education and desire to attend a college, university, or private career school should have a place in postsecondary education and it should be affordable.” The College of Southern Maryland holds access and affordability to be key criteria in the design of its programs and the allocation of its resources. Adequate funding from the three primary sources of institutional support is essential to making a CSM education affordable: state and local funding and tuition from students. To an increasing degree the college is raising additional funds through its foundation in an effort to minimize the effect of tuition increases on access and affordability.

The college continues to develop programs in ways that offer students maximum flexibility and career mobility. In some programs career ladders allow students to progress from a letter of recognition to a certificate and then to a degree. Cooperative education and internship experiences, self-paced courses, service learning, accelerated courses, late start courses, and other methods of alternative course delivery allow students greater flexibility in choosing how to fit new educational and career development opportunities into their busy schedules.

The college has significantly expanded its online and Web-hybrid alternative delivery options. Thirteen degrees, seven certificates, and eight letters of recognition may now be completed online at CSM. The majority of courses are at least Web-enhanced, 64 courses are Web-hybrid, blending face-to-face instruction with on-line instruction, and 140 courses are completely online. The Division of Distance Learning and Faculty Development assists faculty in integrating state-of-the-art technologies into their courses, such as Elluminate, video-streaming, and avatars. These efforts contribute to Maryland's status as one of the most advanced states in the use of instructional technology to improve learning and access and a cost effective and accountable system of delivering high-quality postsecondary education to residents. The Waldorf Center, operated in conjunction with the University of Maryland University College, also serves to provide flexible learning options in that students have the opportunity to participate in educational programs leading to a bachelor's degree at a location more convenient to local commuting patterns.

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

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

FINANCIAL ASSISTANCE.

CSM devotes considerable time and resources to ensuring that cost is not a barrier to accessing higher education in the Southern Maryland area. Through publications, workshops, seminars, and an array of outreach activities, the college actively promotes financial assistance opportunities. The college has developed an information-rich Web-site to help students and their families research and apply for financial assistance. In addition to federal, state and private aid, the college offers both institutional and foundation scholarships and grants and a college-run tuition payment plan. The college has an active cost-containment program and actively seeks grants and fund-raising opportunities to help defer the need for tuition increases.

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

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

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

To increase the opportunities for students to pursue bachelor's degrees locally, the college offers "local" four-year degree options through articulated programs in a teaching facility shared with the University of Maryland-University College (UMUC), the Waldorf Center for Higher Education. CSM is now involved in seven partnership programs. In addition to the UMUC partnership, CSM students are actively pursuing locally-based bachelor's degree programs with Towson University, Bowie State University, Capitol College, University of Baltimore, Villa Julie College, Stevenson University and the University of Maryland College Park. (Several of these programs are available at the Waldorf Center.)

In a region that is not home to a comprehensive bachelor's degree granting institution, these partnership programs serve as a vital link between CSM's associate degree programs and the bachelor's and graduate degree programs offered by UMUC and other colleges and universities.

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

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

DIVERSITY

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

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

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

EQUAL OPPORTUNITY.

An Affirmative Action Committee provides oversight for regulatory compliance in the general areas of hiring and retaining a diverse faculty and staff and for dealing with cases of discrimination.

Additional program-related activity that has created opportunities for minority students, while being available to majority students as well, include the Center for Civic Engagement and Service Learning and Volunteer Maryland, which has its Southern Maryland office at the CSM La Plata campus.

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

CULTURAL COMPETENCE AND GLOBAL CITIZENSHIP

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

CIVILITY CAMPAIGN

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

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

CORE COMPETENCIES AND GENERAL EDUCATION

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

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

EXPOSURE TO THE COLLEGE ENVIRONMENT

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

- a) CSM has collaborated with middle schools in all three counties to host fifth grade students for a day. The students participate in special, hands-on courses taught by selected CSM faculty in areas ranging from nursing to computer science to engineering. Each student receives a certificate at the end of the day that announces their acceptance into the College of Southern Maryland upon their graduation from high school.
- b) Outreach pipeline projects to advance **CSM's Science Technology, Engineering, and Math (STEM)** programs and initiatives involved middle school, high school and college students through CSM's Robotic competition. The competition is sponsored by the National Science Foundation, and several community partners. During the CSM Robotics Competition, each team gives a technical presentation on how they approached the engineering challenge, how they designed and programmed their robot and how they approached design and functionality problems. Robots were programmed to complete tasks both with driver-controlled play and a 20-second autonomous period.

- c) During the annual “Women in Math” workshops, high school students from Calvert, Charles and St. Mary’s counties received hands-on insight into math and science fields by females who have excelled in their areas of expertise. This year’s mentors included women who shared their formulas for success in pharmacy, cryptography, architecture, chemical engineering, mechanical engineering and computer science. The college piloted a Youth in Technology forum for high school students and their parents in the tri-county area. The forum included speakers, booths, demonstrations and the opportunity to discuss career fields with engineers, mathematicians, scientists, and others from private industry and from the two major naval bases in the region.

- d) The college shares its facilities with the local public schools for enrichment activities. A sample of events that the college hosts includes: *It’s Academic* for Charles County; the tri-county Honors Chorus; a broad range of music, theatre, and dance to local students; a Science Fair; and athletic activities in the gymnasium and pool. Conference and meeting facilities at the college are frequently used by the school districts for teachers meetings and training. As the college’s facilities in Calvert and St. Mary’s counties have expanded, so too have the opportunities for those counties to use the college’s physical plant

ALIGNMENT WITH K-12: PARTNERSHIPS WITH COUNTY BOARDS OF EDUCATION

For the past several years senior administrators from the college and the local public school districts as well as the respective Boards of Education and the college’s Board of Trustees have met regularly for discussion of areas of mutual interest. From these meetings, entitled Better Education Together or BET, a variety of initiatives that address the college and career readiness of high school students have emerged, including:

- Clarification of course overlap and course responsibility, particularly in areas of pre-college developmental work
- Replication of the CSM transitional courses in developmental mathematics and English during the senior year in high school, taught by the high school instructors
- Summer training for high school teachers who teach the developmental courses in the senior year
- Articulated programs in career fields
- In-school financial aid workshops
- Revised in-school college orientations
- Improved services for disabled students
- Joint facility and academic program planning
- Joint marketing of services and programs

EARLY ACCESS TO COLLEGE

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

One of the first colleges in the state to develop a Tech Prep program, CSM continues to work with the three county public school systems to develop articulated career programs. Tech Prep agreements enable students to articulate credits directly into an identified associate of applied science program. In 2010, for example, students could articulate credits toward specified degree programs from among a total of 52 courses. A total of 1,110 credits were articulated for 162 students.

TRANSITION TO COLLEGE

The Start Smart program assists first-time college students in getting started on the path to a successful college experience. Start Smart is an initiative to foster the retention and successful persistence of students. It helps students learn about college and develop skills needed for academic and personal success. Start Smart consists of a variety of programs, resources, and activities including: the first advising session, orientation, online orientation, and Kick Off to College, an orientation program which takes place prior to the start of the semester. Freshman seminars, customized orientations for certain student populations and a re-design of the online orientation will be added. Each of these new activities will be offered at all campuses.

A corollary of the Start Smart student services is the Fast-track Program. Piloted successfully in summer of 2010, the program offers new students who place in developmental courses in reading, English, and mathematics the ability to take these courses in an intensive, 10-day environment over the summer. The Fast-track courses are characterized by one-on-one attention, faculty assistants, and self-paced learning. Students are thereby able to accelerate their progress through developmental courses and begin their college-level course work much earlier.

PARTNERSHIPS WITH COLLEGES AND UNIVERSITIES

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

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

The college continues to seek opportunities to bring bachelor degree programs to the region so that students can complete their educational goals in the region. In addition to the UMUC alliance mentioned under State Plan Goal #2, the college has arranged for - Towson University and Bowie State University to provide in Southern Maryland a Bachelor of Science Degree in Elementary Education, Villa Julie College to deliver a bachelor's degree in nursing and University of Baltimore to provide a business administration program at the Leonardtown campus. A number of additional articulation agreements exist with Maryland institutions including an agreement with St. Mary's College of Maryland that encourages CSM computer science graduates to continue for their bachelor's degree. In addition, the college has long had a consortia agreement with Capitol College and St. Mary's College to offer an engineering program in Southern Maryland. The agreement with Capitol now embraces three engineering fields: Astronautical, Computer and Electrical Engineering.

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

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

PARTNERSHIPS WITH GOVERNMENT, BUSINESS, AND INDUSTRY.

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

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

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

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

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

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

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

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

- a) The College of Southern Maryland is an active participant in the activities of the Tri-County Council, a forum of regional leaders dedicated to advancing the interests of all the people of Southern Maryland through promoting the social and economic development of the region, environmental protection; including research, information management, and the preparation of a regional plan.
- b) The college works closely with the Patuxent River Naval Air Warfare Center and the Indian Head Naval Surface Warfare Center (NSWC). In the fall of 2007 a formal memorandum of understanding was signed with NAWC/AD as an Educational Agreement for expanded cooperative efforts between the college and the Navy.
- c) The college is a member of the Patuxent Partnership, an education / government / private enterprise consortium that supports initiatives important to the Naval Air Warfare Center at Patuxent River as well as the Navy Alliance, which protects the defense industries economic engine in Southern Maryland.
- d) The college is an active member in all three Chambers of Commerce and three Economic Development Commissions (EDCs)

- e) The college has various partnership agreements with the local public school systems, the health departments, and the departments of social services aimed at enhancing service to local citizens.
- f) The college works closely with the four local hospitals and healthcare employers to develop strategies to address the workforce shortages in that industry and has worked to develop health care roundtables in each county to address workforce shortages. Business Development Activities. The college has developed a technologically advanced Center for Business and Industry on the La Plata campus which houses many of the services required by local businesses, including:

BUSINESS DEVELOPMENT ACTIVITIES.

The college has developed a technologically advanced Center for Business and Industry on the La Plata campus which houses many of the services required by local businesses, including:

- a) The Corporate and Community Training Institute (CCTI) provides customized workforce training at the college as well as off-site. The college also offers a variety of open enrollment courses to enhance the job skills of individuals.
- b) The Southern Region Small Business Development Center (SBDC) provides start up and expansion assistance to local businesses through one-on-one counseling and guidance. SBDC also provides training programs specifically engineered for the needs of small businesses.
- c) Conference and Exhibitions Services assists in hosting meetings conferences and exhibitions sponsored by local businesses and agencies.
- d) The Maryland Center for Environmental Training (MCET) provides training and consulting services and produces publications on water, wastewater, and other topics related to the environment. In addition MCET is the state training provider for the Maryland Occupational Safety and Health Administration.
- e) As a registered Project Management Institute provider, the college produces a full range of project management courses as well as preparation for the certification exam.

IV. INSTITUTIONAL OBJECTIVES & OUTCOMES

A. VISION AND STRATEGIC PLAN

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

The vision of the college which confirms its original spirit of dedication to learning, growing and changing, conveys a continuation of this dedication and a commitment to broadening the learning experiences in the classroom, the college and the community:

VISION

Transforming lives through lifelong learning and service.

VALUES / GUIDING PRINCIPLES

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

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

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

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

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

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

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

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

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

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

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

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

1.2c Develop a minority student recruitment monitoring process.

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

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

- 1.3a Examine and retool credit workforce and career development programs and courses to meet the needs of adult learners and employers.
- 1.3b Examine and retool continuing education workforce and career development programs and courses to meet the needs of adult students and employers.
- 1.3c Expand marketing and promotion approaches that will attract adult learners (such as women over thirty years old; people of color; discharged, returning and retiring military; retirees in search of a second career; and others in this category) to CSM's credit and continuing education programs and identify specific programs to market to this group.
- 1.3d Examine and develop new approaches to delivering student services to a diverse adult population.

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

- 1.4a Review and assess current 2+2 partnership programs to determine student success in attaining degrees through these programs and to identify and address any roadblocks to success.
- 1.4b Conduct a systematic review of 2+2 partnership programs to determine if there are gaps in our current array of offerings that may provide opportunities to expand these partnerships to additional programs of study.
- 1.4c Expand collaborative partnerships with four-year institutions that result in more bachelor-degree completion opportunities for CSM graduates at CSM campuses, the Southern Maryland Higher Education Center, Bowie State University, Capital College, St. Mary's College, the Waldorf Center for Higher Education, and other Southern Maryland venues.
- 1.4d Develop marketing and promotion approaches that will highlight locally offered 2+2 Bachelor's degree programs.
- 1.4e Explore opportunities to expand and market 2+2 online degree completion programs.

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

- 1.5a Conduct research to identify those careers that require certification and licensure and provide students with appropriate courses and programs.
- 1.5b Expand workforce development programs that lead to certification and licensure.
- 1.5c Explore partnerships and national certification opportunities and any required continuing education requirements.

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

- 1.6a Working with each community, identify the types of programs that are most valued in each county to determine CSM's niche.
- 1.6b Identify ways to augment the cultural affairs programming budget.
- 1.6c Increase the number and variety of cultural affairs programs in each county.
- 1.6d Increase the number and variety of multicultural awareness programs, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints.

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

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

- 2.1a Examine issues - both academic and social integration issues - around the First Year of College and develop programs and services that provide students with a stronger foundation for college success.
- 2.1b Identify and implement programs that help students make progress toward their goals and assist them in modifying their goals as appropriate.
- 2.1c Evaluate and revise existing programs that help students succeed academically.

- 2.1d Identify those students eligible to receive LORs and certificates and assist them in obtaining these awards.
- 2.1e Expand experiential learning opportunities, including internships, cooperative education, and service-learning experiences.
- 2.1f Identify the core competencies that define CSM graduates and create the “CSM Difference”; imbed these competencies into program expectations.
- 2.1g Develop a comprehensive retention plan that fosters collaboration throughout the college community.

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

- 2.2a Examine issues - both academic and social integration issues - around the First Year of College and develop programs and services that provide African-American students with a stronger foundation for college success.
- 2.1b Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate.
- 2.2c Host dialogues with African-American students to determine current roadblocks to graduation and/or transfer.
- 2.2d Conduct a comprehensive review of institutional data to determine if there are any unique differences in demographic data, enrollment patterns, financial aid, academic achievement, perception of campus climate, etc. between African-American students and all students that may result in varying student success rates. Provide findings and recommendations to appropriate departments and committees
- 2.2e Identify those students eligible to receive LORs and certificates and assist them in obtaining the award.
- 2.2f Explore the feasibility and desirability of launching a mentoring program for African-American male students. Provide findings and recommendations to appropriate departments and committees.

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

- 2.3a Expand the high school Junior Compass Placement testing program.
- 2.3b Explore the use of Compass Diagnostic and PLATO tutorials in area high schools.

- 2.3c Identify ways to increase the number of college-readiness CSM courses available for area high school students.
- 2.3d Identify barriers to high school student participation in CSM college-readiness courses and make recommendations.
- 2.3e Explore issues regarding adult students' placing in developmental education courses to determine if there are any ways to decrease this number. Provide findings and recommendations to appropriate departments and committees.

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

- 2.4a Examine issues around the First Year of College and develop programs and services that provide students with a stronger foundation for college success.
- 2.4b Implement programs that help students make progress toward their goals and assist them in modifying their goals as appropriate.
- 2.4c Identify new methods (e.g. accelerated program possibilities, self-paced courses, and placement testing opportunities) to help students complete their developmental requirements in ways that promote persistence and success.
- 2.4d Research best practices to address developmental education needs of various student populations (e.g. adult learners, African-American students, non-native speakers). Provide findings and recommendations to appropriate departments and committees.

Objective 2.5 Promote cultural diversity through academic instruction.

- 2.5a Develop objectives for the cultural diversity core learning competency
- 2.5b Identify general education and program-specific courses in which cultural diversity themes can be incorporated.
- 2.5c Create a comprehensive plan for assessing cultural diversity as one of the ten core learning competencies.
- 2.5d Research methods to increase faculty and student participation in international conferences, study-abroad programs, exchange programs and other international opportunities.

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

- 2.6a Identify the student population(s) and the appropriate course(s) and program(s) to offer in non-traditional formats.
- 2.6b Develop a marketing plan to promote and encourage enrollment in courses offered through non-traditional and flexible formats.
- 2.6c Develop an enrollment report for the various nontraditional formats (e.g. web hybrid, weekend college, accelerated)
- 2.6d Develop a comprehensive distance education plan.

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

- 2.7a Explore issues regarding credit student's satisfaction with their job preparation. Provide findings and recommendations to appropriate departments and committees
- 2.7b Identify and implement new initiatives that may contribute to increasing student satisfaction with job preparation (e.g. experiential learning, faculty advisement, curriculum modification, etc)
- 2.7c Investigate how to improve student/graduate satisfaction information collecting systems.
- 2.7d Identify the core competencies that define CSM graduates and create the "CSM Difference"; imbed these competencies into program expectations.

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

- 2.8a Complete work on workforce development student feedback/data gathering systems and begin tracking data.
- 2.8b Explore issues regarding continuing education student's satisfaction with their job preparation. Provide findings and recommendations to appropriate departments and committees.
- 2.8c Identify and implement new initiatives that may contribute to increasing student satisfaction with job preparation.

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

- 2.9a Explore issues regarding the academic performance of former CSM students at their new transfer institutions. Provide findings and recommendations to appropriate departments and committees
- 2.9b Examine issues around the First Year of College and develop programs and services that provide students with a stronger foundation for college success
- 2.9c Develop a comprehensive student learning outcome assessment plan

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

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

- 3.1a Review Unit Strategic Plans to insure that appropriate diversity and inclusion initiatives have been included.
- 3.1b Conduct diversity climate review for each unit. Provide findings and recommendations to appropriate departments and committees.

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

- 3.2a Analyze the recruitment pipeline to identify problems/barriers and develop and implement a plan to recruit a diverse workforce.
- 3.2b Explore issues regarding minority employee retention. Provide findings and recommendations to appropriate departments and committees.
- 3.2c Review the approaches used to advertise open positions, particularly with regard to individuals of underrepresented groups and make adjustments as needed.

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

- 3.3a Revitalize the employee mentoring program for all employees.
- 3.3b Develop career ladders and a plan for implementation. Evaluate effectiveness.
- 3.3c Evaluate the effectiveness of the annual staff salary merit system and make recommendations for change.
- 3.3d Examine how CSM's compensations and benefits compare to peer institutions and comparable local jobs. Develop recommendations to address any competitive disadvantage.
- 3.3e Explore issues regarding employee morale and job satisfaction. Provide findings and recommendations to appropriate departments and committees.

Objective 3.4 Increase the retention rate of adjunct faculty.

- 3.4a Review the current system of adjunct faculty orientation and consider making it mandatory.
- 3.4b Develop an exit survey for adjunct faculty in order to determine why they are leaving.
- 3.4c Review the effectiveness of the array of services and training provided to adjunct faculty and consider potential changes.
- 3.4d Conduct a needs assessment in order to determine appropriate types of training, times, locations, and resources needed for adjunct faculty training.
- 3.4e Assess the effectiveness of faculty training programs for adjunct faculty.
- 3.4f Examine how CSM's compensations and benefits compare to peer institutions. Develop recommendations to address any competitive disadvantages.

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

- 3.5a Review and revise hiring processes in order to reduce inefficiencies, improve consistency and increase the hiring of employees from underrepresented groups.
- 3.5b Develop and implement new search committee training that achieves consistency, ensures compliance with college policies/procedures, and underscores the importance of diversity in the hiring process.

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

- 3.6a Finalize and implement staff training matrix.
- 3.6b Develop and implement faculty training matrix.
- 3.6c In response to defined needs, identify any gaps in current employee training offerings.
- 3.6d Make cultural diversity training mandatory for all employees.
- 3.6e Investigate the feasibility of providing a Faculty Development Center on every CSM campus.
- 3.6f Explore feasibility of developing a Chair and Leadership Academy.

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

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

- 4.1a Examine how CSM employees believe their job helps contribute to the mission of the college. Develop recommendations to address any issues discovered through this investigation.
- 4.1b Develop methods to increase the number of CSM employees involved in quality improvement efforts.

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

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

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

4.2a Identify core business processes.

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 4.5 Implement policies, procedures and processes that reduce CSM’s “carbon-footprint.”

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

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

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

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

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

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

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

- 4.6a Develop an RFP for an initial risk assessment to identify the initial key areas for the internal audit.
- 4.6b Develop a plan and scope of work for ongoing financial control assurances.
- 4.6c Develop and disseminate an RFP for an internal financial controls audit.
- 4.6d Contract for Internal Control audits.
- 4.6e Evaluate the Internal Control audit findings and implement mitigation processes/procedures.

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

- 4.7a Perform an external penetration assessment to determine the threat level from hackers.
- 4.7b Develop a plan and scope of work for ongoing IT security assurances.
- 4.7c Work with DFS to contract for IT security audits.
- 4.7d Evaluate the IT security audit findings and implement mitigation processes/procedures.

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

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

- 5.1a Study and implement strategies to increase state and county support.
- 5.1b Develop guidelines for using auxiliary revenue to fund operating expenses.
- 5.1c Examine current revenue sources and develop strategies to enhance existing revenue streams and to identify new sources of revenue.

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

- 5.2a Form an ad hoc committee to explore how greater efficiencies can reduce expenditures (e.g. staffing, supplies and materials, utilities, etc). The group should also examine operations to determine which may be effectively outsourced.
- 5.2b Determine cost per student targets for each department/program and if not reached, develop strategies to reach them.
- 5.2c Conduct a systematic review of all academic departments/divisions to determine if they are cost-effective and meeting the needs of the region. Grow, maintain, or delete as needed.

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

- 5.3a Identify other funding streams and pursue them aggressively.
- 5.3b Identify new approaches to raising annual gifts, such as additional events and ways of using existing events as “friend-raisers.”
- 5.3c Secure funds to maintain CSM’s STEM Institute and to launch new initiatives focused on Diversity and Inclusion; Non-Profit Enhancement; and the Southern Maryland Think Tank.

In pursuit of its goal to continuously improve institutional effectiveness, the college has worked to implement a framework of performance measures that bring together in a systematic way the most important and actionable indicators of institutional performance. These Key Performance Indicators provide retrospective data, benchmarks and statistical projections associated with one of the five institutional goals described above. Many of the KPIs are also indicators found in the Maryland Performance Accountability Report (MPAR).

This comprehensive approach to evaluating institutional success necessarily includes the five goals for post secondary education contained in the state plan. They are within the KPI system of measurement indicators relative to the history, projections and benchmarks related to quality and effectiveness, access and affordability, diversity, student-centered learning and economic growth and vitality.

B. CAPITAL PROJECTS AND EQUIPMENT

The Facilities Master Plan, on file with MHEC, outlines expected large scale capital needs in the future. They include:

Prince Frederick Buildings II and III

Leonardtown Campus Classroom Building

La Plata's renovation of the Business Building, the Continuing Education Building and the Fine Arts Building.

Foreseeable needs that are likely to have a significant impact on budgets for the future include the constant need to refresh and upgrade information technology and the inevitable, and probably very significant, increases in fixed expenses, especially energy. In addition to upgrading information technology, it is also foreseeable that costs associated with alternative modes of instructional delivery, which positively affect student access to education, moderate physical facilities needs and lessen the time spent to acquire a degree, will also increase substantially.

C. MEASURABLE OBJECTIVES

As indicated elsewhere in this document CSM has a set of 60 institutional key performance indicators (KPI) associated with one of the institutional strategic goals that allow the college to monitor its effectiveness and record improvements as they are made throughout the institution. Data is collected on each of the institutional objectives and against a benchmark. The KPIs are reviewed on an bi-annual basis and used to improve institutional effectiveness.

