

## **B-1 Board Core End: Information and Analysis**

**Background:** This report addresses the board core end – *Information and Analysis*. Howard Community College (HCC) aligns its operations with the two educational excellence criteria for this category. Measures were selected by the board in 2003. The dashboard was introduced as a vehicle to summarize the information in 2005. Green ■ – signals that HCC is operating above the benchmark, yellow ■ – performance is at the benchmark, and red ■ – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue. Information concerning benchmarks is in purple.

At its August 24, 2011, meeting, the trustees reset and approved all of the current five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators; hence, most dashboard lights will be red. For this category, the 2010 national Baldrige examiners rated the college as operating within the same scoring band as the 2007 Maryland team.

At its November 29, 2006, meeting, the trustees requested that the administration supply a short *Talking Points* summary for each core end. This summary is provided at the end of the report.

Once viewed by the board, this report will be posted on the college’s website so that members of the college community can become familiar with the measures that are part of the board core end (key performance indicator) system. The website address is: [http://www.howardcc.edu/about\\_hcc/campus\\_profile/board\\_core\\_ends/index.html](http://www.howardcc.edu/about_hcc/campus_profile/board_core_ends/index.html)

The administration and relevant staff review the details of all the reports that contribute to these measures. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

**Purpose:** To report on the progress of the institution

**Timeline:** Annual

### ◆————— Recommendation —————◆

This is an information item and requires no board action.

**Compliance:** This report is in compliance with Board Bylaw VII – Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.

### Category 4 - Information and Analysis








This category examines how the college selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets.







Source	Item	Current	Benchmark
External Quality Feedback	<b>Measurement, Analysis, and Improvement of Organizational Performance</b> <i>How does your organization measure, align, review, and improve student and operational performance data and information at all levels and parts of the organization? How do you systematically use the results to improve processes and performance?</i>	<b>Baldrige 2010</b> <b>50-65%</b>	50-65%
		<b>MPEA 2007</b> <b>50-65%</b>	
	<b>Management of Information, Knowledge, and Information Technology</b> <i>How does the college ensure quality and availability of needed data, information, software, and hardware for faculty and staff, student, and stakeholders including its supplier and partners? Describe how your organization builds and manages its knowledge assets.</i>	<b>Baldrige</b> <b>50-65%</b>	50-65%
		<b>MPEA</b> <b>50-65%</b>	
MHEC	1. Performance at transfer institutions:		
	a. Percent with cumulative GPA after first year of 2.0 or above	84%	86%
	b. Mean GPA after 1 <sup>st</sup> year of transfer within University System of Maryland	2.77	2.78
	2. Developmental completers after four years	42.2%	45.0%
	3. Successful-persistor rate after four years:		
	a. College-ready students	86.9%	90%
	b. Developmental completers	92.2%	91%
	c. Developmental non-completers	54.9%	- MHEC did not request a benchmark
d. All students in cohort	78.5%	80%	








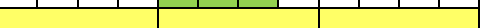





<b>MHEC</b>	4. Successful-persistor rate after four years (by race/ethnicity):			
	a. African American	<b>68.1%</b>		<b>68%</b>
	b. Asian, Pacific Islander	<b>85.9%</b>		<b>85%</b>
	c. Hispanic	<b>69.4%</b>		<b>69%</b>
	5. Graduation-transfer rate after four years:			
	a. College-ready students	<b>71%</b>		<b>75%</b>
	b. Developmental completers	<b>66.4%</b>		<b>70%</b>
	c. Developmental non-completers	<b>33.6%</b>	-	MHEC did not request a benchmark
	d. All students in cohort	<b>57.1%</b>		<b>60%</b>
	6. Graduation-transfer rate after four years (by race/ethnicity):			
	a. African American	<b>46.4%</b>		<b>50%</b>
	b. Asian, Pacific Islander	<b>62.8%</b>		<b>60%</b>
c. Hispanic	<b>43.1%</b>		<b>43%</b>	
<b>Special Research Studies</b>	Overall fall-to-fall retention rate for all first-time freshman	<b>59.6%</b>		<b>55.4%</b>

## External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions; the results are indicated below.

Maryland Performance Excellence Award (MPEA) Application		National Baldrige Award Application	
	Range of total applicant scores		October 2005 - HCC's Score Score is given as an interval, e.g., Total: 376-475
	August 2006 - Score interval in which HCC was rated		December 2008: 561-711 No range is provided for other applicant scores – <a href="#">Site visit</a>
	August 2007 - Score interval in which HCC was rated– <i>Won this year: cannot reapply for 5 years</i>		December 2009: 410-560 <a href="#">Criteria enhanced.</a>
			December 2010: 424-574

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>Baldrige Criteria</b> <b>1000 points</b>	<b>Overall Score</b>						
							
							
							
							
							

<b>Category 4:</b> <b>Information and Analysis</b> <b>(90 points)</b>		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>4.1</b>	<b>45 points</b>						
							
							
							
							
<b>4.2</b>	<b>45 points</b>						
							
							
							
							
							

**Action:** After winning the U.S. Senate Productivity Award, HCC was a finalist and hosted a site visit in October 2008 for the Baldrige award. A new team created and submitted a Baldrige application in May 2009, 2010, and 2011. HCC was not chosen for a site visit this year. HCC receives a detailed feedback report in late fall delineating strengths and opportunities for improvement in each category. The performance excellence team and the president's team reviews that report and collects information on the process improvements that need to occur.

**Benchmark:** When the benchmark was originally set, institutions receiving an overall score of 450 or more received at least site visits. In April 2009, the board accepted the administration's recommendation to increase the benchmark: **HCC will receive a 50-65% percent rating for category #4 of the performance excellence criteria by 2013.**

Next are six measures **mandated by the Maryland Higher Education Commission (MHEC)**. Note peer colleges: College of Southern Maryland, Harford Community College, and Frederick Community College.

1. <i>Percent of transfers at Maryland public four-year colleges and universities with cumulative grade point averages of 2.0 and above; mean GPA after first year.</i>						
	AY 05-06	AY 06-07	AY 07-08	AY 08-09	AY 09-10	Benchmark AY 2014-15
<b>Performance at transfer institutions:</b>						
a. Percent with cumulative GPA after first year of 2.0 or above						
	83.4%	78.1%	82.5%	82.6%	<b>84%</b>	<b>86%</b>
	<i>n</i> =514/ 616	<i>n</i> =466/ 597	<i>n</i> =504/ 611	<i>n</i> =543/ 657	<b><i>n</i>=556/ 662</b>	
State Avg:	80.0%	80.0%	82.2%	84.1%		
Peer Avg:	82.1%	81.9%	82.4%	84.4%		
b. Mean GPA after first year						
	2.73	2.59	2.74	2.74	<b>2.77</b>	<b>2.78</b>
	<i>n</i> =616	<i>n</i> =597	<i>n</i> =611	<i>n</i> =657	<b><i>n</i>=662</b>	
State Avg:	2.66%	2.67%	2.73%	2.78%		
Peer Avg:	2.69%	2.71%	2.76%	2.81%		
2. <i>Percentage of students entering fall cohort with at least one area of developmental need, who, <u>after four years</u>, have completed all recommended developmental coursework. Denominator is unduplicated headcount of students identified as needing developmental coursework in English, reading, and/or mathematics (excluding ESOL). Students in numerator have completed all recommended developmental courses.</i>						
	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
<b>Developmental completers after four years:</b>						
	38.7%	35.8%	38.4%	40.9%	<b>42.2%</b>	<b>45%</b>
	<i>n</i> =343/ 885	<i>n</i> =321/ 897	<i>n</i> =329/ 857	<i>n</i> =391/ 955	<b><i>n</i>=442/ 1,048</b>	
State Avg:	44.7%	45.2%	44.1%	44.7%		
Peer Avg:	62.3%	62.1%	62.0%	62.3%		

3. Percent of first-time fall entering students attempting 18 or more credit hours during their first two years, who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled four years after entry.

	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
<b>Successful-persistor rate after four years:</b>						
a. College-ready students	83.1%	87.1%	84.5%	85.4%	<b>86.9%</b>	<b>90%</b>
	<i>n</i> =202/ 243	<i>n</i> =216/2 48	<i>n</i> =250/ 296	<i>n</i> =246/ 288	<i>n</i> =291/ 335	
State Avg:	81.8%	84.1%	83.3%	82.2%		
Peer Avg:	83.1%	85.7%	85.8%	85.9%		
b. Developmental completers	90.6%	89.0%	91.3%	90.0%	<b>92.2%</b>	<b>91%</b>
	<i>n</i> =298/ 329	<i>n</i> =274/3 08	<i>n</i> =283/ 310	<i>n</i> =341/ 379	<i>n</i> =392/ 425	
State Avg:	80.1%	80.4%	83.3%	81.0%		
Peer Avg:	76.7%	79.1%	81.2%	81.5%		
c. Developmental non-completers	52.7%	49.6%	53.6%	49.1%	<b>54.9%</b>	<b>MHEC did not request a benchmark</b>
	<i>n</i> =168/ 319	<i>n</i> =174/3 51	<i>n</i> =164/ 306	<i>n</i> =159/ 324	<i>n</i> =201/ 366	
State Avg:	44.2%	44.6%	46.6%	46.7%		
Peer Avg:	40.2%	41.8%	45.2%	50.1%		
d. All students in cohort	75.0%	73.2%	76.4%	75.3%	<b>78.5%</b>	<b>80%</b>
	<i>n</i> =668/ 891	<i>n</i> =664/9 07	<i>n</i> =697/ 912	<i>n</i> =746/ 991	<i>n</i> =884/ 1,126	
State Avg:	70.8%	71.1%	72.2%	71.0%		
Peer Avg:	75.6%	78.0%	77.9%	78.6%		

4. Percent of first-time fall entering students attempting 18 or more credit hours during their first two years, who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled four years after entry, by minority racial/ethnic category.

	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2009 Cohort
<b>Successful-persistor rate after four years (by race/ethnicity):</b>						
a. African American	62.9%	62.4%	66.7%	65.8%	<b>68.1%</b>	<b>68%</b>
	<i>n</i> =95/ 151	<i>n</i> =93/ 149	<i>n</i> =110/ 165	<i>n</i> =100/ 152	<b><i>n</i>=160/ 235</b>	
State Avg:	59.6%	59.3%	62.5%	62.9%		
Peer Avg:	64.1%	63.1%	65.8%	69.6%		
b. Asian, Pacific Islander	88.1%	79.1%	83.2%	79.4%	<b>85.9%</b>	<b>85%</b>
	<i>n</i> =96/ 109	<i>n</i> =72/ 91	<i>n</i> =89/ 107	<i>n</i> =100/ 126	<b><i>n</i>=134/ 156</b>	
State Avg:	82.0%	81.0%	83.5%	82.0%		
Peer Avg:	n/a	n/a	n/a	n/a		
c. Hispanic	n<50	n<50	n<50	n<50	<b>69.4%</b>	<b>69%</b>
	<i>n</i> =33/ 49	<i>n</i> =23/ 37	<i>n</i> =31/ 40	<i>n</i> =34/ 48	<b><i>n</i>=50/ 72</b>	
State Avg:	70.2%	76.8%	72.9%	68.7%		
Peer Avg:	n/a	n/a	n/a	n/a		

n/a= not available since their n<50. Also, since the federal race/ethnicity categories changed in 2010, this benchmark is only set for 2009 cohort.

5. Percent of first-time fall entering students attempting 18 or more hours during their first two years, who graduated with a degree or certificate and/or transferred to another institution of higher education within four years.

	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
<b>Graduation- transfer rate after four years:</b>						
<b>a. College-ready students</b>						
	68.7%	69.8%	67.6%	72.2%	<b>71.0%</b>	<b>75%</b>
	<i>n</i> =167/ 243	<i>n</i> =173/ 248	<i>n</i> =200/ 296	<i>n</i> =208/ 288	<b><i>n</i>=238/ 335</b>	
State Avg:	62.4%	65.4%	68.2%	66.2%		
Peer Avg:	68.8%	72.8%	71.9%	71.2%		
<b>b. Developmental completers</b>						
	66.9%	58.8%	66.1%	64.6%	<b>66.4%</b>	<b>70%</b>
	<i>n</i> =220/ 329	<i>n</i> =181/ 308	<i>n</i> =205/ 310	<i>n</i> =245/ 379	<b><i>n</i>=282/ 425</b>	
State Avg:	53.5%	54.4%	51.4%	53.9%		
Peer Avg:	54.7%	56.5%	55.8%	56.7%		
<b>c. Developmental non-completers</b>						
	36.7%	33.3%	37.9%	34.9%	<b>33.6%</b>	<b>MHEC not requesting a benchmark</b>
	<i>n</i> =117/ 319	<i>n</i> =117/ 351	<i>n</i> =116/ 306	<i>n</i> =113/ 324	<b><i>n</i>=123/ 366</b>	
State Avg:	27.5%	28.0	30.1%	31.5%		
Peer Avg:	31.9%	32.5%	36.8%	35.1%		
<b>d. All students in cohort</b>						
	56.6%	51.9%	57.1%	57.1%	<b>57.1%</b>	<b>60%</b>
	<i>n</i> =504/ 891	<i>n</i> =471/ 907	<i>n</i> =521/ 912	<i>n</i> =566/ 991	<b><i>n</i>=643/ 1,126</b>	
State Avg:	48.9%	50.4%	51.5%	50.3%		
Peer Avg:	57.4%	60.4%	59.3%	58.5%		

6. Percent of first-time fall entering students attempting 18 or more hours during their first two years, who graduated with a degree or certificate and/or transferred to another institution of higher education within four years, by minority racial/ethnic category.

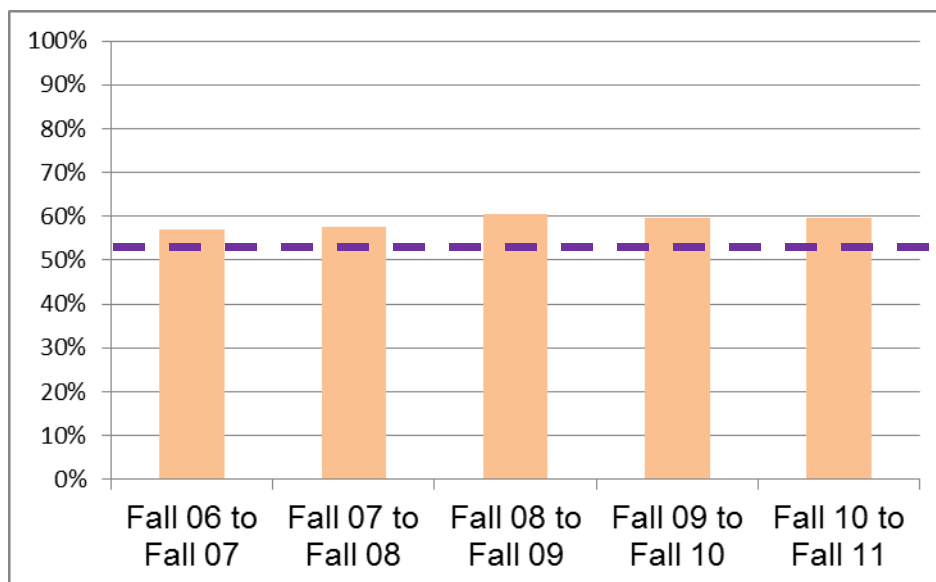
	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2009 Cohort
<b>Graduation-transfer rate after four years (by race/ethnicity):</b>						
a. African American	39.1%	34.9%	47.3%	47.4%	<b>46.4%</b>	<b>50%</b>
	<i>n</i> =59/ 151	<i>n</i> =52/ 149	<i>n</i> =78/ 165	<i>n</i> =72/ 152	<b><i>n</i>=109/ 235</b>	
State Avg:	38.1%	35.4%	37.7%	42.2%		
Peer Avg:	48.7%	44.2%	50.8%	48.9%		
b. Asian, Pacific Islander	69.7%	62.6%	58.9%	58.7%	<b>62.8%</b>	<b>60%</b>
	<i>n</i> =76/ 109	<i>n</i> =57/ 91	<i>n</i> =63/ 107	<i>n</i> =74/ 126	<b><i>n</i>=98/ 156</b>	
State Avg:	56.8%	55.8%	57.6%	58.3%		
Peer Avg:	n/a	n/a	n/a	n/a		
c. Hispanic	n<50	n<50	n<50	n<50	<b>43.1%</b>	<b>43%</b>
	<i>n</i> =27/ 49	<i>n</i> =14/ 37	<i>n</i> =21/ 40	<i>n</i> =25/ 48	<b><i>n</i>=31/ 72</b>	
State Avg:	46.9%	45.1%	42.4%	39.9%		
Peer Avg:	n/a	n/a	n/a	n/a		

n/a= not available since their n<50. Also, since the federal race/ethnicity categories changed in 2010, this benchmark is only set for 2009 cohort.

### Internal Measure

Since MHEC indicators track only certain cohorts, HCC initiated its own tracking system for all new students.

Overall Fall-to-Fall Retention Rate for First-time Freshman						
Fall 06- Fall 07	Fall 07- Fall 08	Fall 08- Fall 09	Fall 09- Fall 10	FALL 10- Fall 11	Benchmark Fall 10- Fall 11	Current Benchmark Status
56.9%	57.6%	60.6%	59.5%	59.6%	55.4%	Exceeded



**Description of the Indicator:** The percentages shown on the chart are first-time HCC credit student freshmen (only students who have no other post-secondary experience) who were enrolled in the fall semester and who returned the following fall. (Fall 2010-Fall 2011, n= 1,120/1,880)

**Benchmark:** The percent of first-time HCC students in the fall who return the following fall will meet or exceed the ACT, Inc. (formerly American College Testing), 2011 benchmark of 55.4% for public two-year colleges.

**Performance Outcome:** This retention figure includes those whose goal is to take a single course or two, as well as first-time HCC students with other goals. This cohort exceeded the benchmark.

**Data Source:** Data is from HCC's PROD-IT enrollment files.

### Board Talking Points:

- Baldrige-based performance excellence organizations have recognized HCC's information and knowledge management system as being effective, systematic, well-deployed and aligned with organizational needs.
- **92.2 percent** of first-time fall entering developmental students (who attempted 18 or more credit hours during their first two years) either: graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled four years after entry. HCC has comparative data for the previous cohort and the **90%** successful-persistor rate is well above the peer (**81.5%**) and state average (**81.0%**).
- **71.0 percent** of college-ready, first-time fall entering students (who attempted 18 or more hours during their first two years) graduated with a degree or certificate and/or transferred to another institution of higher education within four years. HCC has comparative data for the previous cohort and the **72.2%** graduation-transfer rate is above the peer (**71.2%**) and state average (**66.2%**).
- HCC's fall-to-fall retention rate for all first-time college students (**59.6%**) is above the ACT, Inc. benchmark (**55.4%**) for public two-year colleges.