


Strategic Plan

FY2008 - FY2010



Acknowledgments

Garrett College's FY2008-2010 Strategic Plan is the product of an extensive environmental analysis coupled with a disciplined strategic planning process which involved participation from the entire college community. The College's students, faculty and staff, and Board of Trustees, representatives from local businesses, Garrett County high school students, and members of the community at large deserve recognition for providing valuable information used in formulating the strategic goals and objectives that will guide Garrett College with respect to allocation and application of institutional resources for the next three years.

Translating outcomes from the student, faculty, staff, and Cabinet focus group workshops into substantive planning assumptions, strategic goals and objectives and expected outcomes was the responsibility of the Administrative Council that served as the steering committee for strategic planning. The Planning and Institutional Research staff contributed informational support and procedural guidance essential to the process and formulation of this Strategic Plan. The Executive Secretary to the President and secretarial staff from the President's office also contributed to the process by taking notes during the many focus group and workshop sessions.

Table of Contents

INTRODUCTION	Page 1
STRATEGIC PLANNING PROCESS	Page 2
VISION, MISSION, and VALUES	Page 3
THE EXTERNAL ENVIRONMENT	Page 4
PLANNING ASSUMUPTIONS	Page 5
GOALS, OBJECTIVES, and STRATEGIES	
Strategic Goal 1	Page 7
Strategic Goal 2	Page 9
Strategic Goal 3	Page 11
Strategic Goal 4	Page 12
APPENDICES	Page 13
Appendix A - Strategic Planning Model and Process	
Appendix B – Strategic Planning Timeline	
Appendix C - FY2008-FY2010 Financial Plan	

INTRODUCTION

Garrett College's Three-Year Strategic Plan establishes a direction for the College to follow as it responds to the challenges and opportunities that may arise over the next three years. The goals and objectives that are outlined in this plan reflect the College's vision, mission, and values, and serve to guide the institution's actions in playing a leading role as a provider of higher education and training for the people it serves and in fostering economic development in the area. Management decisions made and annual operating plans developed and executed within the Strategic Plan window will occur with reference to the framework established by the goals, objectives, and expected outcomes articulated in the plan.

Garrett College will monitor and regularly assess performance and outcomes of actions taken to achieve the goals and objectives set forth in this Strategic Plan. Specific performance measures will be used in order to gauge the extent to which the strategic goals and objectives are being achieved, the results of which will provide a basis for future actions. Quarterly assessment will also be made of significant changes in environmental factors (both internal and external) that may dictate modifications to the Strategic Plan so as to ensure continued responsiveness of the College to its constituents and community. Annual adjustments and improvements in related annual operating plans will also occur as part of the College's commitment to those it serves.

Overall, this Strategic Plan serves to guide the College in the deployment and use of its resources to effectively achieve its mission. The participative process that produced this plan reflects the commitment of the College community to work together for the common purpose of enhancing and improving the College's overall performance and services.

STRATEGIC PLANNING PROCESS

Garrett College created its last strategic plan, covering Fiscal Years 2003-2007, through an extensive environmental analysis, coupled with a disciplined strategic planning process which involved college-wide participation, as well as input from members of the community and local businesses. However, while the process used in developing the previous plan was participatory, it was "top-down," which tended to discourage active participation by those lower down in the institutional hierarchy. Almost 30 percent of the employees who responded to a survey that was conducted for the College's self-study did not feel they had input into the process. The College therefore adopted a "bottom-up" approach, which relies heavily on the use of focus groups, as the model for future planning processes in order to encourage participation from all levels. Diagrams illustrating the processes the College currently uses for formulating and for updating the Strategic Plan can be found in Appendix A. Each of the College's constituencies was invited to participate in a focus group discussion, starting first with students, in order to provide input into the planning process. A timeline of the process used in formulating the FY2008-FY2010 Strategic Plan can be found in Appendix B.

For the current and future planning cycles, the College has also chosen to shorten its strategic planning window to three years from the five year plans it had done previously. A five-year strategic plan was considered no longer workable given the rapidity with which changes can occur that could significantly affect the College and its operations. The shorter timeframe allows the College to be more effective in responding to opportunities or threats that might occur and in moving forward with institutional renewal. The College has also taken steps to strengthen the alignment between planning and assessment by ensuring that all goals and objectives are measurable.

The companion FY2008-FY2010 Financial Plan shows the funding and revenue the College expects to be available in order to support implementation of the FY2008-FY2010 Strategic Plan. A copy of the Financial Plan is included in Appendix C.

VISION, MISSION, and VALUES

VISION

Garrett College will be a vibrant learning center of first choice, which reaches out to a broad spectrum of students, creating exciting new opportunities and pathways for personal and professional development.

MISSION

The mission of Garrett College is to provide quality higher education, lifelong learning, and access to the universe of information so that individuals, businesses, and the community can achieve personal, entrepreneurial, and collective success.

VALUES

Garrett College believes:

- In the inherent value of higher education.
- That it has a special obligation to design and advance a curriculum of excellence that specifically addresses the distinctive needs of its community.
- That every human being is entitled to the opportunity to learn; Garrett College does not presume to circumscribe in advance what any person may achieve.
- That each human being has dignity and worth and should be treated with respect.
- That no person should be discriminated against in either education or employment based on race, ethnic background, national origin, religion, age, sex, sexual orientation, or physical limitation.
- In the collective power of people working together in free exchange of ideas toward a common end.
- That decisions affecting employees should be made equitably and compassionately.
- In promoting employee interests as related to compensation, career opportunities, job security, professional development, and overall working conditions.
- In the intrinsic value of our unique surroundings.

THE EXTERNAL ENVIRONMENT

During 2005-2006 the Secretary of Education's "Commission on the Future of Higher Education" released a series of *Issue Papers* to inform the work of the Commission. The issues discussed in the first paper in the series provide an appropriate context in which to set this Strategic Plan. The paper states in its opening that "American postsecondary education is operating at the confluence of multiple forces." The paper goes on to identify five driving forces that have the potential to significantly affect the future of American higher education; three of these have implications for Garrett College:

Increased Demand – Higher education is increasingly being seen as the most effective means for attaining a better quality of life and promoting economic development. Thus, the demand for higher education will continue to increase. This trend is evident in the Garrett County Schools. As recently as 15 years ago only about one-third of Garrett County high school graduates attended college. Now, almost-two thirds of the students who graduate are college-bound. Nationally, this growing population of college-bound students will place new demands on the higher education system due to differences in age, racial, ethnic and economic make-up, and levels of preparation.

Economic and Fiscal Stress – States have traditionally played a major role in funding higher education. However, as more and more states face long-term budget shortfalls and structural deficits, the proportion of state funds going to higher education is steadily diminishing. As a result, more of the burden for paying for higher education is being placed on students and their parents through steep cost increases in tuition and fees; this is making college unaffordable for a growing segment of the nation's population. At the same time, at both federal and state levels, financial support for higher education is being regarded as less important or less urgent than other budget priorities and this trend is likely to continue. Therefore, in the Commission's words, "Higher education will need to explore new sources of revenue beyond traditional ones if it is to surmount these fiscal realities."

Demands for Accountability – Higher education faces growing demands from public officials, business and industry, and the general public to provide better evidence of its effectiveness. Public officials and concerned citizens are demanding justification for the high cost of higher education, particularly as those costs continue to escalate, and all constituencies are demanding clear evidence in the form of measurable outcomes that students are learning (i.e., of value-added). Future public support for higher education will likely depend on the ability of higher education to adequately demonstrate its effectiveness.

PLANNING ASSUMPTIONS

Formulation of the FY2008-FY2010 Strategic Plan took into account the following assumptions. These planning assumptions were derived from results from the environmental scan, analysis of the FY2003-FY2007 Strategic Plan, input from the staff, faculty, and Cabinet strategic planning focus groups, and a SWOT analysis conducted by the Administrative Council.

- A decreasing high school population within the county will lower the base from which to recruit students.
- About one-third of county high school graduates do not presently attend any college.
- Increased competition from the availability of on-line courses and degree programs will adversely affect enrollment, particularly if improvements are made to the County's communication infrastructure.
- Competitors are focusing on improving student life in order to attract students.
- Student perceptions and assessments of the College could be improved.
- A lack of community awareness of programs, services and opportunities offered by the College exists.
- External agencies will require that accountability will be increasingly emphasized and integrated with planning and funding processes.
- A continued and possibly expanded Commissioner's Scholarship Program (CSP) may stimulate further enrollment growth but may also overstretch available resources.
- Long-term budget shortfalls and structural deficits will adversely affect State funding support.
- Garrett County's delegation in Annapolis will have limited political influence due to low seniority.
- The rising cost of living in Garrett County, particularly for housing, will further limit the College's ability to attract new personnel.
- Shortages of skilled personnel in areas where there is a critical need may adversely affect the College's ability to attract and retain personnel.
- Garrett College's employee compensation package is not competitive.

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- Forty percent of College personnel will become eligible to retire within the next 5-10 years.
 - The primary focus in the local labor market will continue to be underemployment rather than unemployment.

GOALS, OBJECTIVES, and STRATEGIES

Goal 1

Provide students with quality higher education and businesses and the community with quality programs and services.

Objective 1-1

Establish a formal, systematic process for assessing the operational effectiveness of existing programs and services, and the viability of new (proposed) programs and services.

Strategies to meet this objective:

- 1-1.1 Research procedures used by other institutions to assess operational effectiveness of programs and services to identify prospective models.
- 1-1.2 Identify the effectiveness measures to be used and the data to be collected, based on the program assessment model selected.
- 1-1.3 Evaluate the validity and usefulness of all existing data.
- 1-1.4 Evaluate the appropriateness of the Faculty's roles and workload, and the need for additional Faculty.
- 1-1.5 Investigate the feasibility of initially piloting prospective career program offerings through the Division of Continuing Education and Workforce Development as a means of ascertaining their long-term viability as regular program offerings.

Objective 1-2

Investigate the feasibility of adding 2-3 new career/transfer degree programs to the College's program offerings, or, alternatively, significantly expanding 2-3 existing programs.

Strategies to meet this objective:

- 1-2.1 Establish the guidelines for the process of new program development and existing program revision.

Objective 1-3

Increase the College's institutional research capability and functions.

Strategies to meet this objective:

- 1-3.1 Provide institutional research staff with adequate training in the use of the College's management information system (MIS) to acquire, manage, and report data and other information.
- 1-3.2 Develop a comprehensive data management plan that identifies data to be collected and assigns responsibility for data gathering and maintenance.

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- 1-3.3 Evaluate, acquire, and/or reallocate the institutional resources needed to carry out ongoing assessment, planning, decision-making, and institutional renewal.
 - 1-3.4 Develop and implement a process for using assessment results to improve institutional effectiveness and efficiency, with a particular emphasis on teaching and learning:

Goal 2

Attract, retain, and motivate well-qualified personnel in order to provide high quality programs and services through regionally competitive salaries*, benefits, and quality of work life. (* based on industry sector)

Objective 2-1

Increase funding for salary scale enhancement for existing employees (i.e., those included in the FY2007 census) by a minimum of \$400,000 dollars per year over the next three years.

Strategies to meet this objective:

- 2-1.1 Develop a marketing plan with a goal of increasing credit tuition revenue by 5 percent from in-county enrollment, 12 percent from out-of-county enrollment, and 15 percent from out-of-state enrollment over the next three years.
- 2-1.2 Increase the on-campus international student population to 10 percent of the total student population.
- 2-1.3 Increase revenue from the Continuing Education and Workforce Development division by 9 percent over the next three years.
- 2-1.4 Work closely with the County to increase awareness of the College's financial needs in order to increase funding commitments.
- 2-1.5 Work with the State to maintain or increase, if the State's financial condition allows, the current community college percentage allocation of University System of Maryland funding.
- 2-1.6 Assess the need to increase in-county tuition rates.

Objective 2-2

Improve employee satisfaction with the work environment as measured annually on the employee survey.

Strategies to meet this objective:

- 2-2.1 Develop and implement a process for regularly assessing employee satisfaction.
- 2-2.2 Develop an action plan for making improvements, based on assessment results and input from focus groups regarding employee satisfaction.
- 2-2.3 Establish a Human Resources website on the College's Intranet in order to improve access to information, including documents such as the Personnel Manual.
- 2-2.4 Seek to maintain the existing (FY2007) level and cost structure of employee health benefits as a member of the Garrett County Insurance Coalition.
- 2-2.5 Develop and implement strategies aimed at encouraging more employees to apply for institutional funding for professional development activities.
- 2-2.6 Increase employee participation in Quality of Work Life Committee activities.

2-2.7 Implement document imaging and electronic workflow to replace in-house hard copy forms and documents.

Objective 2-3

Investigate the feasibility of revising the relationship between the Foundation and the College, particularly with regard to the manner in which Foundation funds are to be used.

Goal 3

Foster a more student-centered campus.

Objective 3-1

Provide student services and activities to accommodate a growing and diverse student population in accordance with the Academic and Student Affairs Plans.

Strategies to meet this objective:

- 3-1.1 Expand existing services to accommodate the needs of a growing student population.
- 3-1.2 Add new services to accommodate the needs of a larger and more diverse student population.
- 3-1.3 Develop, and where possible, implement a plan for providing a comprehensive array of student activities that meet the objectives of the Academic Plan.
- 3-1.4 Develop, and where possible, implement a plan for providing a comprehensive array of student activities that meet the objectives of the Student Affairs Plan.

Objective 3-2

Develop, and where possible, implement an information technology plan that provides for greater access.

Strategies to meet this objective:

- 3-2.1 Provide students with the capability to register on-line and to access and manage information, such as grades, schedules, transcripts, etc.,.
- 3-2.2 Increase campus wireless capability in accordance with the objectives of the information technology plan.
- 3-2.3 Provide e-mail accounts for all eligible students.

Objective 3-3

Increase student satisfaction with the College's programs, services, activities, and physical environment as measured on both in-house and external student satisfaction surveys.

Strategies to meet this objective:

- 3-3.1 Develop and implement a process for regularly assessing student satisfaction.
- 3-3.2 Develop an action plan for making improvements, based on assessment results and input from focus groups regarding student satisfaction.
- 3-3.3 Evaluate the need for a student services "one-stop shop," preliminary to submission of the College's facilities master plan.
- 3-3.4 Provide a physical environment that is more accommodating to the needs and interests of a larger and more diverse student population.

Goal 4

Maintain, improve, and expand facilities to meet the current and anticipated needs of the College and its service area.

Objective 4-1

Begin implementation of the deferred maintenance and replacement plan (which covers projects not eligible for capital funding) by increasing the budget for deferred maintenance and replacement by \$50,000 per year for each year until the plan is fully funded.

Strategies to meet this objective:

- 4-1.1 Conduct an inventory of present and future needs (e.g., IT equipment, instructional furniture and equipment, basic facility upkeep and enhancements, vehicles, etc.).
- 4-1.2 Conduct a cost analysis based on the identified deferred maintenance and replacement needs so that the College can plan and budget adequately to address those needs.
- 4-1.3 Revise the existing deferred maintenance and replacement plan, based on the needs inventory and cost analysis.

Objective 4-2

Develop and implement a new 10-year campus master plan which is driven by the strategic plan as well as projected academic, student services, and technology needs.

Strategies to meet this objective:

- 4-2.1 Develop an interim plan for the vacated library space in conjunction with formulation of the College's campus master plan.
- 4-2.2 Develop a staged* implementation plan for renovation (or reconstruction) of the space being vacated due to construction of the new Learning Resource Center and the Community and Athletic Recreation Center, with assistance from an architect and the College's capital projects consultant. (**These projects must be planned and scheduled so as not to disrupt regular operations of the College.*)
- 4-2.3 Incorporate a one-stop shop into the campus master plan if the need warrants. (See Strategy 3-3.3.)

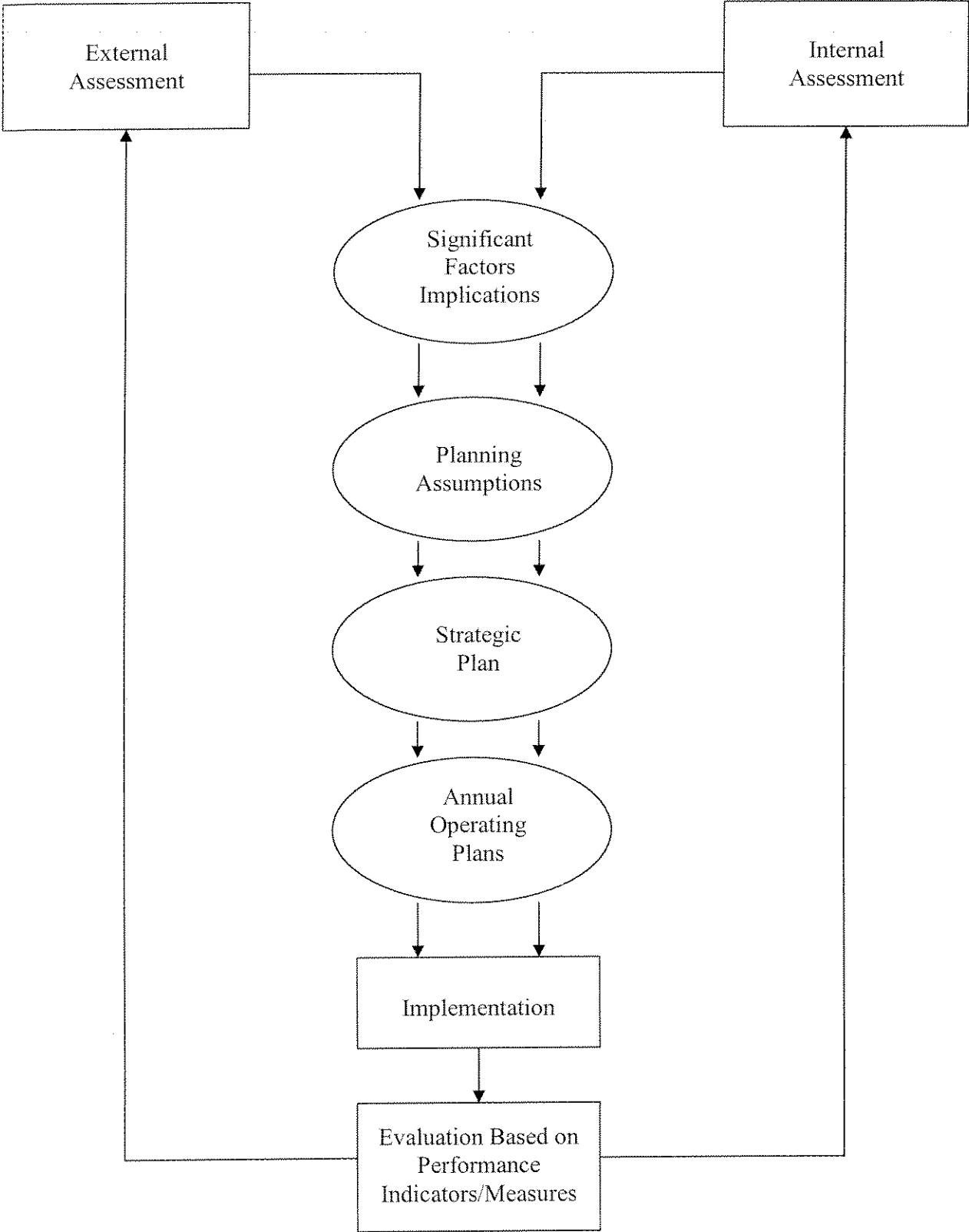
Appendices

Appendix A - Strategic Planning Model and Process

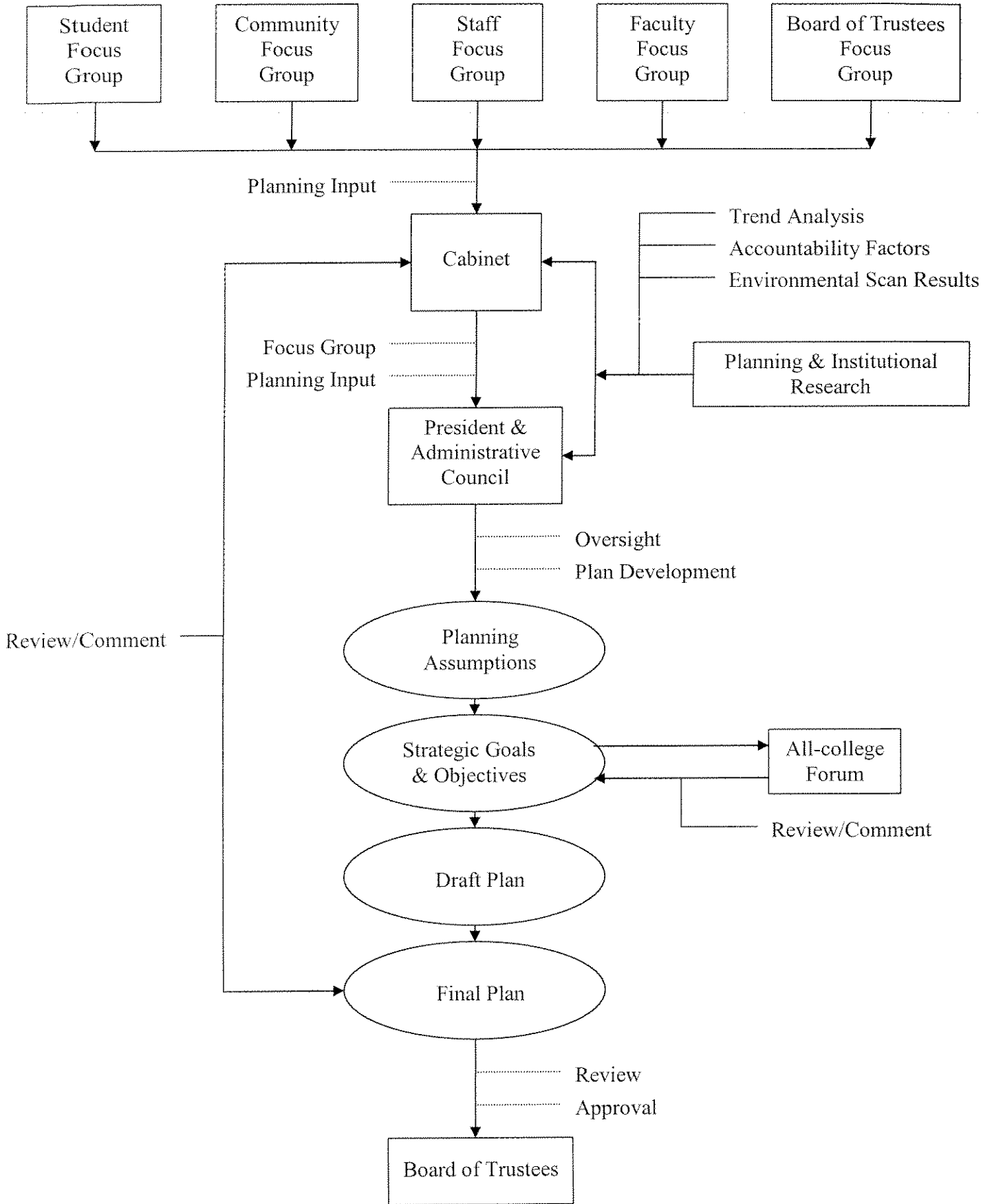
Appendix B – Strategic Planning Timeline

Appendix C - FY2008-FY2010 Financial Plan

STRATEGIC PLANNING MODEL



STRATEGIC PLANNING PROCESS



Strategic Planning Process Garrett College

FISCAL YEAR 2008 – 2010 STRATEGIC PLAN

The timeframe (planning window) for the College's strategic plan has been shortened from five years to three, which is now the trend at many institutions. While this shorter timeframe does not mesh as well with the College's 5-year re-accreditation cycle, it has the advantage of allowing the College to be more nimble in responding to the rapidly changing circumstances which have become the norm in today's world. The planning timeframe itself has also become less important given Middle States' expectations that planning and assessment be on-going, continuous processes. Plans are for the strategic plan to be updated quarterly. The timeline for the planning process is outlined below.

The Planning Process

Environmental Scan: (spring – fall 2006)

- High School Juniors Survey – April 2006
- Employee Survey – September 2006
- Community Survey – August 2006
- Business Survey – September 2006

Focus Group Meetings: fall 2006

- Students (only a small number of students participated but very good input)
- Community (canceled; only one person came)
- Staff (well-attended; good participation)
- Faculty (well-attended; good participation)
- Cabinet – synthesized ideas from other focus groups; conducted SWOT analysis
- Admin Council – further synthesized ideas from previous groups; refined SWOT analysis

Administrative Council Planning Workshops: November 2006 – March 2007

Working from the results from the focus groups, these workshops have involved clarifying and articulating the strategic goals, formulating measurable objectives, and developing the strategies that need to be implemented in order to achieve the strategic objectives. Both the Academic PERFORM Team and the Student Affairs PERFORM Team provided assistance in clarifying objectives and identifying/developing strategies for the goals that affect those areas.

Next Steps

1. Develop a detailed action plan for implementing the strategies (i.e., assignment of responsibility, timeline, expected outcome(s), assessment measure(s), benchmarks if applicable).

**FINANCIAL PLAN
A COMPONENT OF THE STRATEGIC PLAN
OPERATING BUDGET
FISCAL YEARS 2008-2010**

INTRODUCTION

The Fiscal Year 2008-2010 Financial Plan is a companion piece to Garrett College's Fiscal Year 2008-2010 Strategic Plan. The Strategic Plan is based on an analysis of national, state, regional, and local trends as well as an institutional self-evaluation. It also incorporates input from across the entire college community. In a departure from past practice, the College decided to change to a three-year plan in place of a five-year plan, mainly as a result of assessing the outcomes of the previous five-year plan. The planning term has been shortened in order to facilitate establishment of an ongoing planning-resource allocation-assessment process, and to be more responsive to opportunities and challenges that may arise. The Strategic Plan establishes institutional needs and corresponding strategic goals for the three-year planning period.

The Financial Plan analyzes each of the College's revenue sources in order to project the total amount of revenue the College is likely to receive for each year of the planning window. Based on moderately conservative forecasting of institutional revenue, the Financial Plan determines the allocation of available funds for two purposes: (1) to sustain efficient institutional operations, and (2), to implement Garrett College's Strategic Plan. The structure of this Financial Plan includes a brief discussion of revenue patterns prior to fiscal year 2006, a more detailed analysis of revenue streams for fiscal years 2006-2007, and revenue forecasts for the fiscal years 2008 through 2010, which is the period covered by the new Strategic Plan.

ANALYSIS OF REVENUE FOR FY2006 THROUGH FY2010

The 16 Maryland community colleges derive their operating dollars from three principal sources: state funding, county funding, and revenue from tuition/fees.

State Funding:

Between FY1999 and FY2002, the College received no increase in its state funding. Its allocation from the State was \$2,228,893 per year, which included two-flat grants totaling \$400,000. These flat grants expired at the end of FY2002. They were replaced with new legislation under SB89/HB311. In addition to providing the \$400,000 that had previously come through the flat grants, this legislation provided for the College to receive an additional \$100,000 in FY2003 and then to receive annual increases based on the rate of the growth in funding per FTE for the four-year schools within the University of Maryland System. Subsequently, in conjunction with Allegany College of Maryland, the College also pursued and was successful in obtaining a new flat grant totaling \$240,000 per year. This funding, coupled with considerable support from the County, proved essential in light of a four percent rescission from the state of Maryland that occurred in fiscal year 2004. State funding for fiscal year 2005 remained at the fiscal year 2004 level of \$2,154,860, excluding the \$240,000 which came from the flat grant

(“Mountain Maryland” funding). In fiscal year 2006, the College received an increase of approximately \$10,000 in its state allocation through the State’s formula for community college funding (Cade Funding Formula.) For FY2007, the State allocation based on the Cade formula returned to 25 percent of the state funding per FTE provided to the four-year institutions within University of Maryland system. This increase, coupled with an increase in enrollment, which had been relatively flat for several years, resulted in an additional \$110,000 in new state funding for the year. Moving into FY2008 and beyond, the goal for the Cade funding formula is to increase the community college’s allocation from 25 to 30 percent of the state funding per FTE provided to the four-year institutions within University of Maryland System. This increase is to occur in increments of a one-half percent increase per year. Based on its projected state-fundable FTEs, the College used the projected increases that are built into the Cade formula to project the College’s state allocation through fiscal year 2010. Those figures are shown below in Table I.

TABLE I
STATE FORMULA FUNDING
By Fiscal Year
In Thousands

Actual	Actual	Actual	Actual	Actual	Projected	Forecast	Forecast
2003	2004	2005	2006	2007	2008	2009	2010
2,515	2,395	2,395	2,405	2,534	2,921	3,211	3,442

* State Funding for FY2009 and FY2010 is based on projected FTEs

County Funding:

In order to offset the lack of any significant growth in state funding that the College experienced between FY1999 and FY2006, the Garrett County government made a considerable effort to increase its support. During that period, the County increased its allocation to the College each year by approximately 11 percent (if the County’s assumption of the increase in the College’s cost share for medical and dental benefits is included).

The President and other College representatives meet periodically with the Garrett County Commissioners to keep them apprised of the College’s needs. In these meetings with the Commissioners, the College has stressed the fact that it needs more money to increase salaries, which lag far behind those of other community colleges in the State, and to fund new positions which are considered to be critical to the institution. The County Commissioners have been understanding of the College’s position and continue to be generous in their support. For FY2008, the College requested and received an additional \$634,000 in county funding, which represents almost a 19 percent increase over FY2007. For the remaining two years covered by the current strategic plan, i.e., FY2009 and FY2010, the College anticipates a 10 percent annual increase in county funding, which is consistent with past funding experience. In addition, in FY2010, under the terms of a memorandum of understanding with the County, the College is scheduled to receive an additional \$1.2 million to cover operating costs for the new Community Athletic and Recreation Center (CARC). This \$1.2M is already being accrued on the County’s books and they have signed a memorandum of understanding assuring the College of this level of operating support at the minimum. However, this allocation will likely be held back until

FY2011 now that the scheduled opening of the CARC has been delayed by a year. It has therefore not been included in the forecast for FY2010. Table II below shows the College's forecast for county funding.

TABLE II
COUNTY OPERATING APPROPRIATION
By Fiscal Year
In Thousands

Actual	Actual	Actual	Actual	Actual	Projected	Forecast	Forecast
2003	2004	2005	2006	2007	2008	2009	2010
2,458	2,700	2,875	3,103	3,350	3,984	4,382	4,820

Tuition:

Garrett College's remaining traditional source of additional revenue is tuition. Because it is unlikely that the significant enrollment growth the College has experienced in fiscal years 2006 and 2007 can be sustained, very conservative enrollment increases have been projected for the FY 2008-2010 planning cycle.

Credit:

Tuition revenue can be increased either by raising the tuition rate or by increasing enrollment. For several years, Garrett was above the statewide median for in-county tuition. The Board of Trustees subsequently directed the College to maintain in-county tuition to a level that is at or below the statewide median. At its January 2007 meeting, the Board of Trustees reaffirmed that this was still the charge for the upcoming years. Thus, the College is not projecting any tuition increase for its in-county residents. It also plans on maintaining its Combined Fee at \$20 per credit hour. Therefore, for in-county, the College is projecting flat credit hour enrollment for fiscal years 2008 and 2009, and a 5 percent increase for fiscal year 2010 due to the large graduating classes projected for that year from the two local high schools.

With respect to out-of-county and out-of-state tuition rates, the state mandates a formula which sets the minimum that can be charged to out-of-county and out-of-state students. The College has been and plans on continuing to be at or very close to the minimum tuition allowable by the State formula in the hope of increasing its out-of-county and out-of-state enrollment. Here again, because of the significant increases in enrollment that have occurred for fiscal years 2006 and 2007, the College is projecting credit hour increases of only 1 percent for its out-of-county and out-of-state students. The College plans to continue its "Earn and Learn" program which allows out-of-county and out-of-state students to earn money to defray the cost of their education.

West Virginia Reciprocity:

The West Virginia Reciprocity program allows West Virginia residents of selected counties to enroll in certain programs as Garrett in-county students. The State then reimburses the College at the same rate that in-state students are funded through the state funding formula. Over the past seven-years, West Virginia Reciprocity funding has declined significantly due

to increased competition for FTEs from West Virginia institutions, and elimination of certain West Virginia counties from reciprocity eligibility. However, despite these challenges, the College believes that with some focused marketing and a particular emphasis on its Juvenile Justice program; it can achieve some small growth in this sector during the planning window. The College is therefore projecting a small 1 percent increase per year in credit hours taken under this program.

Table III below represents the State’s differential funding from the in-county to the out-of-state tuition rates for the West Virginia Reciprocity program. The revenue increase that can be seen in fiscal year 2010 is primarily a result of an increase in the State mandated tuition rates for out-of-state students and not the conservative 1 percent increase in credit hours. Tuition in FY10 for out-of-state students will be \$247 per credit hour versus \$232 in FY2009.

TABLE III
WEST VIRGINIA RECIPROCITY
By Fiscal Year
In Thousands

Actual	Actual	Projected	Forecast	Forecast
2006	2007	2008	2009	2010
115	131	182	183	203

Statewide Designated Program Funding:

In addition to Cade Formula funding, the College receives funds from the State through a Statewide Designated Program differential. Garrett College offers three programs (Natural Resources and Wildlife Technologies, Adventure Sports, and Juvenile Justice), which have been approved as Statewide Designated Programs. Students from any county in Maryland may enroll in these programs at the in-county tuition rate. The State pays the College the differential between the in- and out-of-county rates. The College is projecting a small 2 percent increase per year in credit hours taken under this program. Table IV depicts the State’s differential funding between in-county and out-of-county tuition charged for the statewide designated programs.

TABLE IV
STATEWIDE DESIGNATED PROGRAMS
By Fiscal Year
In Thousands

Actual	Actual	Projected	Forecast	Forecast
2006	2007	2008	2009	2010
134	72	153	156	175

Table V below shows actual and projected tuition revenue from all sources, i.e., in-county, out-of-county, out-of-state, West Virginia Reciprocity, and the Statewide Designated Programs differential.

TABLE V

CREDIT TUITION REVENUE					
Fiscal Year	Actual FY06	Actual FY07	Projected FY08	Forecast FY09	Forecast FY10
Total Credit FTE	354.35	431.78	432.59	433.43	452.00
Tuition Rates					
In-County	78	78	78	78	78
Out-of-County	182	185	196	196	208
Out-of-State	218	221	232	232	247
Tuition					
In-County	690,534	858,292	854,354	854,354	895,827
Out-of-County	145,919	118,446	120,736	120,736	128,128
Out-of-State	623,426	539,526	570,447	575,679	618,524
WV Reciprocity	83,324	91,357	92,026	92,919	93,820
Statewide Designated	89,349	97,773	101,285	103,235	105,225
ACM/FSU	2,106	1,092	2,028	2,028	2,028
Combined Fee	262,598	339,022	335,168	336,348	348,179
Tuition and Fee Revenue	1,897,256	2,045,508	2,076,044	2,085,299	2,191,731

*Tuition Rates and Related Revenue are based on Garrett College FTE Projections

Non-Credit:

Non-credit enrollment has continued to lag below the high levels attained in the late 1980s/early 1990s. The College forecasts a 3 percent increase in noncredit enrollment from fiscal year 2007 through 2010. This forecast assumes that WIA, EMS, and ABE training will be funded at the levels received during fiscal year 2007. Table VI shows actual and projected revenue from the Division of Continuing Education and Workforce Development for FY06-FY10.

TABLE VI

Continuing Education and Work Force Development Revenue By Fiscal Year In Thousands				
Actual	Actual	Projected	Forecast	Forecast
2006	2007	2008	2009	2010
285	295	260	267	275

Other Sources of Revenue:

Other sources of revenue include income from auxiliary enterprises, grants, gifts, and fees. The auxiliary enterprises currently operated by the College include the Willy Wisp Day Care Center,

the Adventure Sports Institute, cafeteria, the bookstore, and the Garrett Information Enterprise Center (the facility the College operates for the purpose of incubating technology related businesses). None of these enterprises are expected to exceed the break-even point on an operating basis. While grants could become a significant funding source for certain programs, the Financial Plan does not forecast increased grant funding due to the fact that most grant funding is typically restricted as well as uncertain in nature. The College's ability to pursue grant funding is also limited because it currently does not employ a grant writer. The College regularly collects a variety of fees (e.g., registration, course, graduation, public service, etc.,) but revenues from this source are projected to be more or less flat across the planning window. Thus, while the College may see some modest growth in revenues from auxiliary services, grants, and miscellaneous services, none of these will be a significant source of unrestricted funds.

Incremental Operating Revenue:

Table VII shows actual revenue for FY2006, projected revenue for FY2007, and forecast revenue for the period FY2008-2010 coming from each of the principal sources. It also shows the estimated new money that will be available for funding new positions, new initiatives, and increases to the compensation scale, as well as the College's preventative maintenance/replacement plan.

**TABLE VII
Major Revenue Sources and New Operating Funding
By Fiscal Year
In Thousands**

	Actual	Actual	Projected	Forecast	Forecast
	2006	2007	2008	2009	2010
State Formula Funding	2,405	2,534	2,921	3,211	3,442
County Funding	3,103	3,350	3,984	4,400	4,820
Credit Tuition	1,635	1,706	1,741	1,749	1,844
Combined Fee	263	339	335	336	348
WV Reciprocity	115	131	182	183	203
Statewide Designated	134	72	153	156	175
Continuing Ed	285	295	260	267	275
Total	7,940	8,427	9,592	10,284	11,107
New Funding	N/A	487	1,165	671	805

Unrestricted revenue is expected to grow by \$3.2 million (40%) between fiscal years 2006 and 2010, an average rise of \$800,000 or 10 percent per year. Growth could be less than predicted due to the uncertainty of State funding and projections for County funding that may prove to have been too aggressive.

LINKAGE TO THE STRATEGIC PLAN

At the beginning of FY1999, Garrett College revamped its entire process with respect to coordinating the annual budget, annual operating plans, and the Strategic aggressive Plan. The current process is as follows:

- About midway through each fiscal year, the College reviews and analyzes its status with respect to meeting its strategic goals.
- Each area administrator then formulates an annual operating plan describing how his or her area will assist the College in reaching its strategic goals within the planning window. Annual operating plans typically mirror the objectives defined for each goal in the Strategic Plan.
- Once the annual operating plans are complete, the budgeting process follows. The College employs a roll-over budgeting process whereby, each year, all budgets are initially set at exactly the same level as the previous year. Budget managers are then responsible for preparing any budget changes/requests and submitting them to the College's Budget Council. When requesting changes, budget managers must justify them by tying their requests back to their annual operating plans and ultimately the Strategic Plan. A request that fails to show how the requested budget change will help the College achieve its strategic goals is unlikely to be approved.
- The Budget Council is then responsible for reviewing all the change requests and prioritizing them.
- Working from the "new" operating funds (Table VII), the College then funds the priority list up to the limit of new available funds.
- The College makes every effort to allocate all of its new funds to meet the requirements of the annual operating plans and thus achieve its strategic goals.

With the on-set of the FY2008-FY2010 strategic planning process, the College first assessed the outcomes from the previous (FY2003-FY2007) five-year Strategic Plan, as well as the process used in its formulation. Based on this assessment, certain items were identified as issues/concerns with respect to both the planning process and the plan itself, particularly in light of the new standards established by the Middle States Commission on Higher Education, the accrediting body for Garrett College. As a result, the College decided to make some significant changes: the strategic and financial planning window was shortened from 5 years to 3; a more inclusive bottom-up planning process was adopted; and the number of strategic goals was reduced to a more manageable number given the College's limited financial and human resources. In addition, greater emphasis was placed on the need for the strategic goals, objectives and strategies to be written in measurable terms that can be quantitatively assessed. The College has agreed, however, that the linkage between the Strategic Plan, the accompanying Financial Plan, and the budgeting process, as described above, and the timetable presented, are effective and should be maintained.

FINANCIAL PLAN CAPITAL BUDGET FISCAL YEARS 2007-2010

BACKGROUND AND OVERVIEW

Garrett College opened its doors in 1970 with three initial buildings. Over the next 15 years, a fourth and fifth building were constructed. Since that time, the College has only added a self-funded pole building, which houses its Adventure Sports and its Natural Resources and Wildlife Technology programs, a few smaller pole buildings, and a 20,000 square foot business incubator facility to its campus. However, the College currently has under construction a new 18,500 square foot Learning Resource Center (LRC) and a 124-bed apartment building. In addition to these two projects, the College has under design a 105,000 square foot Community Athletic and Recreation Center (CARC).

MAJOR CAPITAL PROJECTS FOR THIS PLANNING PERIOD

Project 1 – Completion of the New Learning Resource Center:

The new Learning Resource Center was completed and turned over to the College in September 2007. The furnishings and equipment for the building have been bid and delivery is expected during fall 2007. The LRC will open to the College and community for the spring 2008 semester.

Project 2 – Design and Construction of the New Community Athletic and Recreation Center:

The College awarded a bid to CSD Architects in fall 2006 for design of its new community athletic and recreation center. Design is scheduled for completion by the winter of 2008 with construction slated to begin in 2009. The \$30 million facility is expected to open in fall 2010.

Project 3 – Information Technology Remediation Project:

Approximately two-years ago, the College hired outside consultants to perform an analysis of its information technology network. It was determined that the network was very fragmented and needed considerable upgrades and replacements. Given the significant estimated cost associated with the remediation, the College's Dean of Information Technology put together a three-phase plan, with considerable sub-phases, to accomplish this over a period of 5-6 years. The College is now at Phase IID - Purchase, Installation, and Configuration of Edge Switches (\$47,200 to complete project; FY2010 accommodates growth.) Once this sub-phase is completed, the College is then prepared to move to Phase III which represents implementing a Wireless Network Securely across the entire campus.

Project 4 – Design Completion for Renovation of the Academic Building:

Once the Library, which is currently located in the Academic Building, is moved into the new Learning Resource Center, which will also house the College’s developmental studies program, funding will be sought for renovation of the Academic Building. This renovation is envisioned as a 3-phase project for two reasons: (1) the required funding will be difficult to obtain, and (2), the College cannot vacate the entire academic building in order to accommodate a single-phase construction project. The overall design will likely include renovations of the biology, physics, and chemistry labs; classroom space for new programs; and additional office space for faculty and staff.

**TABLE VIII
CAPITAL PROJECTS SUMMARY
By Fiscal Year
In Thousands**

Project Title	Total Capital	Funding Source	Fiscal Years				
			2006	2007	2008	2009	2010
LRC		Local	615	739	74		
		State		2,012	532		
CARC		Local		700	8,062	3,000	450
		State				845	12,474
IT Remediation		Local		75	42	49	16
		State					
Academic Building Renovations*		Local					2,250
		State					2,750
TOTALS		Local	615	1,514	8,178	3,049	2,716
		State		2,012	532	845	15,224

* This is simply a best guess at the time of this writing as no design has occurred yet.