

Board Core End Report - Strategic Planning

Baldrige Category #2

This category addresses strategic and action planning, deployment of plans and how accomplishments are measured and sustained. 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 2.1 Strategy Development

How does your organization set strategic directions and develop strategic objectives?

Every five years HCC hosts the Commission on the Future to gauge the need to revise the Strategic Initiatives: Learning Community, Access, Economic and Workforce Development, Partnerships, Organizational Excellence, and Growth. A subset of the full commission, the board of visitors, meets annually in the intervening years to review progress and offer additional insights.

Annually, the planning council (all constituencies and teams represented) reviews additional environmental scanning data (internal and external) and suggests strategic goals (some short term, some long term). After further review by the president's team, the board, at its May meeting, approves the strategic goals.

The college community next proposes strategic objectives to correspond to the approved goals. As the budget is formulated, certain objectives will be approved. The majority of those goals will be accomplished.

The chart on the following page depicts this cycle and displays that the college may be tracking progress across as many as four years simultaneously.

Integrated Strategic Plan and Operating Budget Activities
(July 1, 2004 - June 30, 2005)

This plan combines the strategic plan with the operating plan and budget. Each January, the board approves this plan and budget, which is submitted to the county government for approval. The planning council develops the strategic plan and the functional units create the operating plan. They are integrated by the president's team and reviewed again by the planning council before submission to the board of trustees. *All other plans are aligned with and contribute to this integrated strategic plan and budget.*

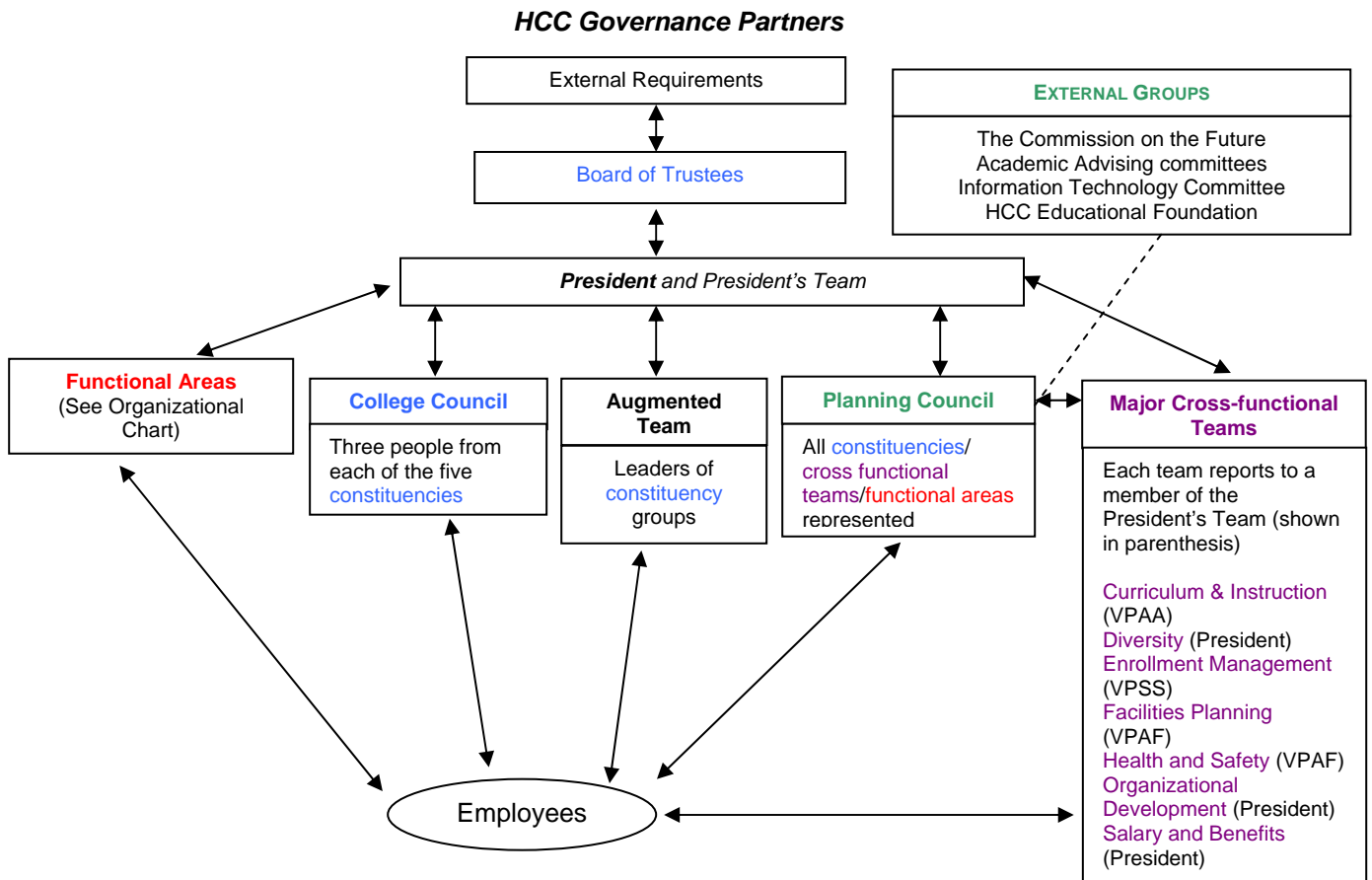
On August 25, 2004, the board of trustees received an evaluation of the FY04 Integrated Strategic Plan and Budget and adjustments to the FY05 Integrated Strategic Plan and Budget.

	FY06 Plan	FY07 Plan
Over the summer...	The college community submits objectives to accomplish the previously board approved FY05 goals of the strategic plan through their president's team liaison.	
September	Planning Council reviews/ assigns priorities to those objectives. President's team receives recommendation and posts decision to S:\PROD.	
September/ October	College considers core work needs. Functional areas develop operating plans. Budget requests are submitted for the operating budget, which includes both core work and strategic needs.	(COF) Board of Visitors meet.
November	Audit and Finance Committee gives proposed budget guidelines. President's team reviews operating budget requests for both core work and strategic needs.	
December	Planning Council previews the budget proposal (referencing the operating and strategic plans).	
January	Governor submits state budget funding to the legislature. Board approves Preliminary FY06 Integrated Strategic Plan and Operating Budget to go forward to the County Executive.	
February/March		Planning Council considers college strategic needs for FY07 Plan. Team Leaders invited to present.
April	State legislature finalizes funding to community colleges. County Executive gives his/her proposal for the college's operating and capital budget to the County Council. Board approves final changes in the budget to comply with state and county funding.	Planning Council reviews goals for FY07 strategic plan.
May	County Council approves final budgets for operating and capital requests.	Board approves goals for the FY07 strategic plan.

Criteria 2.2 - Strategy Deployment

How does your organization convert your strategic objectives into action plans to accomplish the objectives? How do you assess progress relative to these plans?

As the college budget is finalized, the relevant core work unit or cross-functional teams are notified of the approval. All are connected to the president's team via a liaison, for example, the enrollment management team - Kate Hetherington, vice president of student services, mathematics division - Ron Roberson, vice president of academic affairs, etc.








The leader of the core work unit or team is accountable for the progress on that objective and reports to his/her supervisor and/or the president's team liaison quarterly.



Annually, the board receives a report on the full set of strategic objectives. FY04 core work highlights and strategic accomplishments were presented at the August 25, 2004, board meeting.

External Measures

The college has prepared and submitted applications to various Baldrige-based quality awards competitions. More details on the scoring system can be found at the end of this report.

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						
		 <div style="border: 1px solid black; padding: 2px; display: inline-block;">229/1000=22.9%</div>					

			0-9	10-29	30-49	50-69	70-89	90-100
2:	Strategic Planning (85 points)	2.1 40 points						
		 <div style="border: 1px solid black; padding: 2px; display: inline-block;">12/40=30%</div>						
		2.2 45 points						
 <div style="border: 1px solid black; padding: 2px; display: inline-block;">13.5/45=30%</div>								

Action:




The college receives a detailed feedback report delineating strengths and weaknesses in each 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:

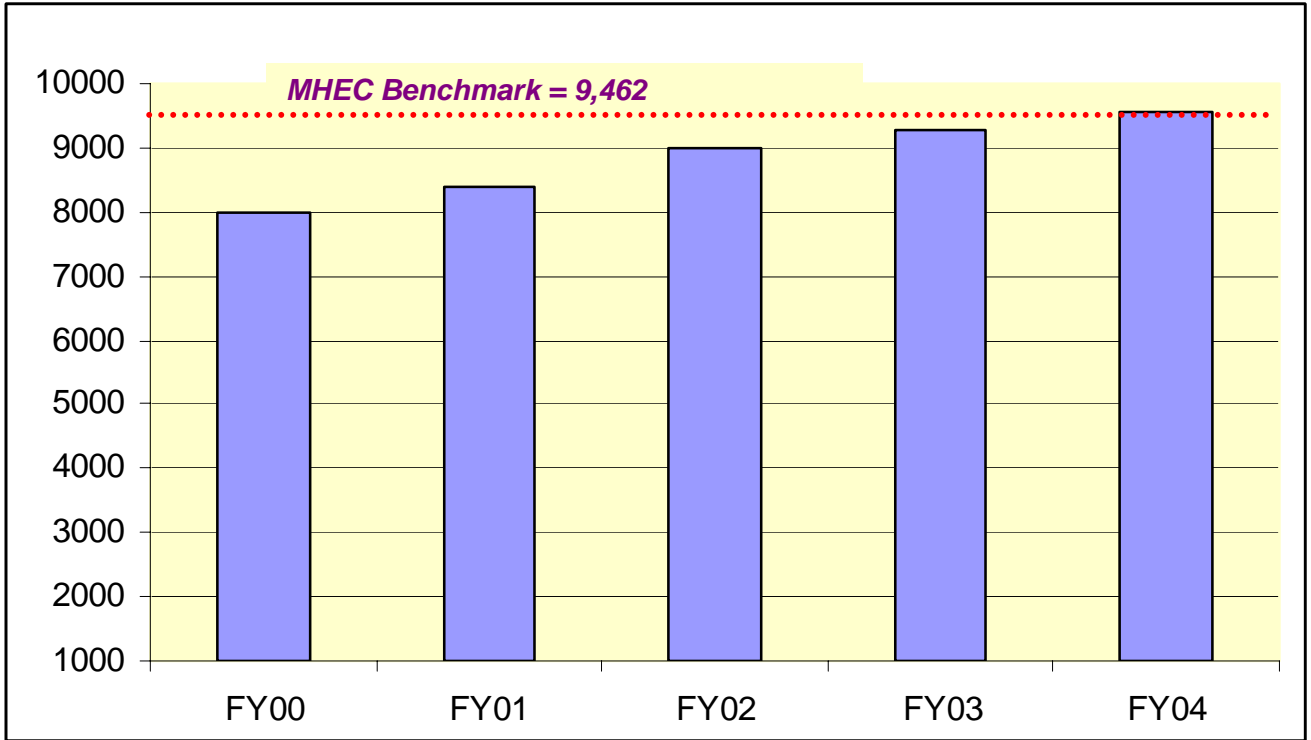
Presently institutions receiving an overall score of 450 or more receive at least site visits. Therefore, the administration recommends a category benchmark aligned with that goal: **The college will receive a rating for category #2 of 45 percent.**

Next are three measures **mandated by the Maryland Higher Education Commission (MHEC)**. Although MHEC only requires these annually, they were selected by president's team as measures that should be looked at more than once per year (*see the president's report: enrollment*), so they are also part of the Dragon's Vital Signs and are displayed in the new dashboard format. Benchmarks, already set by the board, are indicated on the attached pages.

Credit Headcount	
NonCredit Headcount	
Enrollment by Residence	

UNDUPLICATED HEADCOUNT ENROLLMENT: CREDIT STUDENTS

FY00	FY01	FY02	FY03	FY04	MHEC Benchmark	FY05	Current Benchmark Status
7,992	8,406	9,012	9,262	9,545	9,462	9,462	Exceeded



Description of the Indicator: Credit enrollment is the most basic indicator of how well the college is fulfilling its mission.

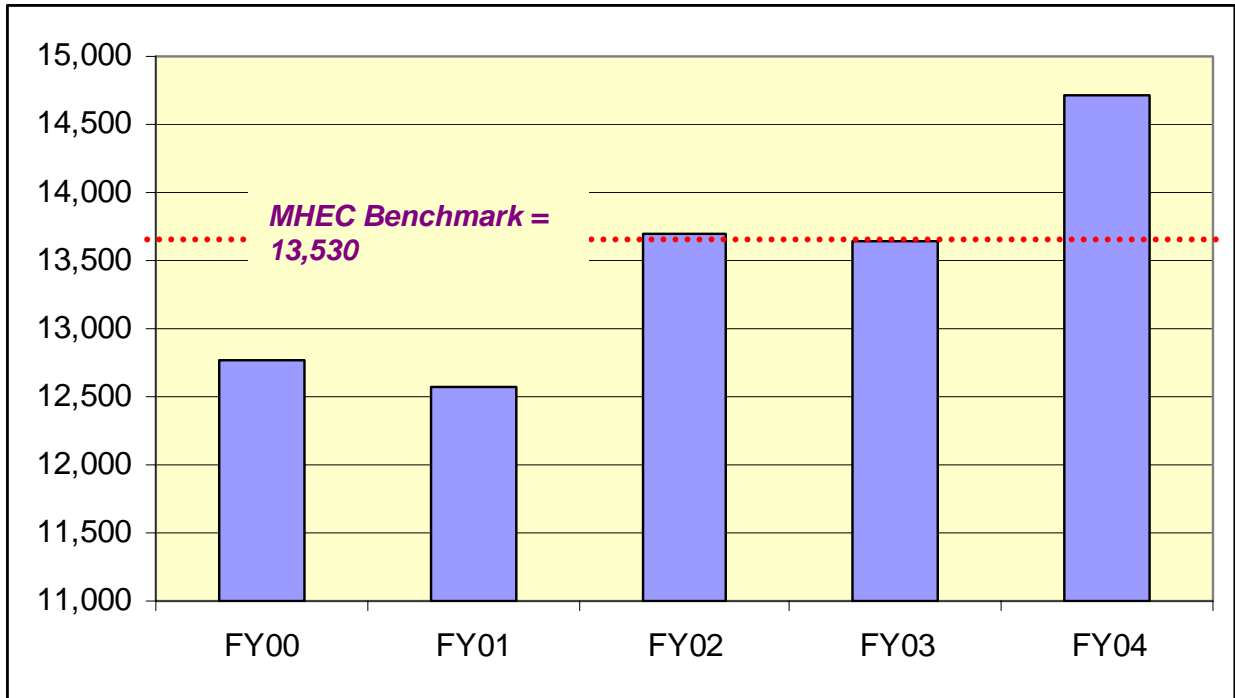
Benchmark: The board has set the MHEC benchmark for HCC's credit enrollment at 9,462 for FY05.

Performance Outcome: The MHEC benchmark for HCC's 2005 enrollment [has now been exceeded](#).

Data Source: Data is from HCC's enrollment files prepared by IT and analyzed by the PROD Office.

UNDUPLICATED HEADCOUNT ENROLLMENT: NONCREDIT STUDENTS

FY00	FY01	FY02	FY03	FY04	MHEC Benchmark FY05	<u>Current Benchmark Status</u>
12,766	12,568	13,690	13,640	14,722	13,530	Exceeded



Description of the Indicator: Noncredit enrollment is an important indicator of how well the college is meeting the diverse needs of the community. Whether enrolled for lifelong learning, to gain or upgrade job-related skills, or for personal enrichment, strong noncredit enrollment signals the alignment of college offerings with community needs.

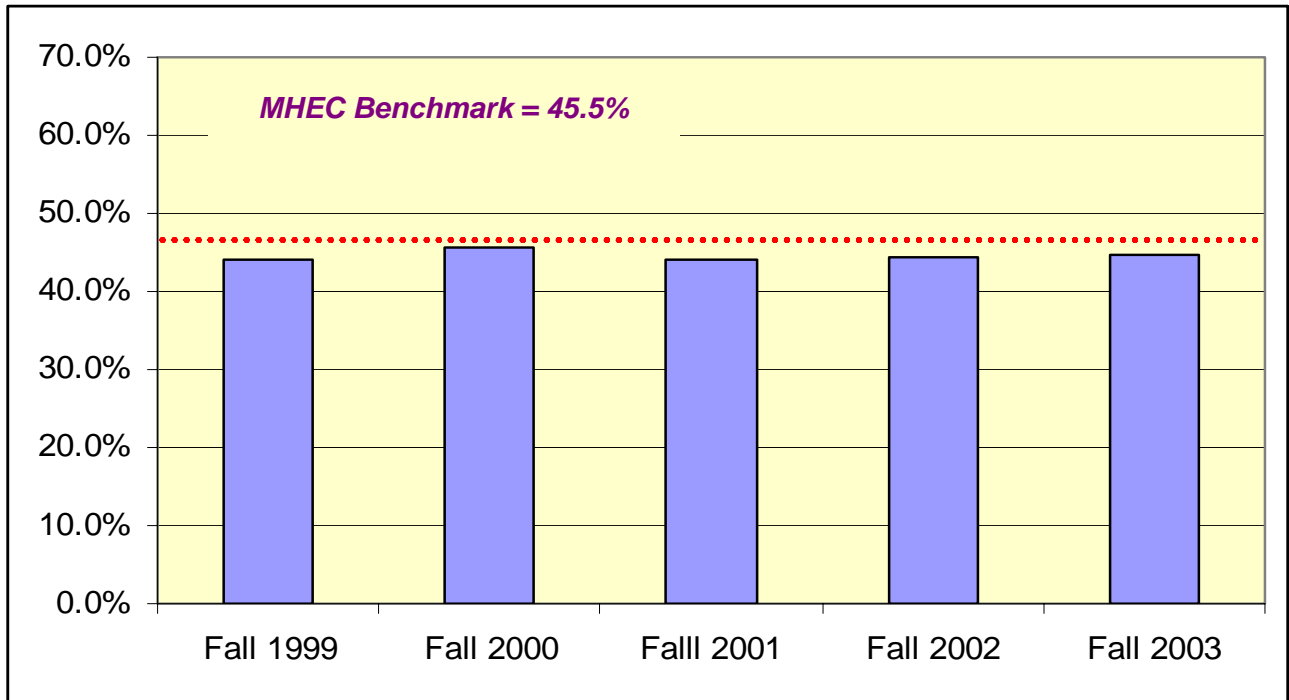
Benchmark: The board has set the MHEC benchmark for HCC's noncredit enrollment at 13,530 for FY05.

Performance Outcome: The MHEC benchmark for HCC's FY05 noncredit enrollment was exceeded in each of the last **three** years.

Data Source: Data is from HCC's enrollment files prepared by IT and analyzed by the PROD Office.

ENROLLMENT BY RESIDENCE
Percent of County Undergraduates Enrolled in Maryland Institutions who attend HCC

Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	MHEC Benchmark Fall 2005	Current Benchmark Status
44.2%	45.5%	44.0%	44.3%	44.7%	45.5%	Getting There



Description of the Indicator: Examining the percentage of county undergraduates enrolled in Maryland institutions of higher education who attend HCC is one measure of the college’s accessibility to residents of the service area. Shown is the percentage of these Howard County undergraduates who are attending HCC.

Benchmark: The board has set the MHEC benchmark for Howard County undergraduates enrolled at HCC at 45.5 percent.

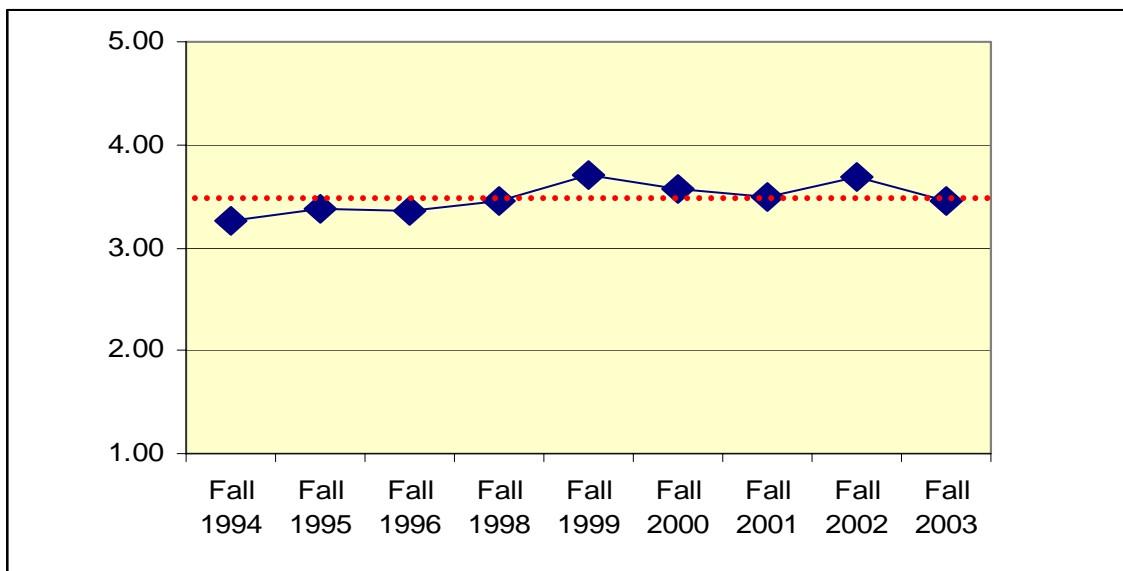
Performance Outcome: Although HCC is located in a county with a large number of four-year and other community colleges campuses nearby, the attendance rates have remained stable over the five-year period. The benchmark has been met for one of the last five years. The other years' percentages have been within 1.5 percent of the benchmark.

Data Source: Maryland Higher Education Commission (MHEC) Enrollment by Place of Residence report published annually in the spring.

Internal Measures

Each fall the college distributes a web-based survey: QUEST (QUality Evaluation of Service Trends). All budgeted employees are asked to rate services and initiatives across the campus on a five point scale (with five being the most positive). The response rate is excellent; for example, in fall of 2003, 65% of the employees participated. All items on the QUEST have a **benchmark of 3.5** (consistent with expected outcomes for organization-wide surveying).

Effective Strategic Planning



Note * There was no QUEST Survey at HCC in 1997. Instead, the PACE Survey (external) was used.

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.