

Board Core End Report – Information and Analysis Baldrige Category #4

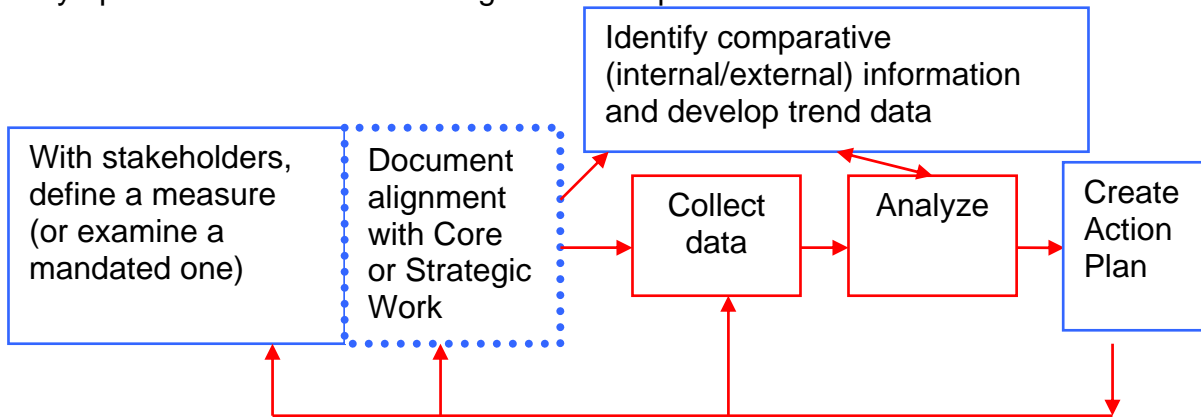
This category examines how the college selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets.

There are currently two Educational Excellence Criteria for this Baldrige category (a national panel examines the criteria after each competition and some moderate addition/deletions can occur).

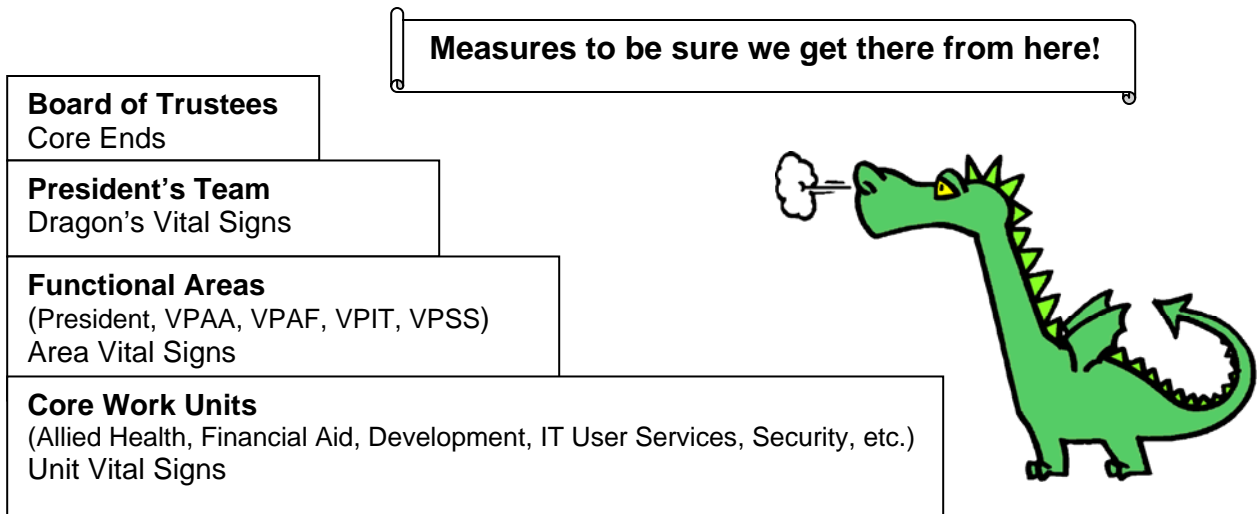
Criteria 4.1 Measurement and Analysis of Organizational Performance

How does your organization measure, align, and improve student and operational performance data and information at all levels and parts of the organization?

Howard Community College (HCC) has a multi-step process to select, align, collect and integrate data and information, including evidence of student learning, to track daily operations as well overall organizational performance.



This process has resulted in a series of performance measures that serve the individual core work units as well as the board of trustee’s organizational level performance indicator system.



These measures are known as the HCC Vital Signs and are widely published. Public reviews of progress are held each month featuring a different unit in addition to the monthly review of the board measures. Each step provides greater detail, direction, and assessment of the college community as well as any comparative regional, state, and national data that is available.

To support daily operations, institutional strategic planning efforts, and compliance with state and federal reporting requirements, the college has an administrative information computing system. The administrative system uses a common database for student records, human resources, financial aid, enrollment management, general ledger, and accounts receivable. The database is the source for mandated and ad hoc reporting for the campus community. The planning, research, and organizational development (PROD) office manages the official use of campus data. In addition, individual departments maintain operational databases and reports containing information on performance and services such as curriculum assessment, library resources, helpdesk services, and plant operations. The college participates in the statewide Maryland Higher Education Commission (MHEC) performance accountability system. The board of trustees uses the MHEC accountability system as an integral part of their core ends. The board regularly reviews the core ends that compare the MHEC benchmarks and statewide performance levels to campus performance. Trend and comparative data derived from reporting requirements and environmental scans are compiled and are available to the entire college community and the public through the campus web, electronic public folders, and published. *After reviewing the Maryland Quality Feedback report, HCC's Baldrige team suggests an enhancement for this chart (see column #1).*

HCC Key Requirements			
<i>How do we know we are living our values?</i>			
Key Requirement	Value	Measurement System	Board Report
	Education		
No Barriers	<ul style="list-style-type: none"> open admission and access for all 	MHEC indicators	Strategic Planning Number of students (credit, non-credit) enrolled Market share of service area of undergraduates Minority student enrollment as percentage of service area population
Quality	<ul style="list-style-type: none"> high-quality instruction in a wide range of educational opportunities for lifelong learning 	MHEC Indicators	Student and Stakeholder Focus Market share of recent public high school graduates in service area Percent of students transferring to Maryland public 4-year institutions Second year retention rate Graduate satisfaction with educational goal achievement Non-returning student satisfaction with educational goal achievement Student satisfaction with quality of transfer preparation Academic performance at institutions of transfer: GPA after first year Employer / organization satisfaction with community college contract training Student satisfaction with job preparation Number of contract training courses offered Number of businesses and organizations served in contract training Number of participants in contract training Percent of career program graduates employed full-time in related area

		Student Survey (YESS) Credit and Non-Credit Course Surveys (Faculty valuation – IDEA survey)	Student satisfaction with Instruction- overall and in class
Students			
Quality	• commitment to students	Student Survey (YESS)	Student and Stakeholder Focus Student satisfaction with staff and services
No Barriers	• respect diversity	MHEC Minority Achievement report	Student and Stakeholder Focus MHEC report due every third year
Quality	• active student role in learning process	Learning Outcomes Assessment (LOA)	Educational and Support Process Management LOA report
No Barriers	• honesty & integrity in teaching, learning, and advising	Student Survey(YESS)	Student and Stakeholder Focus Student satisfaction with services
Quality	• student success	MHEC Indicators	Information and Analysis Four-year transfer/ graduation rate of full-time students Six-year transfer/graduation rate Four-year transfer/graduation rate of full-time minority students Six-year transfer/graduation rate of all minority students Educational and Support Process Management Licensure exam passing rate (NCLEX RN / NCLEX PN)
Employees			
No Barriers	• active role in their professional development	HR Workforce report Core Competencies	Faculty and Staff Focus Workforce Report (<i>better alignment</i>)
No Barriers	• college-wide decision making involvement	Employee Survey (QUEST)	Faculty and Staff Focus Under development - New questions added this year.
Quality	• recognize value and expertise of employees	Performance Management System Employee Recognition System	Faculty and Staff Focus Workforce Report (<i>better alignment</i>) Convocation Events
Quality	• supportive environment	Employee Survey (QUEST) Federal report-Crime Survey	Faculty and Staff Focus Employee satisfaction with campus climate Crime report (web)

No Barriers	<ul style="list-style-type: none"> • equal employment opportunities 	Policy MHEC indicators	Faculty and Staff Focus Percent minorities of full-time faculty Percent minorities of full-time administrative / professional staff
Community			
Affordability	<ul style="list-style-type: none"> • responsible fiscal management 	External Audit Educational Foundation Audit MHEC indicators	Audit report Foundation report Leadership Tuition and fees as a percentage of tuition and fees at Maryland public 4-year institutions Percentage of expenditures on instruction Percentage of expenditures on instruction and selected academic support
No Barriers	<ul style="list-style-type: none"> • contribute to the educational, economic, workforce, social and cultural development 	MHEC Indicators	Leadership Student and Stakeholder Focus Enrollment in workforce development courses Senior adult enrollment in non-credit courses
No Barriers	<ul style="list-style-type: none"> • provide a global perspective in educational offerings and opportunities 	Multicultural Work – <i>under development</i>	Faculty and Staff Focus <i>Annual report under development</i>
Freedom and Fairness			
No Barriers	<ul style="list-style-type: none"> • freedom of speech and free exchange of ideas; academic integrity & honesty; equal rights, equal access & equal treatment; value of diversity 	Policy Student/Employee surveys (YESS/QUEST) EEOC Claims	Leadership Rating of Campus Climate

Based on these performance accountability indicators and other reporting requirements, MHEC annually compiles a data book of all higher education institutions in Maryland. The data book provides statewide comparative information on students, retention, degrees, faculty, salaries, and tuition. A specific statewide community college data collection effort is coordinated by the Maryland Association of Community Colleges (MACC), resulting in the publishing of a data book that is specific to Maryland community colleges with information on enrollment, student outcomes, revenues and expenditures, college personnel, and physical facilities. The information is used on

campus for budget planning such as tuition cost comparisons. This information is posted for campus use and the public at the MACC website as well as through reports and publications.

The college leadership reviews and receives input from all levels of the measures annually and facilitates the construction of action plans. An example of using the core ends data in meeting a community need was the establishment of the Silas Craft Collegians program. This program is a learning community for students who are capable of succeeding at the college level but who have not yet reached their potential. The program provides these students with a wide range of social and academic experiences and support to help them succeed. See the **External Measures** section for data details.

Budgeted employees must complete annual and semiannual appraisal reviews, which provide checkpoints for college performance in meeting, and changing if necessary, strategic and core work objectives.

The college's academic sector completes learning outcomes assessment at the institutional, course, discipline, program, and degree levels. This activity will be discussed in detail in the **Educational and Support Processes** board report.

The college climate is measured annually with the Quality Evaluation of Service Trends (QUEST) survey, completed confidentially by employees. The survey is distributed to employees, who can either respond electronically or on paper. The Yearly Evaluation of Services by Students (YESS) survey is used annually to gather consistent information from credit students. The survey gives students the opportunity to express their levels of satisfaction with the college services, aspects of the campus environment, and college life. Analysis of the results is reviewed by all levels of the campus community and leadership uses this information to assess satisfaction. The president's team reviews the results of the QUEST and YESS survey to determine whether resources need 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 made to the offerings and the facility have already received positive reviews from faculty, students and staff. The Burrill Galleria area of the college was recently refurbished to provide a better student casual gathering area and seating.

In addition to the board ends, MHEC performance accountability indicators, and the YESS and QUEST surveys, a number of other means of gathering quantitative data to support decision making include staff development evaluations, comment cards, and other satisfaction surveys, and course evaluations for credit and non-credit courses. Qualitative methods include community feedback through focus groups, process improvement teams, and presidential dialogues. Data are also collected based on community input gathered through the college's Commission on the Future, which helps identify emerging issues.

Criteria 4.2 Information and Knowledge Management

How does the college ensure quality and availability of needed data and information for faculty and staff, student, and stakeholders including its supplier and partners? Describe how your organization builds and manages its knowledge assets.

The planning, research and organizational development office (PROD) provides the campus and external community with trend, comparative, and ad hoc data about the campus. The information is posted and kept up-to-date on the campus public web by the PROD office. The campus community has further access to information on the campus public folders and shared files within the campus technology network. The campus YESS and QUEST reports are distributed to all employees for their review. The leadership also uses other communication outlets such as the president's weekly update, and departments are provided opportunities to report dragon vital sign outcomes.

As the college collects and compiles data for daily operations and decision making and to meet state and federal reporting requirements, a number of data integrity checks are performed to ensure that the data is accurate. In addition to program-based editing checks, data is cross-checked and compared from year to year, allowing for internal and external comparisons and trend analyses. Outlying data is examined for correctness. Survey sample size and response rates, as well as sample representation, are scrutinized to ensure reliability of the data that is collected. A recent trend toward conducting surveys online or in a scannable format is reducing the frequency of data entry and handling errors. Timeliness of report submissions is ensured through the use of the schedule of reports, which notes staff responsible for completing reports and tracks due dates and submission dates. This effort is coordinated by PROD office staff whose core work includes ensuring the accurate and timely submissions of state and federal reporting requirements.





Selected on the basis of usefulness to students and stakeholders, specific data is posted in standard and consistent user friendly formats as part of HCC's Planning Information System. Data selections are periodically reviewed to ensure continued usefulness and relevance. A website is systematically updated as new reports become available. Changes to links to statewide agencies that make available comparative data are posted as needed. A broadcast of relevant enrollment, or other data, is often included in the weekly president's update. Data from non-mandated satisfaction surveys spur improvement in daily operations and organizational decision-making. In addition, the college makes available data to internal and external stakeholders on an as-needed basis through a research request system managed by the PROD Office.

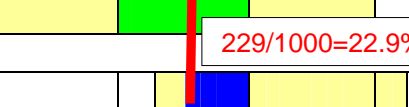
HCC Planning Information System Data	
Trends in Enrollment and Characteristics of Credit Students	Annual Enrollment Trends
Mini-Profile of Current Semester Credit Students	Unduplicated Headcount Enrollments
Fall Credit Hours Generated by Age Group	State-funded Credit & Non-credit FTE Enrollment
Characteristics of Fall Credit Students	FTE by Division and Credit Con Ed
Fall Credit Students 20 Year Trend Summary	Enrollment by Discipline
Spring Credit Students by Age Group	College Personnel
Characteristics of Spring Credit Students	Characteristics of Full-time Faculty
FTE (Full-time Equivalent) Enrollment	Characteristics of Part-time Faculty
Credit FTE Enrollment by Term	Non-teaching Staff
FTE's Generated by Fall Credit Students	Outcomes
FTE's Generated by Spring Credit Students	Characteristics of Graduates
Trends in Enrollment and Characteristics of Non-credit Students	Degrees Awarded by Program
Characteristics of Non-credit Students	Fall to Spring Retention of First-time Students

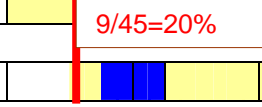
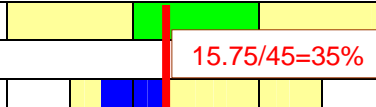
In compliance with federal (FERPA) regulations, the college has well-defined policies and procedures for accessing, protecting, and using student data. Facilities that house confidential data are restricted to authorized staff. Every employee who has access to student or employee data is required to participate in access and responsibility training and to adhere to these policies and procedures. The college's director of records and registration is charged as gatekeeper for the release of individually identifiable student information in any form. The college technology infrastructure is managed through an information technology (IT) area. IT staff is responsible to keep all technology up to current operating and application levels to assure performance, reliability, and security. The campus has firewalls established on the network edge and before the administrative computing system as well as antivirus applications in place at the desktop and within the network. The IT area has a comprehensive help system, with staff dedicated to helping internal stakeholders with network access, equipment problems, and extraction of data from the system in a consistent and accurate manner. The college's core team meets regularly to discuss issues relative to optimal use of the administrative computing system and trains users to ensure accurate entry of system data.

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 in the document which follows this report.

Maryland State Quality Award		CQIN Pacesetter	
	Range of total applicant scores		HCC's Score
	2002 - Score interval in which HCC was rated		Specific score assigned, converted below to % for comparison purposes
	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						

			0-9	10-29	30-49	50-69	70-89	90-100
4:	Measurement, Analysis and Knowledge Management (90 points)	4.1 45 points						
		4.2 45 points						

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 **and received its feedback report in March 2004**. The college **is developing** its application for the Baldrige Award (due May **2005**).

Benchmark:

Presently, institutions receiving an overall score of 450 and above receive at least site visits. Therefore, the administration recommends a category benchmark aligned with that: The college will receive a rating for category #4 of 45 percent.

Next are four measures **mandated by the Maryland Higher Education Commission (MHEC)**. Note Peer Colleges: College of Southern Maryland, Harford Community College, Frederick Community College. These are indicated in this category to provide an example of the Define, Collect, Analyze, Act, and Continuous Review process.

<i>Percentage of first-time, full-time degree-seeking freshmen who graduated and/or transferred to a Maryland public four-year campus within four years of matriculation.</i>						
	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	Benchmark 2001 Cohort
Four-year transfer/graduation rate of full-time students	37.9%	33.2%	37.8%	37.2%	43.4%	37.3%
					n=194/447	
				Peer AVG: Statewide AVG:	42.6%	
					32.3%	
<i>Percentage of first-time, full-time degree-seeking minority freshmen who graduated or transferred to a public four-year campus within four years of matriculation. Minorities include African Americans, Asian Americans, Hispanics and Native Americans; minorities do not include Foreign and Other.</i>						
	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	Benchmark 2001 Cohort
Four-year transfer/graduation rate of full-time minority students	27.3%	27.9%	31.2%	27.5%	39.5%	34.0%
					n=58/147	
				Peer AVG: Statewide AVG:	35.9%	
					23.4%	
<i>Percentage of first-time, full- and part-time degree-seeking freshmen who graduated and/or transferred to a Maryland public four-year campus within six years of matriculation.</i>						
	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 1999 Cohort
Six-year transfer/graduation rate	30.3%	32.7%	31.8%	30.2%	28.6%	32.5%
					n=265/927	
				Peer AVG: Statewide AVG:	33.8%	
					28.1%	
<i>Percentage of first-time, full- and part-time degree-seeking minority freshmen who graduated or transferred to a public four-year campus within six years of matriculation. Minorities include African Americans, Asian Americans, Hispanics and Native Americans; minorities do not include Foreign and Other.</i>						
	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 1999 Cohort
Six-year transfer/graduation rate of all minority students	29.7%	22.8%	23.3%	24.2%	19.8%	25.0%
					n=57/287	
				Peer AVG: Statewide AVG:	22.5%	
					21.0%	

Baldrige Key Terms and Scoring Guidelines

Key Terms:

“Approach” refers to how the college addresses the criteria item requirements - the method(s) used. The factors used to evaluate approaches include:

- the appropriateness of the methods to the requirements
- the effectiveness of use of the methods and the degree to which the approach
 - is repeatable, integrated, and consistently applied
 - embodies evaluation/improvement/learning cycles
 - is based on reliable information and data
- alignment with your organizational needs
- evidence of beneficial innovation and change.

“Deployment” refers to the *extent* to which the college’s approach is applied. The factors used to evaluate deployment include

- use of the approach in addressing criteria item requirements relevant and important to the organization
- use of the approach by all appropriate work units stakeholder requirements and key strategic objectives and
- action plans are particularly important.

The term “stakeholders” refers to all groups that are or might be affected by an organization’s actions and success. Examples of key stakeholders include parents, parent organizations, faculty, staff, boards, alumni, employers, other colleges, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the criteria refer to students and stakeholders separately.

Scoring Bands:

0%-9% : No systematic approach is evident; information is anecdotal.
No organizational alignment is evident.

10%-29%: The beginning of a systematic approach to the basic requirements of the item is evident.
Major gaps exist in deployment that would inhibit progress in achieving the basic requirements of the item.
Early stages of a transition from reacting to problems to a general improvement orientation are evident.
The approach is aligned with other areas or work units largely through joint problem solving.

- 30%-49%: An effective, systematic approach, responsive to the basic requirements of the Item, is evident.
The approach is deployed, although some areas or work units are in early stages of deployment.
The beginning of a systematic approach to evaluation and improvement of key processes is evident.
The approach is in early stages of alignment with the basic organizational needs identified in respond to other criteria categories.
- 50%-69%: An effective, systematic approach, responsive to the overall requirements of the Item and your key organizational requirements, is evident.
The approach is well deployed, although deployment may vary in some areas or work units.
A fact-based, systematic evaluation and improvement process is in place for improving the efficiency and effectiveness of key processes.
The approach is aligned with your organizational needs identified in the other criteria categories.
- 70%-89%: An effective, systematic approach, responsive to the multiple requirements of the Item and your current and changing educational service needs, is evident.
The approach is well deployed, with no significant gaps.
A fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; there is clear evidence of refinement, innovation, and improved integration as a result of organizational-level analysis and sharing.
The approach is integrated with your organizational needs identified in the other criteria categories.
- 90%-100%: An effective, systematic approach, fully responsive to all the requirements of the Item and all your current and changing educational service needs, is evident.
The approach is fully deployed without significant weaknesses or gaps in any areas or work units.
A very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement, innovation, and integration, backed by excellent organizational-level analysis and sharing, are evident.
The approach is well integrated with your organizational needs identified in the other criteria categories.

Source:

http://www.quality.nist.gov/PDF_files/2004_Education_Criteria.pdf ; html pages 60, 61.