

**Board Core End Report- Leadership
April 2005**

Baldrige Category #1

This category examines how the college's senior leaders address the organizational values, directions, and performance expectations to ensure a focus on students and stakeholders, student learning, faculty and staff empowerment, innovation, and organizational learning. Also examined are the organization's governance system and how the organization addresses its public and community responsibilities.

There are currently two educational excellence criteria for this Baldrige category (a national panel examines the criteria after each competition and some moderate additions/deletions can occur).

Criteria 1.1 Organizational Leadership (now 70 points)

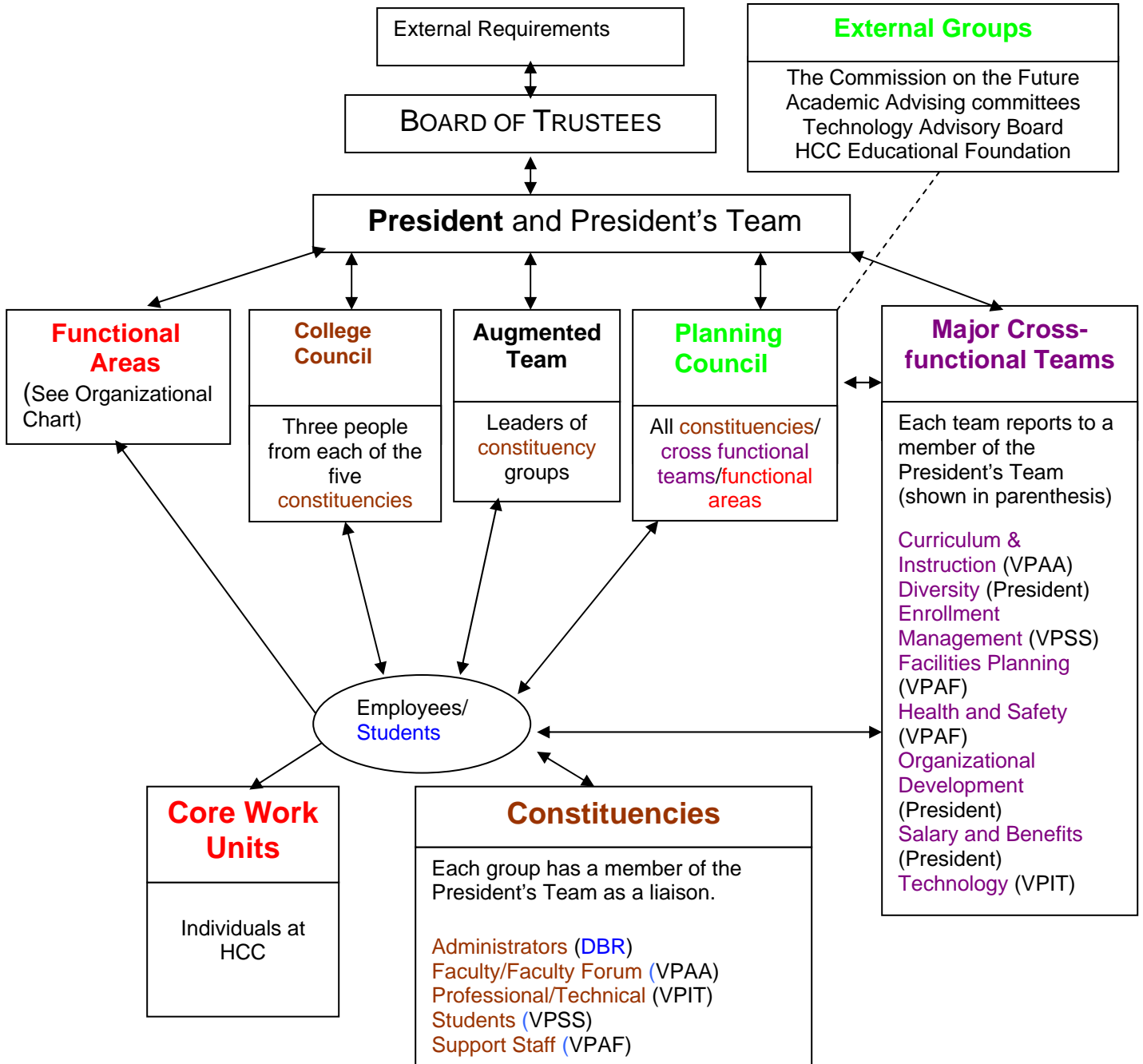
How do senior leaders guide the organization? What is the organization's governance system? How do senior leaders review organizational performance?

Leadership for Howard Community College (HCC) is provided through the board of trustees, president's team (administration), and departments (core work units) as well as from faculty, staff, and student participation on teams and councils.

The board of trustees is the legal repository of authority for the operation of Howard Community College under Section § 16-103 *Powers of the Board of Trustees of the Annotated Code of Maryland* and subject to the authority of the Maryland Higher Education Commission (MHEC). The board represents the interests of the community. Therefore, it has a commitment to operate the college as a public trust for the benefit of the citizens of Howard County. The board is accountable for the organization's implied promises to its constituents by pursuing its stated philosophy, including its vision and mission, in good faith and with defensible management and governance practices. The board executes this responsibility within a policy governance model; establishing ends, setting limits on executive power, and then monitoring progress. The board recently adopted the following as an enhancement to its operating ground rules - *each board member works to integrate servant leadership into the board culture*. Senior leaders are working with the college to examine the tenets of servant leadership, develop trainers, and integrate these principles more fully into the existing EXCEL leadership training program.

Leadership and input from external stakeholders is contributed through broad community representation on HCC's commission on the future, educational foundation, technology advisory board, and curriculum advisory committees. See HCC governance partners chart on the next page.

HCC Governance Partners



Key:

- DBR: Director of Board Relations and Special Projects
- VPAA: Vice President of Academic Affairs
- VPAF: Vice President of Administration and Finance
- VPIT: Vice President of Information Technology
- VPSS: Vice President of Student Services

The leadership design provides multiple avenues for participation, dissemination, and affirmation of the college’s mission, vision, values/beliefs, and six core strategic initiatives (see table) to ensure that HCC is meeting the key requirements of its stakeholders (see November 2004 board core end report: information and analysis).

Strategic Initiatives	
Learning Community	HCC will be a learning community that provides possibilities for learning that address the current and ongoing needs of a diverse group of students throughout their lives. Our students will be at the center of our thinking and our planning processes, and we will be responsive to their needs and individual learning styles.
Access	HCC will attract and retain a rich diversity of faculty, staff, and students into its programs and learning community. The college will strive to eliminate physical and conceptual barriers that inhibit learning and we will respond quickly to changes in the educational and workplace environments to address the evolving needs of our community.
Economic and Workforce Development	HCC will take a leading role in workforce training and in supporting economic development efforts within the county.
Partnerships	HCC will seek to nurture vibrant community, business, and educational partnerships. It will participate with its many community partners to ensure that it contributes to the learning needs of all citizens. It will seek out opportunities to be involved in the community's life by being a leader in government, business, education, cultural, and service groups, and will cultivate positive relationships with all segments of the community.
Organizational Excellence	HCC will be an agile, purposeful organization that nurtures innovation and inquiry, and evaluates results against valid and ambitious criteria. It will maintain a climate that promotes the success of each employee and will provide a work environment that recruits, develops, and rewards faculty and staff who are committed to excellence. And because it believes strongly in the idea of community, it will build a strong sense of ownership and responsibility among all students, faculty, and staff.
Growth	HCC will aggressively seek the resources to accommodate growth in the population of Howard County and growth in the numbers of citizens who will seek new learning opportunities from the college.

Communications

The entire college community is brought together three times annually for convocations that reaffirm the organizational culture, review the annual itinerary, and celebrate team and individual accomplishments. The convocations allow the board of trustees’ chair, president’s leadership team, and external speakers to endorse, consolidate, and clarify the college’s annual and long-range strategic initiatives related to the organizational mission, values, and direction of the college. Communication and input to develop and deploy strategic initiatives and campus policies are accomplished through a participatory process, which draws on eight cross-functional teams, five campus constituency groups, and individual departments. Members of the president’s team participate in and serve as liaisons to all these groups and departments to provide overall communication and alignment with the college’s mission, strategic initiatives, and policies.

The college mission, vision, values/beliefs, and strategic initiatives are widely and visibly posted and distributed throughout the college. The mission and vision are

publicized in the college's publications, website, events, new staff orientations, and bulletin boards. The president's weekly update, an electronic newsletter with current information on internal and external college projects, activities, and accomplishments, is distributed college-wide. The president hosts three presidential dialogues each semester with various student groups. The leadership uses these forums as a sounding board to assure that the college is meeting students' needs and to articulate the college's direction. Minutes of the dialogues are distributed to the president and vice presidents and necessary actions are taken. The outcome is reported to the staff or faculty member coordinating the student group, and feedback is given to the students. [The same process is used in meeting with every constituency group each semester.](#) Members of HCC's commission on the future (board of visitors), educational foundation board, technology advisory board, and curriculum advisory committees provide means for ongoing and interactive communication with external stakeholders. The commission on the future report is reviewed annually by the president and vice presidents to determine if the recommendations need to be incorporated into strategic initiatives or core work. The college widely distributes an annual report to the community and broadcasts daily over a public cable access channel.

Partnerships

HCC has been involved with a number of innovative projects that reflect efforts to meet student learning, course requirements, student services, and business process. HCC, in cooperation with Prince George's Community College, recently established a joint college center to address educational needs on the borders of the community colleges' counties. The project requires policy, financial, academic, and capital investment commitments by the colleges. At monthly meetings, the staff from the colleges determines if the joint college center is meeting its goals and, if not, modifies programming and processes. The college served as the project leader for the sixteen Maryland Community Colleges' Business Training Network, which is a statewide venture to establish an interactive web database for state businesses to access for their workforce training needs. The establishment of the marylandtraining.com website, led by HCC staff, required considerable coordination, teamwork, and commitment from the institutions.

Health and Safety

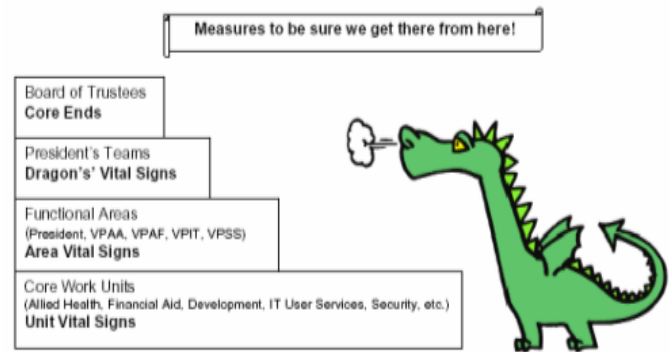
The health and safety cross-functional team has completed an emergency operations plan to address a variety of possible emergencies with the college community and individuals. The senior leadership supported the project, participated in staff workshops, and remains active with suggestions for improvements and staff training through the cross-functional team. The college does have measures in place for the safety of employees and students such as a security force, emergency phones, alarm systems, and printed safety procedures.

Key Indicators (re-ordered for clarity)

The board of trustees' core ends are the key performance indicators for measuring the college's effectiveness. The indicators are examined monthly by the president's team and the board of trustees to see if the college is on track in meeting its goals. When

goals are not met, the president's team must show what steps will be taken to make improvements. Follow-up activities are tracked by the president's office and reported back to the board of trustees.

The senior leadership of the college uses key or dashboard indicators that provide a step approach of indicators that supply measures for benchmarks, performance quality, and improvements in meeting the college's organizational values and direction. Each step of the dashboard provides greater detail, direction, and assessment. The indicators are compared to available external organizations, auditors, and associations. The college leadership receives and reviews input from all levels of the measures through an annual cycle.



The vice presidents' measures are reported out sequentially over the year to the president's team, as well as the departments that report to them. The reports provide opportunity to make improvements in processes, allocation of resources, and recognition of accomplishments. The measures are incorporated into each work units' core work and become part of their accountability with the appraisal processes. The college community is invited to public presentations of the functional and core work measures.

Financial Audit

A financial audit is completed annually to meet state and federal requirements. The college is audited externally by the county and a private audit firm authorized by the board of trustees. The outcomes of the audits are reviewed by the audit and finance committee of the board of trustees and reported to the full board at their monthly public meeting for appropriate action. An example of such an action item was incorporating an automated deregistration process for non-payment by students. This action provided a significant reduction in unpaid debt carried over by non-payment of tuition by students. Fiscal accountability is taken seriously throughout the institution with responsibilities for development of budgets and the management of department accounts. Each department cost center manager is accountable to follow purchasing procedures. There are many cross check procedures in place. Those not following procedures are reported to their vice presidents to assure immediate correction. The board of trustees receives a monthly listing of all accounts and expenditures to date. Electronic purchasing was incorporated on campus which will improve work flow, security, and expenditure of campus resources. The board's audit and finance committee also reviews the campus budget and expenditures.

College Climate

The college climate is measured annually with a survey completed confidentially by employees. The Quality Evaluation of Services Trends (QUEST) survey has been

administrated on campus yearly since 1990 for internal trend data. The survey provides information on over 100 items that are reviewed and updated by the leadership team prior to distribution of the survey. The results from the survey are made available to all employees, the president's team, and the board of trustees. The survey provides an assessment of college services; campus climate, job satisfaction and college leadership (see Internal Measures). The QUEST survey is used for making decisions about resource allocations, performance improvement of services, leadership procedures, and work group recognition. Last year the survey was aligned with the Baldrige Educational Excellence Criteria and results compared to national examiners' responses to similar questions.

Student Input

The Yearly Evaluation of Services by Students (YESS) survey was first administered in 1991 and has since been used annually to gather consistent information from credit students. The survey is reviewed and updated annually and gives students the opportunity to express their levels of satisfaction with the college services and quality of the campus environment. The surveys are administered to randomly selected class sections and represent 15 to 23 percent of the student body. Student satisfaction is a key feedback mechanism for monitoring the quality of HCC services areas for improvements (presented in October 2004 Board Core End Report: Student and Stakeholder Satisfaction). The YESS survey and course evaluations provide a general overview of credit students' experience. In addition to the YESS survey, information is systematically gathered about student expectations and satisfaction levels with various aspects of the college. This information comes from presidential dialogues with students, comment cards, surveys, student focus groups, the graduate follow-up survey, and course evaluation. Information presented through these formats is communicated to appropriate offices for positive feedback and action items. Offices are also responsible for responding to individual comment cards filled out by students, staff, and visitors to the campus. Continuing education students are provided course evaluation forms for course improvement and planning. The president's team reviews the results of the QUEST and YESS survey to determine if resources have to be reallocated to strengthen an area that receives low ratings. A recent example is the college's response to poor ratings on food service. Changes were made to the offerings and the facility that have already received positive reviews from faculty, students, and staff.

State Indicators

In addition to internal surveys, the college participates in the Maryland Higher Education Commission (MHEC) performance accountability system. The board of trustees regularly reviews board core ends that consist of the MHEC data and data gathered by external surveys and other information gathering tools. This feedback is used by the board to make decisions for new initiatives and to assess the impact of college services on the community. An example of meeting a community need from these efforts was the establishment of the Silas Craft Collegians program. The program focuses on recent high school graduates whose past academic performance does not reflect their true potential. The program purpose is to close this gap by

maximizing academic achievement, retention, graduation, and transfer. A special emphasis is placed on specific at-risk populations.

Appraisal Process

The president's team is evaluated through a variety of measures, including meeting core work and strategic objectives. Through a 360-degree anonymous review process, the vice presidents and most supervisory staff are evaluated by direct reports and colleagues who respond to a number of value items and written comments to evaluate the team member's performance. All full-time staff and faculty are evaluated, which determines their ranking for annual raises. The appraisal process takes into account the employee's department core work, annual plan, and appropriate strategic initiatives related to their work.

Criteria 1.2 Social Responsibility (now 50 points)

How does the organization address its responsibilities to the public, ensure ethical behavior and practice good citizenship?

Responsibilities to the Public

The college completed its ten-year accreditation process of self study and peer review through the middle states accrediting association in 2000. The leadership has acted on recommendations of the middle states visiting committee in defining and implementing a new governance process. The new governance structure lays out a well-defined infrastructure to provide representation, participation, and communication from all segments of the college community. [The college has begun the process to generate information for the Periodic Review Report due June 1, 2006.](#) Appropriate programs are certified by state and national requirements. The college also meets the MHEC indicators which are incorporated into the board of trustees' core ends. The college looks to exceed these requirements and has incorporated them into the college's dashboard project. Bi-weekly the president's team reviews important indicators, such as enrollment patterns. Policies, training, infrastructure improvements, and ongoing communication have been incorporated into the campus processes to assist with safety needs of students and staff. The college has also prepared itself to be used as a community shelter in case of area disaster or attack. The college's president's team and emergency response team have participated in an external audit on campus procedures and reaction to a major emergency event in the state.

Ethics

The college's policies and procedures provide the backdrop for ethical values for employees and provide them guidance for daily work, business practices, mandated requirements, and student interactions. The college council, which is comprised of representatives from the four college employee constituency groups and student representatives, takes part in the development and recommendation process for establishing college policies and procedures for employees. The augmented team, which is made up of the college council, constituency groups, representatives from the diversity committee representative, the health and safety committee, and the student government, meets monthly with the president's team and provides a forum to

communicate and address the college's concern with policies, social issues, individual constituency issues, and organizational culture.

Staff development offerings and student programming provide individuals the opportunity for topical discussions and presentations for a free exchange of ethical values such as diversity. Professional development addresses the staff's needs for training on all levels in the workplace, with administrative systems, diversity, confidentiality, purchasing, and financial resources. Professional development is part of the employee's annual plan and includes core competencies that each employee must meet. Professional development activities do include and encourage student participation such as diversity presentations, cultural events, wellness seminars, and community speakers.

The college's hiring practices require the participation of members of the campus diversity committee to insure that all candidates are treated fairly. The human resources office has an orientation process that requires new employees to participate in a series of workshops to provide an understanding of the college's mission and values. Instruction that reinforces the college's values and includes such topics and workshops as diversity, team participation, dealing with coworkers, and the performance appraisal process, is offered to all staff. All employees are required to participate in an access and responsibility workshop before they will be given access to the college's information system and confidential information. The president's team and appropriate department supervisors must file financial disclosure statements with the State of Maryland annually to ensure there is no conflict of interest.

Students' ethical practices are guided through orientations, speakers' series, public organizations, and campus student policies. The student code of conduct and the academic honesty policies are published in college publications and are referenced at new student orientation and by faculty in the classroom. The college provides comprehensive student programs, which address social issues through ongoing speakers on, health and social issues. The students' health and job fairs attract a large contingency of community members. Awareness of ethics issues across the campus in terms of academic integrity, as well as ethical concerns within specific academic disciplines, are addressed through the *ethics across the curriculum* program. The program has a steering committee that works as a liaison group among the academic divisions. The committee members organize and sponsor events such as guest speakers, seminars, and ethics day. Program topics have covered classroom interaction, principle of ethics theory, music, business, media, and bioethics. A handbook on resources and ideas are provided to faculty for use in their teaching and student interaction. HCC is an institutional member of the National Association for Practical and Professional Ethics. [This year the team won the regional Ethics Bowl.](#)

Support of Key Communities

The college staff contributes to a great variety of community groups and activities. The college participates in the annual Relay for Life, which supports the American Cancer Society, and in the United Way campaign. Staff is recognized for their assistance with raising funds as well as becoming informed of community needs. Volunteer days are

held twice a year involving county non-profit organizations in an event aimed to attract both internal and external members of the college community. Job fairs and college transfer fairs are also given twice a year and are open to everyone. The college surveys participants to make improvements in these events and to ensure that its goals are met. The college leadership and staff actively participate on community advisory boards and committees such as the local school district's planning commission, Chamber of Commerce board and committees, and Economic Development Authority. The college leadership and students are present at most major community non-profit events and represent the college to the community.





The college actively supports educational needs of the community it serves by working with the county, state, and national agencies and foundations listed below.

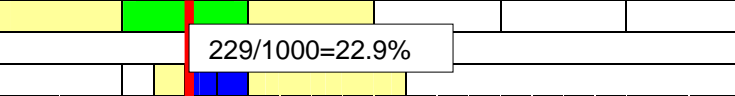
Key Segments	Agencies	Supportive Relationship
Traditional Age Students	Howard County Public School System	Biannual meetings with administrative staff from both organizations and staff participation on committees
	Maryland Department of Education	Participate on curriculum standards task forces, curriculum writing teams
	Higher Education transfer institutions	Arrange articulation agreements
Unique – Special Populations (includes Developmental Education, ESOL, Project Access, etc.)	National Science Foundation National Institutes of Health Department of Education Department of Labor	Seek new funding sources to support student services
	Federal community programs	Provide institutes- English as a second language, GED
	Horizon Foundation	Acquire community grants (Wellness Center)
	FIRN, Korean, Moslem, etc.	
Employers	Howard County Hospital	Serve on health care curricula advisory boards
	Howard County Economic Development	Develop business training, define educational requirements and other job services
	Howard County Chamber of Commerce	Provide business training
	Economic Alliance of Greater Baltimore	Serve on and provide leadership for statewide workforce development

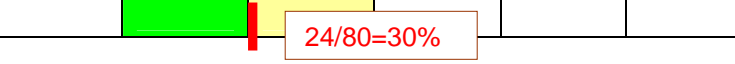
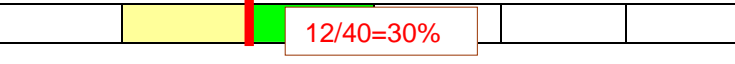
	Maryland Department of Certification, Licensing and Regulation, DBED, MD Dept, of Homeland Security	Conduct training
Life Long Learners (includes all ages, high school students, seniors, continuing education, etc.)	Maryland Higher Education Commission	Participate in statewide initiatives to offer new programs, meet regulatory requirements Faculty representatives serve on task forces
	Middle States Commission on Higher Education	Accreditation- meet regulatory requirements and serve as examiners
Community (includes internal: employees, alumni - and external stakeholders: facilities users)	Howard County Leadership Maryland Leadership Many non-profits-Family Services Grassroots, etc.	Non-profit board memberships, offer EMT programs, etc.

External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions; the results are indicated below. More details on the scoring system can be found at: http://www.quality.nist.gov/PDF_files/2005_Education_Criteria.pdf; booklet pages 54, 55.

Maryland State Quality Award		CQIN Pacesetter	
	Range of total applicant scores		HCC's Score - 2002
	2002 - Score interval in which HCC was rated		Specific score is issued
	2003- Score interval in which HCC was rated		

		Scoring Ranges					
		0-9	10-29	30-49	50-69	70-89	90-100
Baldrige Criteria 1000 points	Overall Score						
		$229/1000=22.9\%$					

			0-9	10-29	30-49	50-69	70-89	90-100
1:	Leadership (120 points)	1.1 (now) 70 points						
			$24/80=30\%$					
		1.2 (now) 50 points						
			$12/40=30\%$					

Action:

The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. On August 29, 2003, the college submitted another application to the Maryland State Quality Award. These results arrived in March, 2004 and are included on the chart. The college formed a new team to develop the application for the Baldrige Award which will be submitted in May, 2005.

Benchmark:

Presently, institutions receiving a Total Score of 450 and up receive at least site visits. Therefore, the administration recommends a Category benchmark aligned with that:

The college will receive a rating for Category #1 of 45 percent.

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

Ratio of community college tuition and fees for full-time service area students to average tuition and fees for full-time resident undergraduates at Maryland public four-year colleges and universities.

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2006
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	60.0%	56.8%	56.2%	53.9% (n=\$2,915/ \$5,406)	41.1% N=2454/5978	60.0%
			<i>Peer</i>			
			AVG:	49.4%	48.1%	
			<i>State</i>			
			AVG:	47.4%	45.4%	

Percentage of total unrestricted (Educational & General) expenditures that goes to instruction.

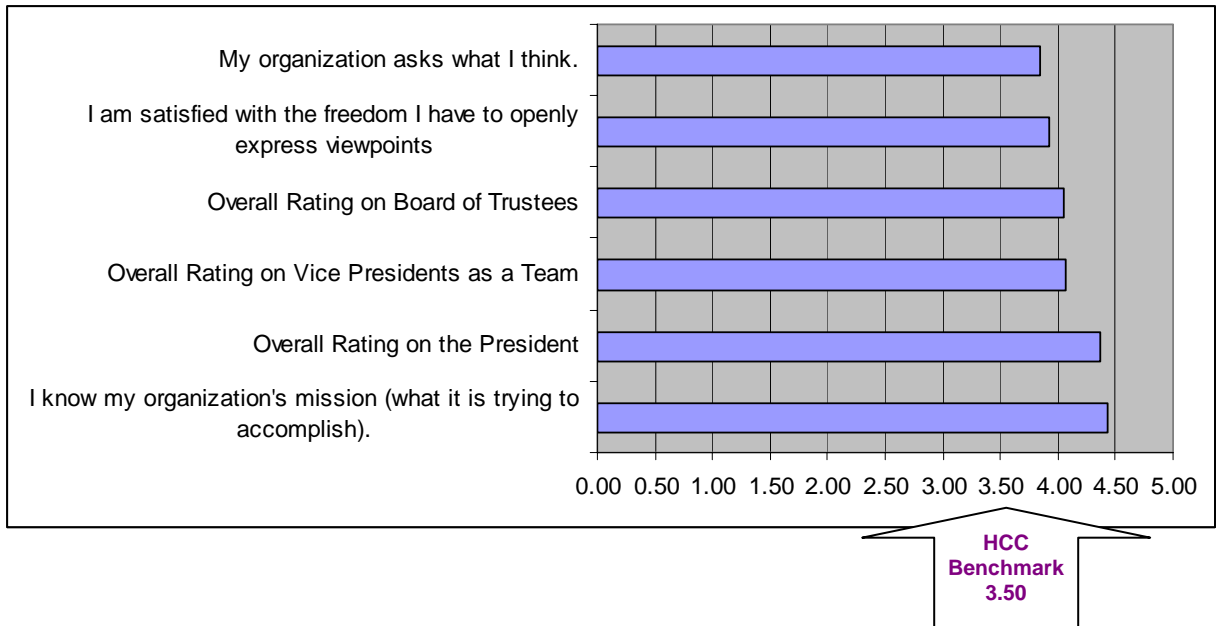
	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2005
Percentage of expenditures on instruction	50.6%	48.2%	50.4%	51.6%	51.5%	53.56%	50.0%
			<i>Peer</i>				
			AVG:	47.4%	46.7%		
			<i>State</i>				
			AVG:	45.7%	45.0%		

Percentage of total unrestricted (Educational & General) expenditures that goes to instruction plus the percentage of total unrestricted expenditures that goes to all areas of academic support except academic administration.

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Benchmark FY 2005
Percentage of expenditures on instruction and selected academic support.	58.6%	57.7%	57.7%	58.7%	58.9%	60.81%	58.0%
			<i>Peer</i>				
			AVG:	56.6%	56.0%		
			<i>State</i>				
			AVG:	55.2%	53.6%		

Internal Measures

Starting last year, the QUEST (QUALITY Evaluation of Service Trends) Survey was arranged by Baldrige Educational Excellence categories. Ratings shown below for the items in Category 1 are on a five-point agreement scale, with 5 being the highest and 1 the lowest.



All measures exceeded the **HCC Benchmark of 3.50**. Note the positive trends!

