

B-1 Board Core End: Information and Analysis

Background: This report addresses the board core end – *Information and Analysis*. 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 September 27, 2006, meeting, the trustees reset and approved all the current benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. Since these are five-year goals, most of the current flags will naturally be red. For this category, the visiting Maryland Performance Excellence Award team rated the college as operating within a higher scoring band than the national Baldrige examiners.

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

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: Report on the progress of the institution

Timeline: Annual

◆————— Recommendation —————◆

This item is for information only and requires no board action.

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	Measurement, Analysis, and Improvement of Organizational Performance <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?</i>	Baldrige 30-45%	30-45%
		MPEA 50-65%	
	Information and Knowledge Management <i>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.</i>	Baldrige 30-45%	30-45%
		MPEA 70-85%	
MHEC	Performance at transfer institutions: a. Percent with cumulative GPA after first year of 2.0 or above	83.4%	85%
	b. Mean GPA after 1 st year of transfer within University System of Maryland	2.73	2.74
	Developmental completers after four years	38.7%	40%
	Successful-persistor rate after four years: a. College-ready students	83.1%	90%
	b. Developmental completers	90.6%	90%
	c. Developmental non-completers	52.7%	60%
	d. All students in cohort	75%	80%
	Successful-persistor rate after four years (by race/ethnicity): a. African American	62.9%	65%
	b. Asian, Pacific Islander	88.1%	75%
	c. Hispanic	Too few-not reported	n/a





MHEC	Graduation-transfer rate after four years: a. College-ready students	68.7%		80%
	b. Developmental completers	66.9%		70%
	c. Developmental non-completers	36.7%		35%
	d. All students in cohort	56.6%		60%
	Graduation-transfer rate after four years (by race/ethnicity): a. African American	39.1%		50%
	b. Asian, Pacific Islander	69.7%		60%
	c. Hispanic	Too few- not reported		n/a
Special Research Studies	Overall fall-to-fall retention rate for first-time freshman	56.9%		52.3%


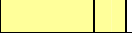






Note: MPEA = Maryland Performance Excellence Award

External Measures

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

Maryland Performance Excellence Award		Baldrige	
	Range of total applicant scores		Oct. 2005 – HCC’s Score Score given as an interval Total: 376-475 No range is provided for other applicant scores
	2003 - Score interval in which HCC was rated		
	August 2006 - 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.

After receiving its Maryland Performance Excellence Award (MPEA) feedback report (and the Silver Level MPEA award) in March 2007, the college submitted a new application to the MPEA on August 15, 2007, and will receive its feedback report in March 2008. A new HCC team has begun work on a Baldrige application, which is due May 2008.

Benchmark:

When the benchmark was originally set, institutions receiving an overall score of 450 and above received at least site visits. Therefore, the administration recommended a category benchmark aligned with that: **The college will receive a rating for category #4 of 30-45 percent** on the Maryland Performance Excellence Award by 2007 or Baldrige by 2009.

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

<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 02-03	AY 03-04	AY 04-05	AY 05-06	Benchmark AY 09-10
Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	87.3%	83.4%	78.9% <i>n=460/ 583</i>	83.4% <i>n=514 /616</i>	85%
		<i>State Avg:</i>	77.9%	80.0%	
		<i>Peer Avg:</i>	81.3%	81.9%	
b. Mean GPA after first year	2.73	2.74	2.55 <i>n=583</i>	2.73 <i>n=616</i>	2.74
		<i>State Avg:</i>	2.56	2.65	
		<i>Peer Avg:</i>	2.69	2.71	

<i>Percentage of students in entering fall cohort with at least one area of developmental need, who, after four years, 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 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Developmental completers after four years	38.7%	37.3% <i>n=327/ 876</i>	38.7% <i>n=343/ 885</i>	40%
		<i>State Avg:</i>	43.0%	
		<i>Peer Avg:</i>	59.1%	

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 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years:				
a. College-ready students	94.9%	85.3% n=197/ 231	83.1% n=202/ 243	90%
	State Avg:	75.7%		
	Peer Avg:	84.5%		
b. Developmental completers	89.1%	89.3% n=275/ 308	90.6% n=298/ 329	90%
	State Avg:	79.1%		
	Peer Avg:	79.3%		
c. Developmental non-completers	55.0%	52.4% n=166/ 317	52.7% n=168/ 319	60%
	State Avg:	43.4%		
	Peer Avg:	47.3%		
d. All students in cohort	76.8%	74.5% n=638/ 856	75.0% n=668/ 891	80%
	State Avg:	67.5%		
	Peer Avg:	76.3%		

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, by minority racial/ethnic category.

	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years (by race/ethnicity):				
a. African American	55.8%	59.3% <i>n</i> =99/ 167	62.9% <i>n</i> =95/ 151	65%
	State Avg: Peer Avg:	56.0% 66.8%		
b. Asian, Pacific Islander	76.0%	70.2% <i>n</i> =59/ 84	88.1% <i>n</i> =96/ 109	75%
	State Avg: Peer Avg:	76.5% n/a		
c. Hispanic	<i>n</i> <50	<i>n</i> <50 <i>n</i> =25/ 29	<i>n</i> <50 <i>n</i> =33/ 49	n/a
	State Avg: Peer Avg:	62.1% n/a		

	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	75.2%	72.7% n=168/ 231	68.7% n=167/ 243	80%
		State Avg: 58.3%		
		Peer Avg: 68.5%		
b. Developmental completers	65.0%	64.9% n=200/ 308	66.9% n=220/ 329	70%
		State Avg: 52.1%		
		Peer Avg: 53.3%		
c. Developmental non-completers	37.1%	35.0% n=111/ 317	36.7% n=117/ 319	35%
		State Avg: 26.5%		
		Peer Avg: 29.1%		
d. All students in cohort	56.0%	56.0% n=479/ 856	56.6% n=504/ 891	60%
		State Avg: 46.8%		
		Peer Avg: 56.7%		

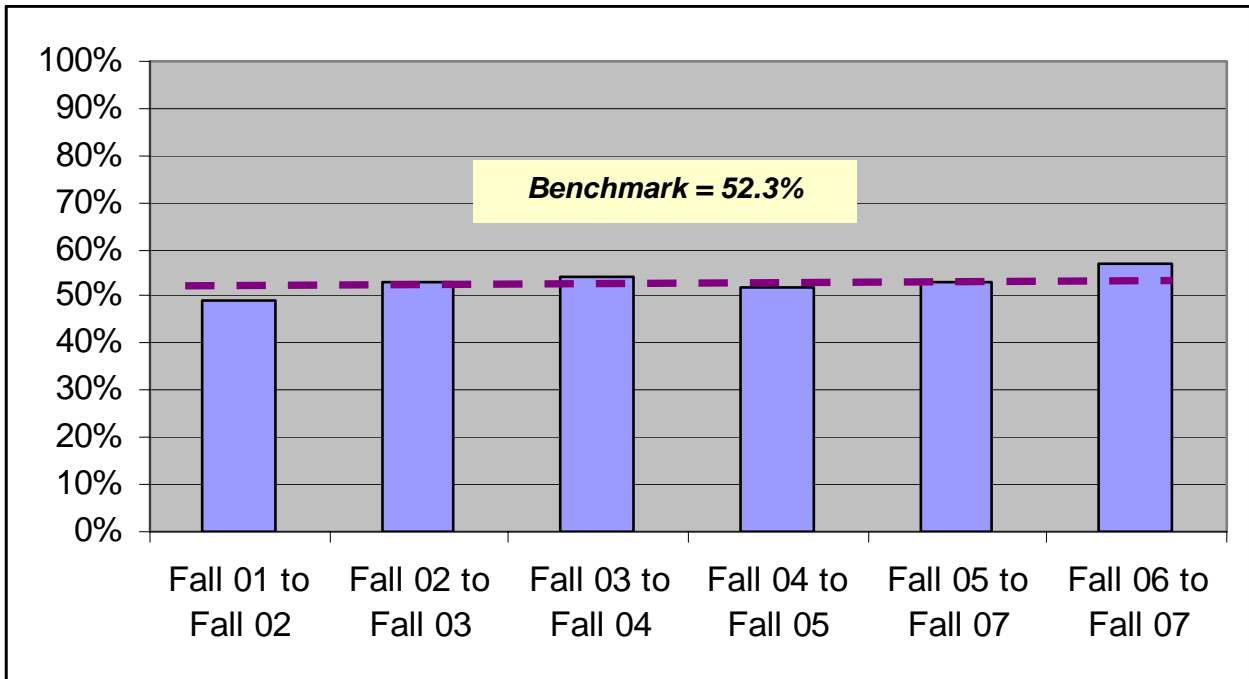
	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years (by race/ethnicity):				
a. African American	40.0%	44.9% <i>n=75/167</i>	39.1% <i>n=59/151</i>	60%
	<i>State Avg:</i>	33.4%		
	<i>Peer Avg:</i>	45.0%		
b. Asian, Pacific Islander	65.6%	52.4% <i>n=44/84</i>	69.7% <i>n=76/109</i>	60%
	<i>State Avg:</i>	51.8%		
	<i>Peer Avg:</i>	n/a		
c. Hispanic	n<50	n<50 <i>n=19/29</i>	n<50 <i>n=27/49</i>	n/a
	<i>State Avg:</i>	37.0%		
	<i>Peer Avg:</i>	n/a		

Internal Measure

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

Overall Fall-to-Fall Retention Rate for First-time Freshmen

Fall 01- Fall 02	Fall 02- Fall 03	Fall 03- Fall 04	Fall 04- Fall 05	Fall 05- Fall 06	Fall 06- Fall 07	Fall 10- Fall 11	<i>Benchmark</i> <u>Current Benchmark</u>
49%	53.2%	54.2%	52.2%	52.8%	56.9%	52.3%	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 2006-Fall 2007, n= 887/1,559)

Benchmark: The percent of first-time HCC students in the fall who return the following fall will meet or exceed the **American College Test, Inc. (ACT), 2006 benchmark of 52.3%**.

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 enrollment files prepared by IT and analyzed by the PROD Office.

Board Talking Points:

- An external team has recognized HCC's information and knowledge management system as being effective, well deployed, and integrated with the organizational needs. (70-85% Baldrige scoring band)
- HCC students who transfer to Maryland public four-year colleges and universities attain a mean GPA after the first year *above* the means of its peers and the other state community colleges. (2.73 (HCC), 2.71 (State), 2.65 (Peer))
- The percent of first-time fall entering African-American 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 is steadily rising. (2000 cohort -55.8%, 2001 cohort - 59.3%, 2002 cohort - 62.9%)