

# *Section 2*

## *Role and Mission*

## ***Mission Statement Summary*** <sup>1</sup>

*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.*

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<sup>1</sup> Adopted June 22, 2010; See Appendix for complete Mission Statement.

## ***Introduction***

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. The college is unique in the state in its relationship with its neighboring county governments. In 1978, the college opened a branch campus in St. Mary's County and, in 1980, a branch campus in Calvert County. In 1997, a new campus at St. Mary's County was completed. The college had a five-year contract with each of the counties; the contract was renewed annually. In 1999, the legislature granted the college's request to become a regional college to be known as the College of Southern Maryland. As of July 2000, the Charles County Community College became the College of Southern Maryland with campuses at La Plata, Leonardtown, and Prince Frederick. The college also offers instructional programs at the Waldorf Center for Higher Education, utilizes public school facilities, and provides instruction on site at local businesses and government agencies. Because the college is viewed as a resource linking all three counties, it is called upon to coordinate and house a number of tri-county services that have an education/training component.

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 performances on all three campuses including *Chautauqua* and Twilight Concert series and fine arts offerings in multiple venues throughout the region. The special attention the college provides to the unique characteristics of the local populace enables it to provide educational opportunities and workforce development specially tailored to the needs of Southern Maryland.

## ***2010-2013 Strategic Plan***

This strategic plan represents agreement among the members of the college and its community shareholders on a strategic direction for the college. The goals are intended to blend continuity and far-reaching change in ways that encourage growth and promote accountability

### **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.
- Objective 1.2 Develop recruitment strategies to increase the diversity of the student body.
- Objective 1.3 Increase the number of adult learners – those 25 years of age and older – who choose CSM to facilitate career changing, associate degree completion, and skill enhancement.
- Objective 1.4 Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.
- Objective 1.5 Increase the number of students obtaining or maintaining licensure and certification through CSM courses.
- Objective 1.6 Increase the number, frequency, variety, and attendance at cultural and community programs offered on each campus.

### **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.
- Objective 2.2 Increase the percentage of African-American students who graduate and/or transfer.
- Objective 2.3 Decrease the percentage of students who place into developmental education courses.
- Objective 2.4 Increase the percentage of students who successfully complete their developmental coursework within four years.
- Objective 2.5 Promote cultural diversity through academic instruction.
- Objective 2.6 Increase the number of credit courses and credit sections offered in nontraditional and flexible formats.
- Objective 2.7 Increase graduate (credit students) satisfaction with their job preparation.
- Objective 2.8 Increase workforce development (continuing education) student satisfaction with job preparation.
- Objective 2.9 Increase the academic performance of CSM students at transfer institutions.

## ***2010-2013 Strategic Plan***

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

- Objective 3.1 Integrate diversity and inclusion initiatives into all unit plans.
- Objective 3.2 Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region.
- Objective 3.3 Increase retention rate of full-time faculty and staff.
- Objective 3.4 Increase the retention rate of adjunct faculty.
- Objective 3.5 Improve the hiring process to increase consistency, reduce time to hire, and increase the hiring of employees from underrepresented groups.
- Objective 3.6 Enhance necessary skills and facilitate employee professional growth by expanding and developing new high quality training programs for employees.

### **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.
- Objective 4.2 Improve management practices and work processes through the Quality Improvement Process (QIP).
- Objective 4.3 Increase the level of student satisfaction with 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.
- Objective 4.5 Implement policies, procedures and processes that reduce CSM's "carbon-footprint."
- Objective 4.6 Research and adopt appropriate best practices in internal controls in the financial area.
- Objective 4.7 Research and adopt appropriate best practices in security controls for the information technology area.

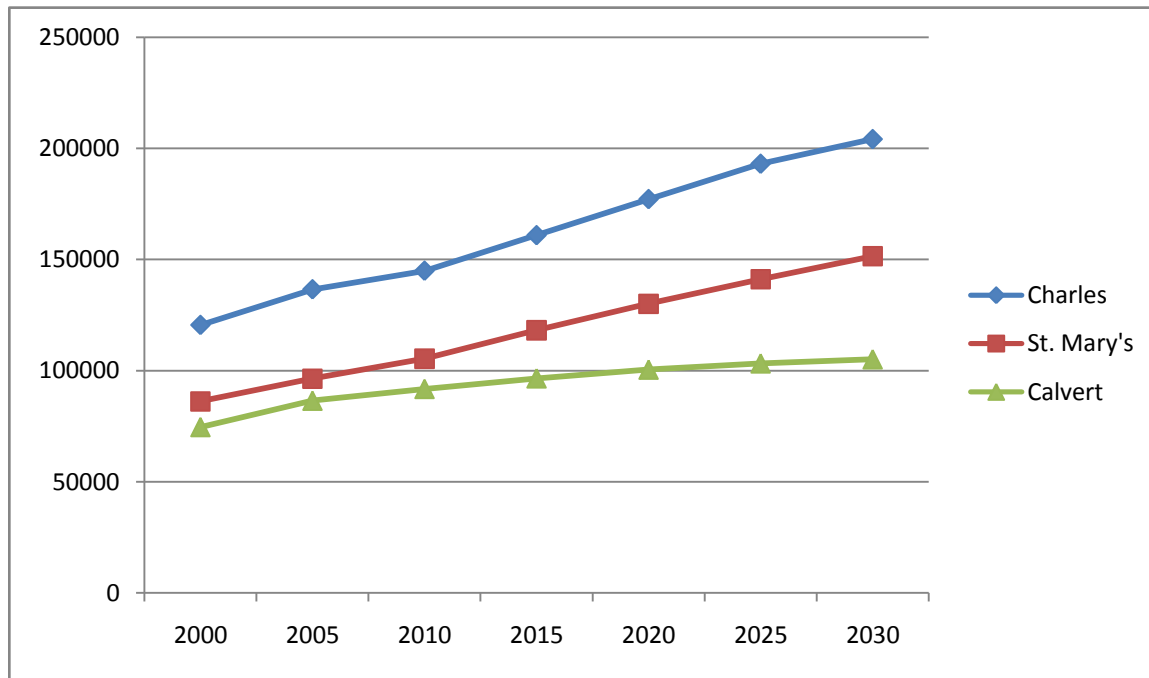
### **Goal 5: CSM has the resources to accomplish the college mission and goals.**

- Objective 5.1 Maximize existing funding streams in order to minimize future tuition increases.
- Objective 5.2 Implement efficiencies that result in a more effective use of resources.
- Objective 5.3 Acquire additional resources (e.g. land, equipment, technology, etc.) through grants, fundraising and new partnerships.

## Service Area

The Southern Maryland region has changed from an agrarian community to a residential area for those employed in government and service industries. Within commuting distance of Washington, Baltimore and Annapolis, Southern Maryland is an area of rapid growth. In 2010, the projected population in the tri-county Southern Maryland is 342,100. The population is expected to increase over the next twenty years to over 460,800 people, an increase of approximately 35%.

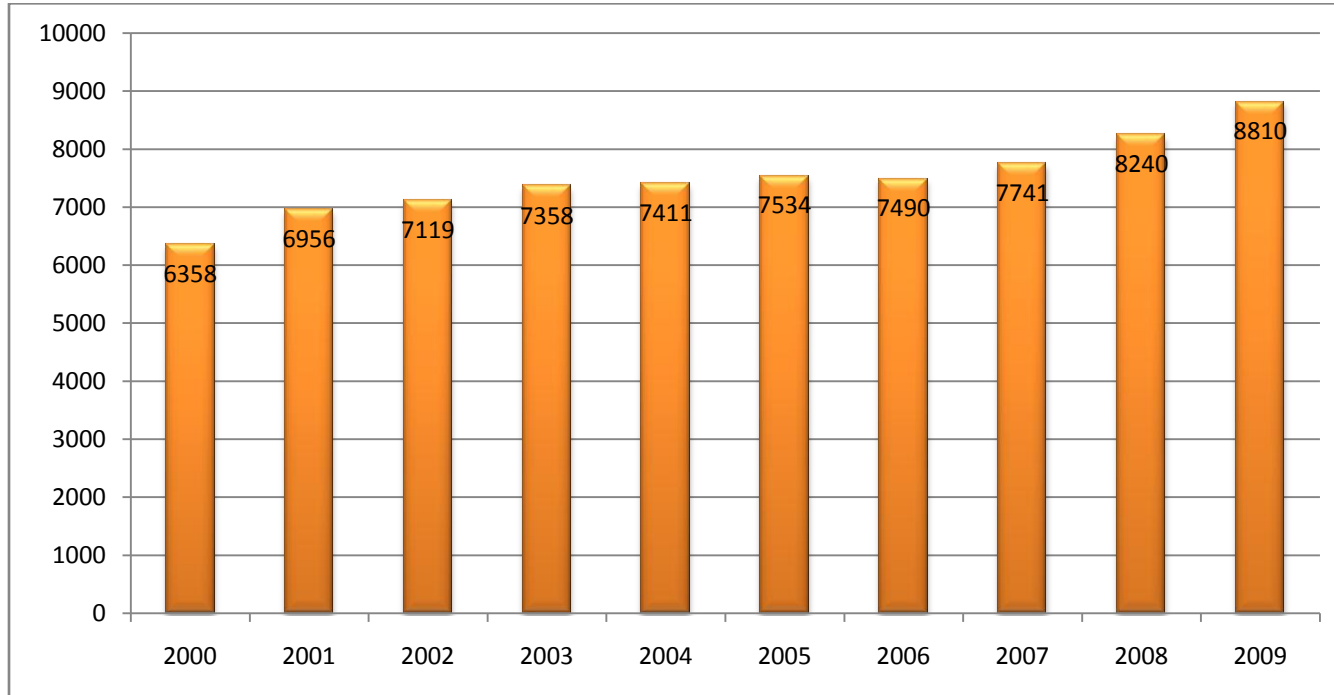
**POPULATION FORECAST PER COUNTY 2**



## *Credit Enrollment*

The College of Southern Maryland experienced an increase in enrollment starting with fall 2000. Headcount (unduplicated) enrollment at the La Plata Campus declined 4.2% from 1996 to 1997. This decline can be explained by the 19.8% increase in enrollment at the new Leonardtown Campus. Population increases, the regionalizing of the college, enhanced marketing and recruitment efforts and increased program development are contributing factors to the recent enrollment increases. The Southern Maryland Higher Education Center was constructed in St. Mary's County and the Waldorf Center for Higher Education opened in 1997. Together, they serve many of the upper division and graduate education needs of the region.

### *FALL HEADCOUNT ENROLLMENT<sup>3</sup>*



<sup>3</sup> MHEC Projections

## *Credit Enrollment*

Maryland Higher Education Commission (MHEC) projected that the Headcount Enrollment for the College of Southern Maryland will increase by 20% over the next decade. Full-Time Equivalent (FTE) enrollment is anticipated to increase by 24% during this same time frame as illustrated in the chart below.

### *ENROLLMENT PROJECTIONS – ALL CAMPUSES 4*

	<b>FALL 09 FY 10 Actual</b>	<b>FALL 10 FY 11 Projected</b>	<b>FALL 11 FY 12 Projected</b>	<b>FALL 12 FY 13 Projected</b>	<b>FALL 13 FY 14 Projected</b>	<b>FALL 14 FY 15 Projected</b>	<b>FALL 15 FY 16 Projected</b>	<b>FALL 16 FY 17 Projected</b>	<b>FALL 17 FY 18 Projected</b>	<b>FALL 18 FY 19 Projected</b>	<b>FALL 19 FY 20 Projected</b>	<b>% Change 09 - 19</b>
<b>Full-time</b>	<b>3,595</b>	3,863	3,961	3,959	4,049	4,133	4,238	4,380	4,455	4,544	4,665	30%
<b>Part-time</b>	<b>5,215</b>	5,400	5,526	5,548	5,579	5,623	5,699	5,760	5,815	5,855	5,913	13%
<b>Total Headcount</b>	<b>8,810</b>	9,263	9,487	9,507	9,628	9,756	9,937	10,140	10,270	10,399	10,578	20%
<b>*FTES</b>	<b>5,187</b>	5,507	5,643	5,648	5,746	5,842	5,969	6,127	6,217	6,317	6,453	24%
<b>**FTDES</b>	<b>3,144</b>	3,338									3,911	17%

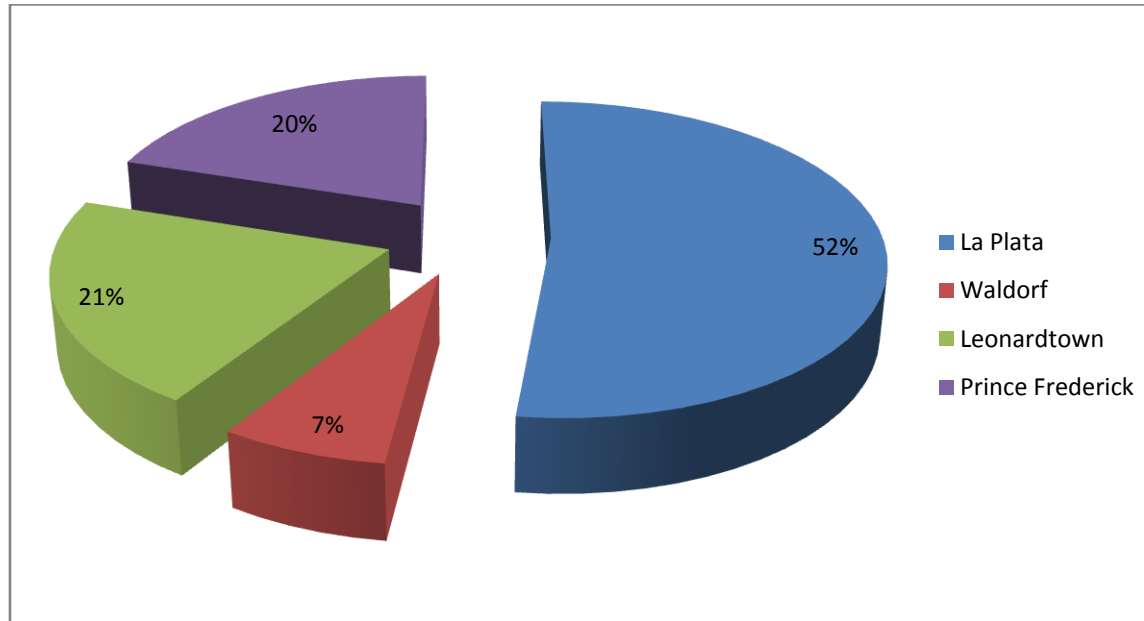
\* FTE – Full-time equivalent students. Fall credit hours divided by 15.

\*\* FTDE - Full-time day equivalent students. Fall credit and/or eligible non-credit hours taught between 8 am and 5 pm divided by 15.



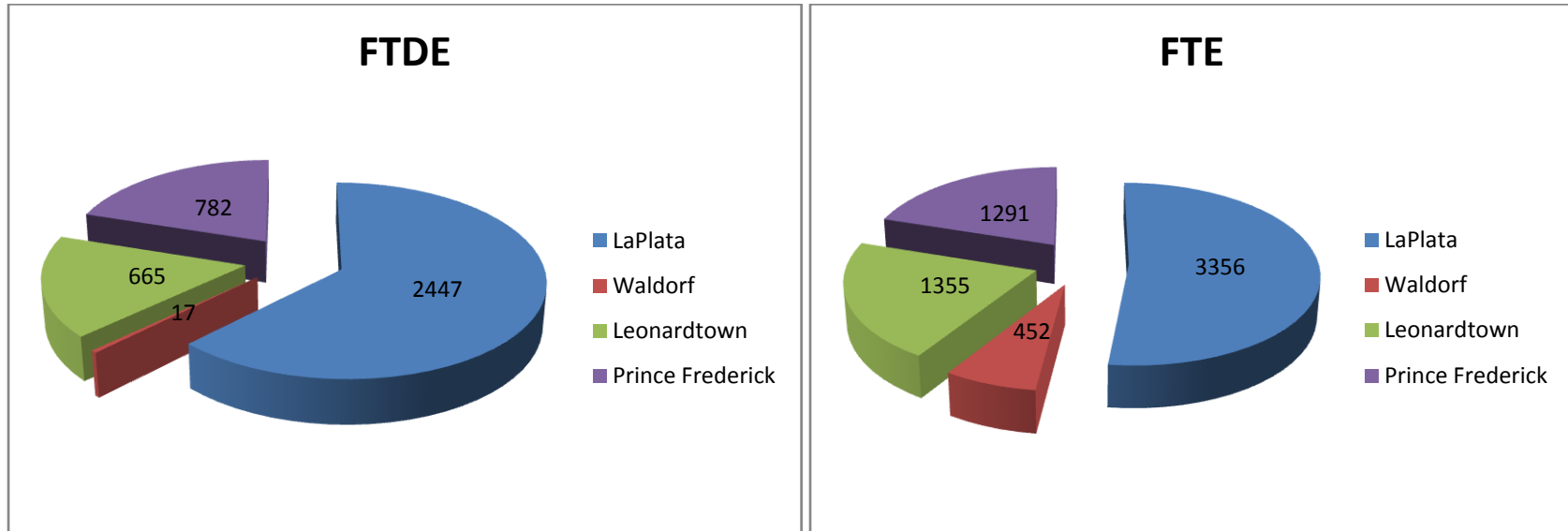
## *Credit Enrollment*

The (FTE) credit students are distributed among the campuses as follows:



## Credit Enrollment

The following charts demonstrate the projected Full-Time Day Equivalent (FTDE) and FTE enrollment for FY 2019.



## ***Enrollment***

CSM has joined with the public school systems in Charles, Calvert and St. Mary’s Counties in an effort to create a seamless transition from high school to college, to better define rolls in adult education, provide telecommunication links, increase early admission opportunities and work together on other common goals.

### **Public School Enrollment (K-12) <sup>5</sup>**

<b>COUNTIES</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<i><b>Southern MD. Region</b></i>	<i><b>59,010</b></i>	<i><b>59,190</b></i>	<i><b>59,480</b></i>	<i><b>59,940</b></i>	<i><b>60,790</b></i>	<i><b>61,500</b></i>	<i><b>62,130</b></i>	<i><b>63,170</b></i>	<i><b>64,680</b></i>	<i><b>66,330</b></i>	<i><b>68,290</b></i>
Calvert County	16,653	16,550	16,480	16,410	16,360	16,210	16,180	16,310	16,480	16,770	17,110
Charles County	25,914	25,960	26,080	26,340	26,930	27,490	27,880	28,410	29,330	30,170	31,240
St. Mary’s County	16,443	16,680	16,920	17,190	17,500	17,800	18,070	18,450	18,870	19,390	19,940

### **Secondary Education (7-12) Enrollment**

	<i><b>Historical</b></i>			<i><b>Projected</b></i>						
	<b>2000</b>	<b>2003</b>	<b>2007</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2017</b>
Calvert County	7,321	8,597	8,430	8,140	8,000	7,910	7,820	7,780	7,900	8,350
Charles County	10,941	13,156	13,493	13,600	13,450	13,380	13,210	13,230	13,410	14,590
St. Mary’s County	6,758	7,707	7,731	7,610	7,620	7,540	7,580	7,700	7,860	8,790
<i><b>Southern MD. Region</b></i>	<i><b>25,020</b></i>	<i><b>29,462</b></i>	<i><b>29,654</b></i>	<i><b>29,350</b></i>	<i><b>29,070</b></i>	<i><b>28,830</b></i>	<i><b>28,610</b></i>	<i><b>28,710</b></i>	<i><b>29,170</b></i>	<i><b>31,730</b></i>

Enrollment is projected to decrease starting with the 2010 year and continuing the trend until 2013.

<sup>5</sup> Maryland Department of Education, “Statistics on Enrollment and Number of Schools Public and Non-Public, 2009”

## *Enrollment*

### Composition of Student Body

*All Campuses:*

African American		Native American		Asian		Hispanic		Caucasian		Foreign/Unknown	
Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
1,926	20%		1%		4%		4%	5,590	64%	1,012*	8%

\* Includes Hispanic, American Indian, Asian & other

Ninety-four percent (94.3%) of the credit-students reside in the Southern Maryland region, greater than ninety-eight percent (98.8%) in the state of Maryland. Approximately forty percent (40%) are full-time students. The average age of the credit seeking students is 26. Fifty-two percent (52%) of the students are enrolled in transfer programs, twenty-seven percent (27%) in career associate degree programs; 5% in certificate programs; and, the remainder are either undecided or non-degree seeking. Sixty-four percent of the College of Southern Maryland students are female and thirty-six percent (36%) are male. The following chart demonstrates the variety of ages of the student population at CSM.

17 & Under	18-21	22-29	30-39	40-59	60+
562	4,068	2,064	1,007	1,021	104

All students commute to the college. In order to provide a sense of college community, the college offers its students an array of student activities, cultural events, and an intramural and intercollegiate sports program.

## *Enrollment*

### **Demographic Summary: Fall 2009**

- **Fall 2009 student headcount (8,827)** increased from fall 2008 (+7.0%) and is the highest headcount on record. All campuses recorded increases from the prior year and from four years ago. One-year and four-year headcount increases by campus are:

	One-Year	Four-Year
La Plata Campus	+9.3%	+17.2%
Leonardtwn Campus	+7.3%	+22.6%
Prince Frederick Campus	+8.9%	+20.4%
Waldorf Center	+24.3%	+59.6%

Nearly three-fourths (72.7%) of CSM students attend one campus exclusively. Students attending two campuses or more comprise 27.3% of the population.

- **Fall-to-Fall retention** was 50.4% from fall 2008 to fall 2009 (excluding graduates). The retention rate has increased from fall 2007 to fall 2008 (49.7%).
  - Of the 8,253 students enrolled in fall 2008:
    - 689 graduated prior to the fall 2009 term.
    - 3,811 (50.4%) non-graduates returned in fall 2009.
  - Of the 8,827 fall 2009 students:
    - 3,908 (47.4%) attended fall 2008 (includes 97 FY2009 graduates).
    - 2,807 (31.8%) students are new in fall 2009.
    - 2,112 (23.9%) students did not attend fall 2008 but had attended in terms prior to fall 2008.

## *Enrollment*

### **Demographic Summary: Fall 2009**

- **Fall 2009 full-time headcount** is up by 8.9% compared to fall 2008 and 30.2% from four years ago. One-year and four-year changes in full-time headcount by campus are:

	One-Year	Four-Year
La Plata Campus	+2.8%	+16.8%
Leonardtown Campus	+3.2%	+40.3%
Prince Frederick Campus	+1.2%	+21.8%
Waldorf Center	-16.1%*	+333.3%*

*\*The number of full-time students at the Waldorf Center is small; a minor change in headcount causes a large percentage change.*

- **Fall 2009 part-time headcount** continues to increase. Part-time headcount is up by 5.7% compared to fall 2008 and up by 10.3% from four years ago. One-year and four-year changes in headcount by campus are:

	One-Year	Four-Year
La Plata Campus	+11.4%	+17.3%
Leonardtown Campus	+8.3%	+18.9%
Prince Frederick Campus	+12.2%	+19.8%
Waldorf Center	+25.6%	+57.5%

Nationally, 60% of community college students enroll as part-time students. CSM's part-time fall enrollment, 59.3%, is slightly below that average. (Source: American Association of Community Colleges 2009).

## *Enrollment*

### Demographic Summary: Fall 2009

- In-county FTEs.** From fall 2008 to fall 2009, FTE enrollments from all three Southern Maryland counties increased. Overall, CSM fall 2009 students reside mainly in the service area (94.3%). The one-year and four-year changes are:

	One-Year	Four-Year
Charles County	+8.2%	+21.5%
Calvert County	+5.3%	+15.7%
St. Mary's County	+12.6%	+27.0%

- Out-of-county FTEs.** FTE enrollments by out-of-county students (students not residents of Calvert, Charles or St. Mary's) increased from 113.33 in fall 2008 to 114.83 in fall 2009. Out-of-county enrollments account for 4.4% of the total FTE. The one-year and four-year changes are:

	One-Year	Four-Year
Out-of-County FTE	+1.3%	+26.4%
Out-of-County Headcount	+9.0%	+17.9%

- Out-of-state FTEs.** FTE enrollments by out-of-state students increased from 25.07 FTE in fall 2008 to 31.83 FTE in fall 2009 and increased as a percentage total FTE from fall 2008 (1.1%) to fall 2009 (1.2%).
- Full-time and part-time headcount by gender.** Full-time headcount of males increased 14.0% while part-time headcount of males increased 9.7% compared to last fall. One-year and four-year changes in full-time and part-time headcount by gender are:

	One-Year	Four-Year
Men (full-time)	+14.0%	+34.9%
Women (full-time)	+5.2%	+26.8%
Men (part-time)	+9.7%	+15.2%
Women (part-time)	+3.8%	+8.1%

## *Enrollment*

### **Demographic Summary: Fall 2009**

In fall 2009, 40.0% of CSM credit students are female students attending part-time. Overall, female students comprise 62.9% of CSM credit student population, which is higher than the national average of 58.0%. (Source: American Association of Community Colleges).

- **New freshmen headcount.** CSM has seen an increase in new freshmen headcount of 2.9% from fall 2008 to fall 2009. One-year and four-year changes in headcount of new freshmen by campus are:

	One-Year	Four-Year
La Plata Campus	+9.0%	+24.9%
Leonardtwn Campus	-4.1%	+17.4%
Prince Frederick Campus	+3.8%	+11.1%
Waldorf Center	+21.5%	+69.3%

- **Credits by time of day.** Credits taken in all segments (daytime, evening and non-traditional courses) increased this fall as compared to last fall. Credits before 5 p.m. (42,368) make up 54.6% of the total fall 2008 credits (77,561). One-year and four-year changes in credits by time of day are:

	One-Year	Four-Year
Credits Before 5 p.m.	+6.9%	+21.8%
Credits After 5 p.m.	+9.6%	+12.6%
Non-traditional Credits*	+12.5%	+51.4%

*\*Non-traditional credits are those other than lecture or lab (e.g. web-based, telecourse and self-paced instructional methods).*



## *Enrollment*

### Demographic Summary: Fall 2009

- Minority headcount.** According to the U.S. Census Bureau, minorities aged 18 and older (non-Caucasian) comprise 30.8% of the Southern Maryland population. In fall 2009, minorities comprise 33.3% of the CSM student population<sup>1</sup>, which has decreased from 33.6% in the service area in 2008; this is an increase from 29.6% in 2006. Two ethnic categories African-American and Asian have shown a growth over other groups at CSM from fall 2008 to fall 2009. (Source: U.S. Census Bureau: 2008 Population Estimates).

<sup>1</sup> Unknown and missing race/ethnics are not included.

- Minority growth by gender.** Among females, from fall 2006 to fall 2009, the known ethnic categories of Other, African-American and Asian are the fastest growing. Among males, Hispanic, Asian and African-American are the fastest growing ethnicities. Growth rates for all groups from 2006 to 2009 are:

	Four-Year Change*		
	Female	Male	Total
Caucasian	+11.6%	+16.2%	+13.3%
African American	+19.1%	+68.3%	+33.4%
Hispanic	+16.0%	+47.9%	+26.5%
Asian	+23.0%	+47.5%	+32.9%
American Indian	+4.9%	-50.0%	-14.3%
Other	+59.7%	+15.8%	+42.0%
Unknown	-14.4%	-26.6%	-18.9%

- Developmental headcount** accounts for 6.8% of all course headcounts this fall compared to 7.6% of all course headcount in fall 2008. The one-year and four-year developmental headcount changes are:

	One-Year	Four-Year
Developmental English	-5.7%	+1.3%
Developmental Math	+6.9%	+25.8%
Developmental Reading	-17.1%	+21.4%

## *Enrollment*

### **Demographic Summary: Fall 2009**

- **Age group comparison.** CSM has realized growth in the four-year changes in headcount of students in all age groups, except the 17-under age group. One-year and four-year changes in headcount by age group are:

	One-Year	Four-Year
17 and under	-9.9%	-2.4%
18-21 years	+7.3%	+24.7%
22-29 years	+15.9%	+23.5%
30-39 years	+10.2%	+4.9%
40-59 years	-3.5%	+4.2%
60 and over	+26.8%	+92.6%

- **Headcount by type of program.** From fall 2006 to fall 2009, CSM experienced a large increase in the percentage of students who are transfer 'degree seekers' (36.2%). There was also a large growth in the percentage of students who are 'certificate' seeking students (+25.9%). During this same timeframe, the percentage of students who were 'undecided' decreased by 82.1%.
- **Fall 2009 certificate and degree program headcounts across all campuses** experiencing the greatest change compared to fall 2008 are (descending order based on magnitude of increase or decrease of headcount):
  - Increases:
    - General Studies [AA.GENSTU], +213 students (+24.1%)
    - General Studies: Criminal Justice [AA.GENSTU.CR.PA], +75 students (+42.1%)
    - Engineering [AS.EGR] +43 students (+27.2%)
    - Pre-Clinical Nursing [PRE.CLIN] +42 students (+7.7%)

## *Enrollment*

### **Demographic Summary: Fall 2009**

- Decreases:
  - Accounting [AAS.ACCT], -30 students (-12.6%)
  - Computer Programming [AAS.COMP.PROG], -25 students (-39.7%)
  - Teacher Education: Elementary [AA.TCHED.ELEM], -23 students (-42.6%)
  - Management Development [AAS.MGMT.DEV], -20 students (-10.3%)

The number of students enrolled in transfer degree programs has reached its highest level in four years (4,558) and now makes up more than half of all types of programs in which students are enrolled (51.6%).

For fall 2008 and 2009, General Studies increased by 24.1%, while Non-Degree Transfer decreased by -2.5%. Here are the enrollments for the fall semesters:

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Non-Degree Transfer (NON.DEGREE.TRANS)	911	949	983	958
General Studies (AA.GENSTU)	717	841	884	1097

In reports to federal and state agencies, Non-Degree Transfer students are categorized as non-degree students, as opposed to transfer-degree students, according to the HEGIS code assignment.

The **La Plata Campus** program headcount changes are (descending order based on magnitude of increase or decrease of headcount):

- Increases:
  - General Studies [AA.GENSTU], +136 students (+24.5%)
  - Associate of Arts in Teaching: Early Childhood Ed [AAT.EARLY.CHILD.EDU], +38 students (+60.3%)
  - Pre-Clinical Nursing [PRE.CLIN], +37 students (+10.2%)

# *Enrollment*

## **Demographic Summary: Fall 2009**

- Decreases:
  - Teacher Education: Early Childhood [AA.TCHED.EC], -18 students (-41.9%)
  - Sport Management [AS.SPORT.MGT], -17 students (-56.7%)
  - Arts & Sciences: Art [AA.AS.ART.PA], -16 students (-18.2%)

The **Leonardtown Campus** program headcount changes are (descending order based on magnitude of increase or decrease of headcount):

- Increases:
  - Pre-Clinical Nursing [PRE.CLIN], +38 students (+29.7%)
  - Business Administration [AS.BUS.ADMIN], +22 students (11.0%)
  - Engineering [AS.EGR] +19 students (28.8%)
- Decreases:
  - Information Services Technology [AAS.IST], -17 students (-23.6%)
  - Management Development [AAS.MGMT.DEV], -16 students (-20.3%)
  - Arts & Sciences: Social Sciences [AA.AS.SOCSCI], -14 students (-35.0%)

The **Prince Frederick Campus** program headcount changes are (descending order based on magnitude of increase or decrease of headcount):

- Increases:
  - General Studies [AA.GENSTU], +80 students (+34.9%)
  - General Studies: Criminal Justice [AA.GENSTU.CR.PA], +26 students (+44.1%)
  - Associate of Arts in Teaching: Elementary [AAT.ELEM], +13 students (+30.2%)
- Decreases:
  - Arts & Sciences: Social Sciences [AA.AS.SOCSCI], -17 students (-32.7%)
  - Computer Science [AS.COMPUTER.SCI], -14 students (-56.0%)
  - Pre-Clinical Nursing [PRE.CLIN], -11 students (-8.2%)

## *Enrollment*

### **Demographic Summary: Fall 2009**

The **Waldorf Center** program headcount changes are (descending order based on magnitude of increase or decrease of headcount):

- Increases:
  - General Studies [AA.GENSTU], +75 students (+77.3%)
  - Pre-Clinical Nursing [PRE.CLIN], +29 students (+50.0%)
  - General Studies: Criminal Justice [AA.GENSTU.CR.PA], +20 students (+69.0%)
  
- Decreases:
  - Accounting [AAS.ACCT], -9 students (-24.3%)
  - Arts & Sciences: Art [AA.AS.ART.PA], -5 students (-29.4%)
  - Teacher Education: Elementary [AA.TCHED.ELEM], -4 students (-66.7%)

## *Faculty and Staff*

The college employs 123 full-time faculty and 374 part-time faculty. Ninety-three percent of the faculty have a masters degree or higher. See charts below for further detail.

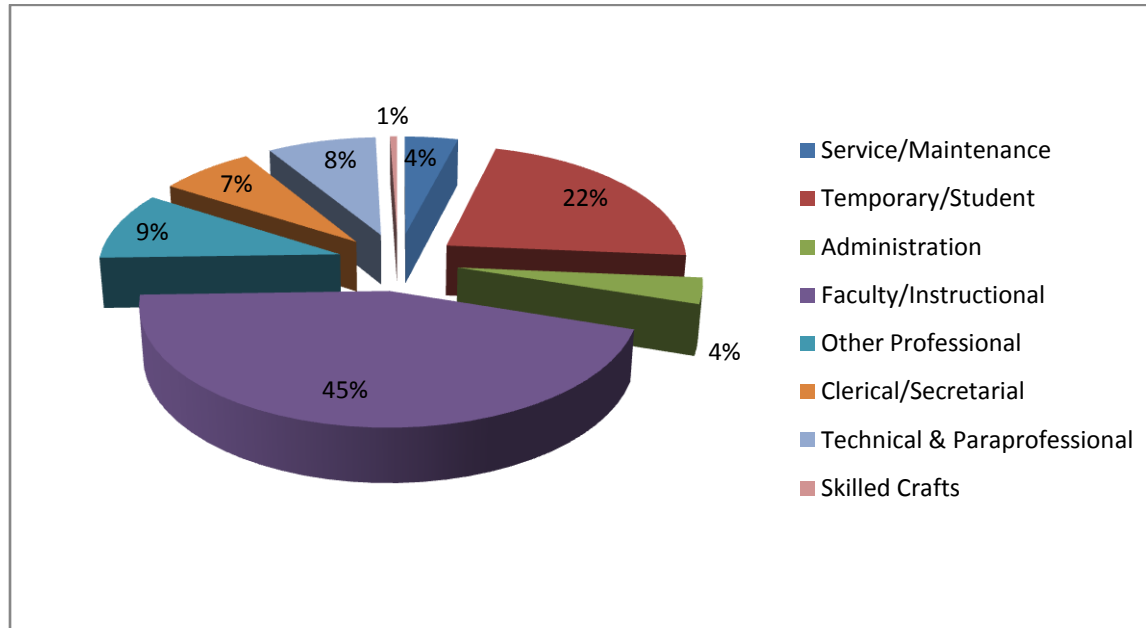
	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Caucasian</b>	<b>Minority</b>	<b>Tenure</b>	<b>Masters or Higher</b>
<b>Faculty -- Full-time</b>	123	60	63	106	17	79%	93%
<b>Faculty -- Part-time</b>	374	153	221	295	79		

### *HISTORY OF FACULTY AND STAFF EMPLOYMENT*

	<i>ADMINISTRATIVE</i>				<i>CREDIT/FACULTY</i>				<i>OTHER PROFESSIONAL</i>				<i>SUPPORT</i>				<i>ALL FUNCTIONS</i>						<i>TOTAL</i>
	<i>Minority</i>		<i>White</i>		<i>Minority</i>		<i>White</i>		<i>Minority</i>		<i>White</i>		<i>Minority</i>		<i>White</i>		<i>Minority</i>		<i>White</i>		<i>Total</i>		
	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	<i>PT</i>	
2005	5	1	37	0	17	56	105	255	9	1	60	4	38	6	123	25	69	64	325	284	394	348	742
2006	7	1	37	0	18	54	109	248	13	2	70	1	54	6	132	24	92	63	348	273	440	336	776
2007	7	1	32	0	18	74	109	239	18	1	66	4	49	6	127	24	92	82	334	267	426	349	775
2008	9	1	29	0	17	75	102	252	20	3	74	2	55	5	130	28	101	84	335	282	436	366	802
2009	9	1	31	0	17	81	106	303	25	2	79	2	58	6	135	29	109	90	351	334	460	424	884

# *Faculty and Staff*

## *DISTRIBUTION OF EMPLOYEES*



# *Faculty*

## *HISTORY OF STUDENT TO FACULTY RATIO*

<b>Semester</b>	<b>Year</b>	<b>Course Type</b>	<b>La Plata</b>	<b>Leonardtowntown</b>	<b>Prince Frederick</b>	<b>Waldorf</b>	<b>All Campuses</b>
Fall	2000	Regular	21:1	18:1	19:1	21:1	20:1
		Developmental	19:1	16:1	14:1	19:1	18:1
		All Classes	21:1	18:1	18:1	21:1	20:1
Fall	2001	Regular	20:1	19:1	20:1	21:1	20:1
		Developmental	19:1	19:1	19:1	21:1	19:1
		All Classes	20:1	19:1	20:1	21:1	20:1
Fall	2002	Regular	19:1	18:1	19:1	17:1	19:1
		Developmental	19:1	20:1	17:1	14:1	19:1
		All Classes	19:1	18:1	19:1	17:1	19:1
Fall	2003	Regular	20:1	18:1	19:1	19:1	19:1
		Developmental	19:1	18:1	18:1	19:1	19:1
		All Lecture Classes	20:1	18:1	19:1	19:1	19:1
		All Web Classes	19:1	28:1	14:1	34:1	19:1
Fall	2004	Regular	20:1	20:1	22:1	18:1	20:1
		Developmental	19:1	16:1	18:1	19:1	18:1
		All Lecture Classes	20:1	20:1	22:1	18:1	20:1
		All Web Classes	19:1	31:1	19:1		19:1
Fall	2005	Regular	20:1	19:1	21:1	19:1	20:1
		Developmental	19:1	17:1	18:1	18:1	19:1
		All Lecture Classes	20:1	19:1	21:1	19:1	20:1
		All Web Classes	20:1	32:1	18:1		21:1
Fall	2006	Regular	20:1	19:1	21:1	18:1	20:1
		Developmental	21:1	19:1	19:1	15:1	19:1
		All Lecture Classes	20:1	19:1	20:1	18:1	20:1
		All Web Classes	22:1	35:1	21:1		22:1



# *Faculty*

## *HISTORY OF STUDENT TO FACULTY RATIO*

<b>Semester</b>	<b>Year</b>	<b>Course Type</b>	<b>La Plata</b>	<b>Leonardtwn</b>	<b>Prince Frederick</b>	<b>Waldorf</b>	<b>All Campuses</b>
Fall	2007	Regular	19:1	20:1	20:1	20:1	19:1
		Developmental	21:1	17:1	20:1	21:1	20:1
		All Lecture Classes	19:1	20:1	20:1	20:1	19:1
		All Web Classes	25:1	25:1	14:1		24:1
Fall	2008	Regular	19:1	20:1	20:1	20:1	20:1
		Developmental	20:1	19:1	19:1	21:1	20:1
		All Lecture Classes	19:1	20:1	20:1	19:1	20:1
		All Web Classes	25:1	26:1	16:1		25:1
Fall	2009	Regular	20:1	20:1	20:1	21:1	20:1
		Developmental	21:1	19:1	20:1	21:1	20:1
		All Lecture Classes	20:1	20:1	20:1	21:1	21:1
		All Web Classes	20:1	21:1	15:1	19:1	20:1

## ***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 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.

## ***Instructional Program Emphases***

**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.

## ***Instructional Program Emphases***

**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.

## *Credit Instruction*

For transfer and career students, the college's programs allow students to select from among over 74 disciplines, varying widely in aim, design, and delivery. The college offers five associate's degrees: the associate in applied science (A.A.S.), the associate in arts (A. A.), the associate in science (A.S.), the associate of arts in teaching (A.A.T.), and the associate of science in engineering (A.S.E). Certificates and letters of recognition are also awarded.

### **I. Degree Programs**

- A. **THE ASSOCIATE IN APPLIED SCIENCE DEGREE (A.A.S.)** recognizes a curricular focus in a specific occupational area. A minimum of 20 credits is required in the area of general education and at least 50% of the credits earned must relate directly to the occupational specialty. While the A.A.S. programs listed below are intended primarily to ensure immediate employment or career mobility, they also provide opportunities for transfer to some baccalaureate programs.

Accounting	Engineering Technology: Electronics	Information Services Technology: Web Developer
Computer Information Systems	Engineering Technology: Manufacturing	Information Systems Security
Construction Management	Environmental Technology	Management Development Technology
Criminal Justice	Fire Science Technology	Massage Therapy
Electric Power Technician	Homeland Security	Medical Laboratory Technology
Electric Wiring Technician	Hospitality Management	Nuclear Engineering Technology: Instrumentation and Control
Emergency Medical Services	Human Services	Paralegal Studies
Engineering Technology	Information Services Technology	Physical Therapist Assistant
Engineering	Information Service Technology:	Technology: Radiography
Drafting	Microsoft Certified Windows Network Adm.	

## ***Credit Instruction***

- B. **THE ASSOCIATE IN ARTS (A.A.) DEGREE** recognizes a curricular focus on the liberal arts (humanities, social sciences, fine arts). Approximately 50% of the credits (or at least 30) are required in general education. The A.A. program transfers to appropriate baccalaureate programs, but also provides opportunities for career exploration and skills upgrading.

### Arts and Sciences Degree options:

Applied Science and Technology  
Art  
Arts and Humanities  
Biological Sciences  
Biotechnology  
Cultural Studies  
Pre-Dental Hygiene  
Exercise and Sports Science  
History  
Mathematics/Physical Science  
Music  
Pre-Nursing  
Philosophy  
Social Sciences  
Spanish  
Theater and Dance  
Women's Studies

### General Studies Degree Options:

Communications  
Criminal Justice  
English  
Environmental Management  
Forensic Studies  
Media Studies  
Speech Communication

### Teacher Education:

Early Childhood  
Secondary

## ***Credit Instruction***

- C. **THE ASSOCIATE ARTS IN TEACHING (A.A.T.) DEGREE** is designed for students preparing to transfer to a four year institution to obtain a bachelors degree and teacher certification, especially from Maryland Colleges of Education. Students earning an A.A.T. must achieve a 2.75 or higher grade point average at graduation; complete at least 45 hours of supervised field experience and take and pass the Praxis I licensure exam or achieve comparable scores on the SAT or ACT. Approximately 50% of the credits (36) are required in general education. The A.A.T. program transfers to appropriate baccalaureate programs, but also provides opportunities for career exploration.

Associate of Arts in Teaching:

Elementary /Generic Special Education, Grades 1 – 6

Early Childhood Education; Generic Special Education, Birth – Grade 3

- D. **THE ASSOCIATE IN SCIENCE DEGREE (A.S.)** recognizes a curricular focus in science, mathematics, engineering, and technology. Approximately 50% of the credits (or at least 30) are required in general education. The A.S. program transfers to appropriate baccalaureate programs, but also provides opportunities for career exploration and skills upgrading.

Business Administration

Business Administration: Technical Management

Computer Science

Engineering

Engineering Consortium

Nursing

Sport Management

## ***Credit Instruction***

- E. **THE ASSOCIATE OF SCIENCE IN ENGINEERING (ASE) DEGREE** facilitates the transfer process of students from two-year to four-year engineering programs in Maryland and offers an accessible and low cost path for the first 2 years of study for a CSM student ultimately interested in obtaining a BS in Electrical or Computer Engineering from a Maryland institution. After acquiring an ASE degree from CSM, the earned academic credential transfers as a block of courses rather than on a course-by-course basis into four-year engineering programs in Maryland and prepares those ASE graduates for junior-level course work as an Electrical Engineering or Computer Engineering major.

Computer Engineering

Electrical Engineering



## *Degrees Offered*

### **II. Certificate Programs**

Accounting: Basic	Human Services: Mental Health Technician
Accounting: Advanced	Information Processing
Basic Computer-Aided Drafting	Information Services Technology
Commercial Vehicle Operator	Management Development
Criminal Justice	Management Development: Marketing
Early Childhood Development	Manufacturing Technology
Electronics Technology: Basic	Medical Assisting
Electronics Technology: Communications	Medical Coding Specialist
Electronics Technology: Microprocessor	Office Technology
Emergency Medical Services – Intermediate	Pharmacy Technician
Emergency Medical Services – Paramedic	Practical Nursing
Engineering Technology	Professional Communication
Environmental Technology: Environmental Planning	Security Management
Environmental Technology	Technical Support
Fitness Manager, Advanced	Therapeutic Massage*
Fitness Manager, Basic	Therapeutic Massage: Advanced*
General Studies: Transfer	Web Developer
Geographic Information Systems Technology	Patient Care Assistant
Graphic Design	
Human Services: Alcohol and Drug Counseling	<i>*Pending MHEC approval</i>

## *Degrees Offered*

### **III. Letters of Recognition**

A+ Skills Training	American Studies
Aquatic Facility Manager	Art history
Child Care Provider	Choral Conducting Assistant
Clerical Assistant	Computer Office Skills
Criminal Justice	Digital Imaging Assistant
Drafting	Driving Skills I
Driving Skills II	Environmental Management
Environmental Planning	Financial Office Assistant
First-Level Manager	Group Fitness Instructor
Leadership Skills	Legal Transcription
Manufacturing Automation	Medical Administration Assistant
Medical Transcription	Personal Trainer
Phlebotomy Technician	Physical Therapy Aide
School-Age Child Care	Security Management
Small Business Management	Studio Arts Assistant
Women's Cultural Studies	Word Processing Operator

College preparatory courses are offered in English, reading and mathematics for students who need skill development. The college offers the student the opportunity to earn credit through telecourses, credit-by-examination, cooperative education and practica.

## ***Future/Potential Programs***

Degree and/or certificate programs planned for the next seven years and their anticipated locations are:

Proposed Programs	Anticipated Start Date	Anticipated Locations
Environmental Studies	2011 – Fall	LaPlata
Nuclear Engineering Tech: Electrical	FY 2011	Prince Frederick
Nuclear Engineering Tech: Mechanical	FY 2011	Prince Frederick
Digital Media Productions – Broadcasting	FY2011 – Fall	LaPlata
Certificate in Spanish	FY2011 – Fall	All Campuses
Certificate in ESL	FY2011 – Fall	All Campuses
Health Information Management	FY 2013	HEA Center, 4 <sup>th</sup> Campus
Kinesiology and Exercise Science	FY 2013	HEA Center, 4 <sup>th</sup> Campus
AAT – Middle School Education	FY 2013	All Campuses
Global and International Studies	FY2013 – Fall	La Plata – (other campuses possible)
Acquisitions Management and Contracting	FY2014	La Plata & Leonardtown
Computer Game Design	FY2014	Prince Frederick
Dental Hygiene	FY2014	HEA Center, 4 <sup>th</sup> Campus
Economics	FY2014	All Campuses
Public Administration	FY2014	La Plata
Occupational Therapy Assistant	FY2015	HEA Center, 4 <sup>th</sup> Campus
Physical Therapy Assistant	FY2015	HEA Center, 4 <sup>th</sup> Campus
Robotics	FY2015	La Plata & Leonardtown
Culinary Arts	FY2015	4 <sup>th</sup> Central Campus
Veterinary Technology	FY2016	La Plata
Pre-Med	FY2016	HEA Center, 4 <sup>th</sup> Campus
Respiratory Therapy	FY2016	HEA Center, 4 <sup>th</sup> Campus
Speech-Language Pathology Therapy Assistant	FY2016	HEA Center, 4 <sup>th</sup> Campus
Graphic Design	FY2016 – Fall	La Plata

## ***Future/Potential Programs***

AAT – Secondary Education: Math, Chemistry, Biology,	FY2017	All Campuses
Diagnostic Medical Sonography/Radiology	FY2017	HEA Center, 4 <sup>th</sup> Campus
Fine Arts	FY2017	4 <sup>th</sup> Central Campus
Radiology Technology	FY2017	HEA Center, 4 <sup>th</sup> Campus
Surgical Technology	FY2017	HEA Center, 4 <sup>th</sup> Campus

## *Future/Potential Program Details*

### *AAT: Middle School Education*

---

The ongoing effort to provide for smooth transition for Middle School Education majors to Bachelor's degree granting programs may be enhanced by the development of an AAT degree modeled on the successful Elementary and Early childhood Education degree.

**Implementation:** This program could be implemented by 2013, given the time needed to survey Bachelor degree granting Teacher Education programs and their transfer preferences and the development of a statewide model like the current Elementary AAT.

**Facility Impact:** Middle School Teacher Education is a small program and should have only a modest impact upon facilities. Office space for one full-time faculty will be required.

### *AAT Secondary Education: Math, Chemistry, Biology and Spanish*

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The ongoing effort to provide for smooth transition for Secondary Education majors to Bachelor's degree granting programs may be enhanced by the development of an AAT degree modeled on the successful Elementary and Early childhood Education degree. The current question(s) to be answered will such a degree enhance the student's experience because the secondary education Major must have a major in a traditional area and then take appropriate "Education" courses. As Bachelor degree programs clarify their program requirements the need for this degree will become clearer.

**Implementation:** This program could be implemented by 2013, given the time needed to survey Bachelor degree granting Teacher Education programs and their transfer preferences and the development of a statewide model like the current Elementary AAT.

**Facility Impact:** Secondary Teacher Education is a small program and should have only a modest impact upon facilities. Office space for at least one, new, full-time faculty member will be required.

## *Future/Potential Program Details*

### *Acquisitions Management and Contracting*

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The two naval installations in Southern Maryland have an unmet demand for Acquisition Manager and Contract Specialists. These are individuals who are managing the various defense contractor contracts with both NAVAIR and NAVSEA. Courses for the programs include Project Management, Accounting, Finance, and Business Law.

**Implementation:** A few new courses would need to be developed. We could have the program starting fall 2013. We would also pursue agreement or partnership with Defense Acquisition University

**Facility Impact:** Program Coordinator and adjunct faculty familiar with DOD contracting requirements

### *Certificate in ESL*

---

Demographics inform us that the CSMD could contribute both to meeting student needs and to workforce development by offering the certificate. ESL certification is increasingly in demand in the secondary education setting. The Division will conduct surveys in fall 2010 and spring 2011 to determine student/educator interest in pursuing a certificate in ESL and CSMD Teacher Education program has expressed interest in assisting with setting up this certificate.

**Implementation:** The certificate could be offered by fall 2011, as the LAN Division has recently hired a Full-time English Faculty member with certification in ESL.

**Facility Impact:** Classrooms would need to be available, preferably with computers.

## *Future/Potential Program Details*

### *Certificate in Spanish*

---

Currently, we offer only the Arts and Sciences AA: Spanish option, while demographics inform us that the CSMD could contribute to workforce development by offering the certificate. Proficiency in Spanish at the certificate level is increasingly in demand in the secondary education setting. The Division will conduct surveys in fall 2010 and spring 2011 to determine student/educator interest in pursuing a certificate in Spanish.

**Implementation:** The certificate could be offered by fall 2011, as no new courses would need to be developed.

**Facility Impact:** Classrooms equipped with computers would facilitate language acquisition, and enhance the pedagogy options available to instructors.

### *Computer Game Design*

---

CSM currently offers 2 Game Design courses in credit free and several in Kids' College. The Technology Advisory Council expressed an interest in our exploration of offering Computer Game Design instruction. Locally, employment opportunities are available in simulation (PAX, Lexington Park) as well as video game companies in the Baltimore, MD and Bethesda, MD areas. The Technical Studies department of BAT propose to start out with an option in our Computer Information Studies Program and if that is successful we can then consider ramping it up into a full program (as MC and CCBC offer).

**Implementation:** Program track approval will be sought during the spring of 2012. The computer video game courses could be offered starting fall 2013.

**Facility Impact:** Computer labs will be required for the courses. It is possible they will be developed as web courses as well to broaden enrollment access.

## *Future/Potential Program Details*

### *Culinary Arts/ Kitchen Management Program*

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In anticipation of the National Restaurant Association Educational Foundation's Pro Start, two-year career-building program, being adopted by the Departments of Education in all three counties in Southern Maryland, <http://prostart.restaurant.org/> the Hospitality Management program is interested in expanding the curricular options currently offered at CSM to include a new two year degree in Culinary Arts / Kitchen Management. As a result of the programmatic implementation of the NRAEF program to the secondary school systems in Southern Maryland, beyond North Point High School (Charles County) and Forrest Career & Technology Center (St. Mary's County) this new degree option, has the potential to capture an increase in qualified graduates seeking accessible, local, post secondary training in the culinary arts discipline in Southern Maryland. In addition, the new degree option would be designed to meet the varied needs of incumbent workers from food service establishments in the tri-county area as well.

**Implementation:** The Culinary Arts program would be a sequence of courses that emphasizes a combination of culinary theory and the practical application necessary for successful employment. Learning opportunities would be designed to develop academic, occupational, and the hands on professional skills for job acquisition, retention, and advancement. As such the feasibility of commencing course offerings' would coincide with the identification of the required culinary facilities.

**Facility Impact:** Culinary courses would require students to train in a state-of-the-art professional operating kitchens, facing the same demands found in the industry today. Providing students with "real world" situations that will build confidence while developing skills and abilities mandates the construction of laboratory classes encompassing not just kitchens, but a culinary facility equipped with a simulated restaurant dining room, bar and bakery.



## *Future/Potential Program Details*

### *Dental Hygiene*

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The Health Sciences Division is considering offering a Dental Hygiene Associate of Applied Science Degree. The intent of this program is to prepare students for employment as dental hygienists who can provide preventative dental care and teach correct oral hygiene practices. Increased research linking poor oral health to other disease states has contributed to the projection that job growth is expected to increase 36% over the next 10 years. Once the program is accredited, students who complete the degree will be eligible to sit for regional, national and state examinations.

**Implementation:** The earliest this program will be implemented is fall 2014.

**Facility Impact:** Office space for 3 full time faculty, Office space for 1 full time clinical coordinator, a designated Dental Hygiene suite, and storage space for supplies and equipment will be required.

### *Diagnostic Medical Sonography*

---

The Health Sciences Division is considering offering an Associate of Applied Science Degree in Diagnostic Medical Sonography. The focus of this program will be to prepare students to use sound waves to generate an image for the assessment and diagnosis of various medical conditions. In addition to working directly with patients, diagnostic medical sonographers keep patient records, adjust and maintain equipment, evaluate equipment purchases, and may manage a sonography or diagnostic imaging department. Once the program is accredited, students who complete the degree will be eligible to sit for national certification. Employment in this field is expected to increase 18% over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2017.

**Facility Impact:** See facility requirements for Radiology Technician. Some facilities may be shared between the two programs: Office space for 4 full time faculty, office space for 1 full time clinical coordinator, a designated Radiology suite, and storage space for radiographic supplies and equipment. In addition, specialized sonography equipment will be required.

## *Future/Potential Program Details*

### *Digital Media Production/Broadcasting*

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For the past few years interest has been building in offering a Broadcasting program. This interest led to hiring a faculty member to develop the program. He quickly recommended changing the program to emphasize digital media production. Additionally, resources have been allocated to build a studio. Thus with the commitment of resources and hiring a new faculty member to teach courses in the program, the CAH Division will move forward to develop the program.

**Implementation:** It is possible that if the studio destined for construction in the ST Building is completed and the package of equipment to support the program is purchased, the program could begin in fall 2011.

**Facility Impact:** A studio for broadcasting is required and a package of equipment that includes cameras, Mac workstations, software, and other supportive equipment. Definitely, new facilities and equipment will be required for the program.

### *Economics*

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The Business, Economics & Legal Studies Area is considering the development of an Economics Pathway for the Arts and Sciences Degree. Currently the Area has degree programs in Business, Accounting and Paralegal, but no program in Economics. Currently a student may take an elective economics course at CSM that may only transfer as a social science elective. This transfer option would be designed in conjunction with our four-year partners to insure that a CSM student could transfer all of his or her CSM economics credits into the economic major.

**Implementation:** Discussion between CSM program and area coordinators and our four-year partners needs to take place. Articulation agreements would likely not be in place until 2012-2013. The degree could be offered starting in fall 2013.

**Facility Impact:** A full-time economics instructor may be needed in Prince Frederick and/or Leonardtown depending on enrollment.

## *Future/Potential Program Details*

### *Environmental Studies*

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Program to prepare students to transfer to and pursue a variety of environmental options at 4 year institution.

**Implementation:** Anticipated fall 2011 assuming college and MHEC approval.

**Facility Impact:** No new faculty needed; no new courses needed; no new facilities needed.

### *Fine Arts*

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With the prospect of a fourth central campus that would include among other buildings a large theatre to attract a truly Southern Maryland wide audience, the CAH Division is considering developing a Fine Arts program. The new theatre would provide an opportunity to begin an ambitious program in the Fine Arts, particularly dance, music and theatre. Additionally, it would be a wonderful venue to offer an ambitious program of in house productions connected to the Arts courses and outside performances.

**Implementation:** The earliest the program could begin is in 2017 and that is if the new theatre facility becomes a reality.

**Facility Impact:** The new theatre facility is considered important to the launching of this program. If not, then a major renovation of the current FA Theatre might be suitable to support the program.

## *Future/Potential Program Details*

### *Global and International Studies*

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For the past several decades, US citizens have had to think less in national terms and more in terms of what is happening around the world and in international cultural, diplomatic, economic, and political affairs. The CAH Division is considering developing a program to respond to that need and provide a base for students who will embark on careers in which the international and global outlook will be vital.

**Implementation:** We believe that such a program could be ready by fall 2013.

**Facility Impact:** New facilities would not be required to support this program.

### *Graphic Design*

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Currently, the CAH Division offers a Graphic Design certificate. Given the popularity of this field, the CAH Division is considering expanding the certificate program to a degree program.

**Implementation:** Research needs to be completed to determine the core courses necessary to offer a full degree program in this field. Once these core courses are identified and developed, the program could begin in fall 2016.

**Facility Impact:** The current Mac Lab in the FA Building will need to be refreshed with upgraded Mac computers and software to support the increased technical demands of such a program.

## *Future/Potential Program Details*

### *Health Information Management*

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The Health Sciences Division is considering offering a Health Information Management Associate of Science Degree. The focus of this degree program will be to prepare students to manage medical record systems and use computer applications to assemble and analyze patient data to improve patient care or control costs. Once the program is accredited, students who complete the associate degree will be eligible to test for the Registered Health Information Technician (RHIT) certification. Students will also have the opportunity to transfer to a 4-year institution, complete a bachelor's degree in Health Information Management, and test for the Registered Health Information Administrator (RHIA) certification. With the implementation of the HITECH Act and the introduction of ICD-10, employment in this field is expected to increase 20% over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2013.

**Facility Impact:** Office space for at least 3 full time faculty, a designated Medical Coding Lab facility with electronic health records and coding software, and storage space for simulated medical records will be required.

### *Kinesiology*

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This program would involve several courses that cover the study of muscles and their movement for physical conditioning.

**Implementation:** This program could be implemented by spring 2013. Development of the courses would involve input and coordination from the Nursing Department and Massage Therapy.

**Facility Impact:** Office space for a full-time faculty, as well as a kinesiology laboratory will be required.

## *Future/Potential Program Details*

### *Nuclear Engineering Technology (Electrical)*

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In partnership with Constellation Energy Nuclear Group, CSM is developing an Associate of Applied Science in Nuclear Engineering Technology: Electrical degree. Only one course is needed to be developed for this pathway of the Nuclear Engineering Technology degree. CSM will work to articulate our degree to a Bachelor of Science in Nuclear Engineering Technology through Excelsior College. This program will be using the Uniform Curriculum Guide (ACAD 08-006) for associate degree programs created by the Nuclear Energy Institute for developing the required courses for electrical maintenance technicians.

**Implementation:** Courses for this program could be offered the spring 2011 semester. A curriculum development grant and a scholarship grant will be submitted to the Nuclear Regulatory Commission (NRC) which includes funds for necessary equipment. Equipment required include the following: Phase converter Model 8896-0 and Motor Control Center.

**Facility Impact:** Facilities currently exist for the program at the Center for Nuclear Energy Training (CNET) in Prince Frederick.

### *Nuclear Engineering Technology (Mechanical)*

---

In partnership with Constellation Energy Nuclear Group, CSM is developing an Associate of Applied Science in Nuclear Engineering Technology: Mechanical degree. Only four courses are needed to be developed for this pathway of the Nuclear Engineering Technology degree. CSM will work to articulate our degree to a Bachelor of Science in Nuclear Engineering Technology through Excelsior College.

This program will be using the Uniform Curriculum Guide (ACAD 08-006) for associate degree programs created by the Nuclear Energy Institute for developing the required courses for mechanical maintenance technicians.

**Implementation:** Courses for this program could be offered the spring 2011 semester. A curriculum development grant and a scholarship grant will be submitted to the Nuclear Regulatory Commission (NRC) which includes funds for necessary equipment. Equipment required include the following: Hydraulics training system Model 6080 and Rigging system Model 46109.

**Facility Impact:** Facilities currently exist for the program at the Center for Nuclear Energy Training (CNET) in Prince Frederick.

## *Future/Potential Program Details*

### *Occupational Therapist Assistant*

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The Health Sciences Division is considering offering an Occupational Therapist Assistant Associate of Applied Science Degree. This program will educate students to work under the supervision of an occupational therapist to provide rehabilitative services to improve clients' quality of life and ability to perform daily activities. Once the program is accredited, students who complete the degree will be eligible to sit for state licensure and national certification. Employment in this field is expected to grow much faster than average as demand for occupational therapist services rises and assistants are used increasingly to provide care. Projections indicate that job growth is expected to increase 30% over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2015.

**Facility Impact:** Office space for 3 full time faculty, Office space for 1 full time clinical coordinator, a designated Occupational Therapy suite, and storage space for supplies and equipment will be required

### *Physical Therapist Assistant*

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The Health Sciences Division is considering offering a Physical Therapist Assistant Associate of Applied Science Degree. This program will educate students to work under the supervision of a physical therapist to provide treatment that improves patient mobility, relieves pain, and prevents or lessens physical disabilities of patients. Once the program is accredited, students who complete the degree will be eligible to sit for state licensure and national certification. Employment in this field is expected to grow much faster than average with projections indicating that job growth will increase 35% over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2015.

**Facility Impact:** Office space for 3 full time faculty, Office space for 1 full time clinical coordinator, a designated Physical Therapy suite, and storage space for supplies and equipment will be required.

## *Future/Potential Program Details*

### *Pre-Medicine*

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The Health Sciences Division is considering offering a Pre-Medicine Associate of Science Degree. In addition to taking core courses in the sciences, students will be introduced to key concepts and trends in healthcare. Service learning will be emphasized as students participate in a variety of interdisciplinary experiences. It is expected that following completion of this program, students will transfer to a 4-year institution, complete a bachelor's degree, and matriculate to a medical school to pursue advanced education.

**Implementation:** The earliest this program will be implemented is fall 2017.

**Facility Impact:** Office space for full time faculty, classrooms, a computer lab, and a high fidelity clinical simulation lab will be required

### *Public Administration*

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The Business, Economics & Legal Studies Area is considering the development of a Public Administration Pathway for the Arts and Sciences Degree. Given that many in the Southern Maryland area are employment either by the Federal Government or by contractors working for the Federal Government, there may be a high demand for such a program.

**Implementation:** Research into existing Associate Degree Program in Public Administration and transfer school opportunities needs to be done. It is likely this research would not be complete until sometime during the 2012-2013 school year. Program can be offered starting in fall 2013.

**Facility Impact:** A full-time program coordinator/instructor would need to be hired.



## *Future/Potential Program Details*

### *Radiology Technology*

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The Health Sciences Division is considering offering an Associate of Applied Science Degree in Radiology. This program will educate students for employment as Radiology Technicians who can prepare patients for radiographic examination, administer X-rays and other radiological medical procedures to patients, and adjust and maintain radiographic equipment. Once the program is accredited, students who complete the degree will be eligible to sit for state licensure and national certification. The occupational outlook for Radiology Technicians is positive with an expected need for 15% more technicians over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2017.

**Facility Impact:** Office space for 4 full time faculty, office space for 1 full time clinical coordinator, a designated Radiology suite, and storage space for radiographic supplies and equipment will be required.

### *Respiratory Therapy*

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The Health Sciences Division is considering offering an Associate of Applied Science Degree in Respiratory Therapy. The intent of this program will be to educate students for employment as Respiratory Therapy Technicians. Respiratory Therapy Technicians follow specific respiratory care procedures under the direction of respiratory therapists and physicians. They help to evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. Once the program is accredited, students who complete the degree will be eligible to sit for national certification. Growth in this field is expected to remain stable.

**Implementation:** The earliest this program will be implemented is fall 2016.

**Facility Impact:** Office space for three full time faculty, office space for one full time clinical coordinator, a designated Respiratory Therapy suite, and storage space for supplies and equipment will be required.

## *Future/Potential Program Details*

### *Robotics*

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CSM could develop an Associate in Science or an Associate in Applied Science in Robotics Technology. Depending on the path chosen, there are several colleges that have existing programs that we could model our program after. These colleges include Morgan State University, Baltimore City Community College and Indian River State College. It appears that the curriculum across the colleges is very similar. The areas of training include electronics, computer controls, data acquisition, mechanical controls, pneumatics, hydraulics, electrical power and motors relative to industrial robots.

**Implementation:** Courses for the program could be offered by spring 2014. The Robotics Technology degree would become a separate degree. Even though a majority of the classes already exist, they exist under a couple of different engineering technology programs. We would have to develop around three to four classes. The Robotics Technology degree would require equipment for specific use within the program.

**Facility Impact:** Equipment currently available for the Robotics competitions and CSM Kid's College could be used for this new program. This program should be offered either at La Plata or Leonardtown campus due to their proximity to naval facilities that have robotics applications.

### *Speech-Language Pathology Therapist Assistant*

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The Health Sciences Division is considering offering an Associate of Applied Science Degree for Speech Language Pathology Therapist Assistant. The focus of this program will be to educate students to work under the supervision of a speech language pathology (SLP) therapist to treat, and prevent disorders related to speech, language, cognitive-communication, voice, swallowing, and fluency. Students who complete the degree will be eligible for state licensure. Employment in this field is expected to grow as the aging population and an increase in neurological conditions increases the need for SLP services.

**Implementation:** The earliest this program will be implemented is fall 2015.

**Facility Impact:** Office space for three full time faculty, Office space for one full time clinical coordinator, a designated Speech Language Pathology Therapy suite, and storage space for supplies and equipment will be required.

## *Future/Potential Program Details*

### *Surgical Technology*

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The Health Sciences Division is considering offering a Surgical Technology Associate of Applied Science Degree. The intent of this program will be to educate students to assist in surgical operations under the supervision of surgeons and registered nurses. Surgical Technologists prepare the operating room, prepare and position patients, pass instruments and other sterile supplies to surgeons and surgical assistants, and help transfer the patient to the recovery room. Once the program is accredited, students who complete the degree will be eligible to sit for national certification. Projections indicate that job growth is expected to increase 25% over the next 10 years.

**Implementation:** The earliest this program will be implemented is fall 2017.

**Facility Impact:** Office space for three full time faculty, a designated Surgical Technology operative suite and storage space for supplies and equipment will be required.

### *Veterinary Technology*

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Associate of Applied Science or an Associate of Science degree program designed to train veterinary technicians.

**Implementation:** Courses for the program could be offered by fall 2016, following research regarding possible articulations with 4-year institutions and possible internship sites at regional veterinary offices.

**Facility Impact:** Implementation would involve substantial impact on facilities in terms of space and equipment. Some training would have to be done on large, expensive equipment at veterinary offices. Implementation would necessitate hiring of additional full and part time faculty.

## *Future/Potential Continuing Education Certificate Offerings*

Continuing Education Certificate offerings planned for the next five years.

<b>Proposed Programs</b>	<b>Anticipated Start Date</b>	<b>Anticipated Locations</b>
Carpenter	2011	Waldorf, Center for Trades and Energy Training
Electrical Apprentice	2011	Waldorf, Center for Trades and Energy Training
Electrical Helper	2011	Waldorf, Center for Trades and Energy Training
HVAC Apprentice	2011	Waldorf, Center for Trades and Energy Training
HVAC Helper	2011	Waldorf, Center for Trades and Energy Training
Meeting/Event Planner	2011	TBD
Real Estate Appraiser	2011	TBD
Real Estate Salesperson	2011	TBD
Restaurant Manager	2011	TBD
Truck Driver Training - Class B	2011	LaPlata, Driving Range
Welder - Certified Structural	2011	Waldorf, Center for Trades and Energy Training
Welder Apprentice	2011	Waldorf, Center for Trades and Energy Training
Welder Helper	2011	Waldorf, Center for Trades and Energy Training
Apple Final Cut Pro	2012	TBD
Asst. Adm.	2012	TBD
Basic Office Skills	2012	TBD
Bookkeeping Assistant	2012	TBD
Building Maintenance Technician	2012	Waldorf, Center for Trades and Energy Training
Home Improvement Contractor	2012	TBD
Home Inspector	2012	TBD
Multi-Media Specialist	2012	La Plata, CE Building
Multimedia Web Artist/Animator	2012	La Plata, CE Building
Pharmacy Technician	2012	

## *Future/Potential Continuing Education Certificate Offerings*

<i>Proposed Programs</i>	<i>Anticipated Start Date</i>	<i>Anticipated Locations</i>
Phlebotomy Technician	2012	La Plata, CE Building
Child Care Center Operator	2013	TBD
Child Care Center Teacher	2013	TBD
Family Child Care Provider	2013	TBD
Computer Repair Technician	2014	La Plata, CE Building
Creating a Web-Based Business	2014	La Plata, CE Building
Dental Assistant	2014	La Plata, CE Building
Drafter	2014	La Plata, CE Building
Electrocardiogram Technician	2014	TBD
Medical Assistant	2014	La Plata, CE Building
Medical Billing Specialist	2014	La Plata, CE Building
Medical Records Technician	2014	La Plata, CE Building
Physical Therapy Aide	2014	La Plata and Leonardtown Wellness Centers
Web Based Business	2014	LaPlata, CE Building
Web Page Designer	2014	LaPlata, CE Building
ABE/GED/ESL	2015	TBD – Public Schools
Small Engine Repair Technician	2015	TBD

## *Community Education and Service*

The college services the learning needs of our community through the provision of flexible and responsive non-credit education courses offered through our Corporate and Community Training Institute. These courses are offered at convenient times and locations throughout the Tri-County region including both on and off-campus sites. A wide range of student interests are addressed such as workforce development; small business and leadership development; personal enrichment for youth, adults and seniors; wellness, fitness and recreation; environmental training and occupational safety; and transportation. As new and emerging learning needs are identified, the college works collaboratively with community agencies and other stakeholders to craft creative and innovative solutions. The following are a few examples of the college's many community partners:

- Tri-County Council for Southern Maryland
- Southern Maryland Workforce Services
- Chambers of Commerce and Other Local Businesses
- Public and Private Schools
- Economic Development Agencies
- Department of Aging
- Labor Unions and Industry Trade Associations
- Community Centers
- Senior Centers and 55+ Communities
- Technology Councils
- Military Installations
- Hospitals
- State and County Social Services Agencies
- Not-for-Profit Organizations
- Community Development Corporations
- Parks and Recreation
- American Red Cross

## *Service and Community Use*

Noncredit courses and programs have been an area of growth in the college, requiring unlimited flexibility and responsiveness. Continuing education courses are offered at sites and times convenient to the students in the tri-county area. Information technology, business and professional development, career and apprenticeship training, adult plus courses, academic adventures for youth and teens, and environmental training are fully developed areas of study. As new training and development needs are identified, the college will attempt to meet those needs in creative and innovative ways. The college is expanding its trades, energy, healthcare, and career training short-term courses to meet the demands on the region.

The college serves as an educational, cultural and recreational center for the community and offers its facilities and services to functions that enhance community life. Because the college is viewed as a resource linking all three counties, it is called upon to coordinate a number of tri-county services that have an education/training component. The campus facilities are heavily used by government and community organizations. Community activities, which regularly use college facilities, include:

### *LAPLATA CAMPUS:*

Chemical People of Southern Maryland: Project Graduation  
Special Olympics  
Historical Society of Charles County  
Charles County Heritage Commission  
Local County Government Agencies  
Charles County Commission for Women  
Calvert County Traffic Safety Council  
Leadership Southern Maryland  
Hospice of Calvert County and Charles County  
Leonardtown Business Association  
St. Mary's Advocacy Center  
UMUC Exam Testing

Civista Hospital  
U.S. Census Bureau  
ARC of Southern Maryland  
Chambers of Commerce  
Art Guilds  
Public School Meetings and Conferences  
American Red Cross  
Economic Development Commission Meetings  
and Conferences  
Fifth Grade Swim Programs  
NSWC – Indian Head

## *Service and Community Use*

### ***LEONARDTOWN CAMPUS:***

St. Mary's County Public Schools  
St. Mary's Originals Theater Group  
Girl Scouts  
Social Security  
St. Mary's County Government  
St. Mary's County Economic Development Commission  
South Point Church  
Leadership Southern Maryland  
Leonardtown Business Association  
Freedom Health Walk  
Community Bank of Tri-County  
Cedar Lane Assisted Living  
U.S. Census Bureau  
American Red Cross Blood Drive

### ***PRINCE FREDERICK CAMPUS:***

Calvert County Public Schools  
Leadership Southern Maryland  
Calvert County Sheriff's Department  
Calvert County Minority Business Alliance  
U.S. Census Bureau  
United Way of Calvert County  
Calvert County Economic Development Department  
Boys and Girls Club  
Ward Virts Concert Series  
Southern Maryland Regional Piano Competition  
Calvert Hospice  
American Cancer Society  
Arts Council of Southern Maryland  
ARC of Southern Maryland



## *Unique Institutional Characteristics*

### **NEW INITIATIVES:**

#### ***INSTITUTIONAL EFFECTIVENESS***

The College of Southern Maryland (CSM) seeks to attain greater academic excellence and institutional effectiveness through a Quality Improvement Process (QIP) which was established in 2008 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. 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 new 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.

#### ***QUALITY PROGRAMS, SERVICES AND DELIVERY FORMATS***

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.

## *Unique Institutional Characteristics*

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.

### ***AFFORDABILITY***

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. 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.

## ***Unique Institutional Characteristics***

### ***PARTNERSHIPS***

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.

### ***CULTURAL COMPETENCY AND 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 Institutional Strategic Plan 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.

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.

## *Unique Institutional Characteristics*

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.

### ***K-12 PARTNERSHIPS***

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:

1. 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.
2. 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.
3. 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.

## *Unique Institutional Characteristics*

4. 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

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.

## *Unique Institutional Characteristics*

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.

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, 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.

## ***Unique Institutional Characteristics***

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.

### ***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 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.

## *Unique Institutional Characteristics*

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 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.



## ***Waldorf Center for Higher Education***

### *SUMMARY MISSION STATEMENT*

The Waldorf Center for Higher Education (Waldorf Center) combines the educational talents and resources of the College of Southern Maryland (CSM), University of Maryland University College (UMUC), and other higher education partners to provide comprehensive, high-quality associate, bachelor, graduate and professional programs and specialized workforce training to the residents of Southern Maryland. The Waldorf Center actively seeks to attract new students and assist them in developing and achieving individual and educational goals, expand local bachelor's and graduate degree options, and promote transfer education and workforce development opportunities.

*NOTE: See appendix for CSM's (MHEC approved) complete mission statement and the Waldorf Center's complete mission statement.*