

B-3 Board Core End: Student and Stakeholder Focus

Background: This report addresses the board core end - *Student and Stakeholder Focus*. 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 set and approved five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators; hence, most of the dashboard lights will be red. The national Baldrige examiners rated the college in the same band of scoring as the visiting 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

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.

Compliance: This report is in compliance with Board Bylaws Article VII - Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.

Category 3 - Student and Stakeholder Focus

This category examines how the college determines the requirements, needs, expectations, and preferences of students, stakeholders, and markets.








Source	Item	Current	Benchmark	
External Quality Feedback	Student and Stakeholder Engagement <i>How does your organization determine requirements, needs, expectations, and preferences of students, stakeholders, and markets to ensure the continuing relevance of your educational programs, offerings, and services; to develop new opportunities; and to create an overall climate conducive to learning and development for all students?</i>	Baldrige 2010 50-65%	50-65%	
		MPEA 2007 50-65%		
	Student and Stakeholder Relationships, Satisfaction, and Changing Expectations <i>How does your organization build relationships to attract, satisfy, and retain students and stakeholders; to increase student and stakeholder loyalty? Describe how your organization determines student and stakeholder requirements for new, or changes, to services/programs.</i>	Baldrige 50-65%	50-65%	
		MPEA 50-65%		
MHEC	1. Graduate satisfaction with educational goal achievement	98.6%	99.0%	
	2. Non-returning student satisfaction with educational goal achievement	63.9%	70.0%	
	3. Graduate satisfaction with transfer preparation	80.6%	83.0%	
	4. Graduate satisfaction with job preparation	89.8%	90.0%	
	5. Employer/organization satisfaction with contract training	100%	100%	
	6. Number of business organizations provided training and services under contract	41	50	
	7. Percent of career program graduates employed full-time in a related field	93.8%	90.0%	
	8a. Wage growth of occupational degree graduates: Median income one year prior to graduation	\$14,707	-	n/a
	8b. Median income three years after graduation	\$50,432	-	n/a







Source	Item	Current	Benchmark
In-class surveys	1. Overall student satisfaction by age (Yearly Evaluation of Services Survey (YESS))	3.80	4
	2. Progress relevant to credit course objectives (Individual Development and Educational Assessment (IDEA) Survey)	77%	80%
	3. Excellence of teacher (IDEA Survey)	79%	80%
	4. Quality of instruction-overall (YESS Survey)	75%	80%
	5. Overall noncredit course satisfaction as measured on course evaluations (Continuing Education and Workforce Development Survey)	98.3%	80%


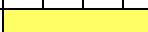

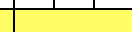
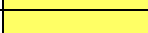
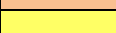




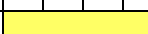
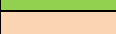
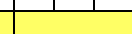
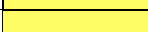
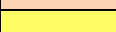



Also see the FY11 "**Comment Card Trends**" report on [page 96](#).

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 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 – Site visit
	August 2007 - Score interval in which HCC was rated– <i>Won this year: cannot reapply for 5 years</i>		December 2009: 410-560 <i>Criteria enhanced.</i>
			December 2010: 424-574

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

Category 3: Student and Stakeholder Focus 85 points		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%	
3.1	40 points							
								
								
								
								
3.2	45 points							
								
								
								
								
								

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, 10, and 11. Although HCC was not chosen for a site visit this year, HCC will receive 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 will review those reports and collect 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 #3 of the performance excellence criteria by 2013.**

Next are eight measures **mandated by MHEC**. The college can compare the results to all Maryland community colleges and also to peer (based on number of students) colleges: College of Southern Maryland, Harford Community College, and Frederick Community College.

<i>Percentage of graduates indicating that their educational goal was completely or partly achieved at the time of graduation.</i>					
	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Benchmark 2014
Graduate satisfaction with educational goal achievement	96.4%	94.3%	93.8%	98.6%	99.0%
		n=83/ 88	n=137/ 146	n=213/ 216	
State AVG:	93.9%	96.2%	94.7%	97.6%	
Peer AVG:	94.4%	94.3%	92.6%	97.4%	

<i>Percentage of students enrolled in the spring term that neither received an award nor enrolled in the subsequent fall term who indicated that they achieved their educational goal.</i>					
	Spring 2003 Cohort	Spring 2005 Cohort	Spring 2007 Cohort	Spring 2009 Cohort	Benchmark 2015
Non-returning student satisfaction with educational goal achievement	74.7%	68.6%	68.4%	63.9%	70.0%
		n=208/ 303	n=78/ 114	n=62/ 97	
State AVG:	67.6%	70.4%	70.1%	69.6%	
Peer AVG:	64.0%	71.3%	70.5%	69.6%	

Percentage of community college transfer program graduates who transferred to a four-year institution who rated their preparation for transfer as very good or good.

	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Benchmark 2014
Graduate satisfaction with transfer preparation	82.4%	76.6% n=36/ 47	89.3% n=67/ 75	80.6% n=79/ 98	83.0%
State AVG:	81.2%	83.1%	82.5%	80.6%	
Peer AVG:	83.0%	82.0%	82.8%	78.0%	

Percentage of credit career program graduates employed full-time in areas related or somewhat related to their academic major who rated their preparation for employment as very good or good.

	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Benchmark 2014
Graduate satisfaction with job preparation	84%	85% n=17/ 20	100% n=32/ 32	89.8% n=53/ 59	90%
State AVG:	79.8%	82.9%	84.5%	86.2%	
Peer AVG:	77.3%	87.3%	77.4%	83.0%	

Percentage of employers and organizations who rated their satisfaction with contract training as very satisfied or satisfied.

	FY07	FY08	FY09	FY10	Benchmark FY15
Employer/organization satisfaction with contract training	100%	100% n=50/ 50	100% n= 43/ 43	100% n=41/ 41	100%
State AVG:	98.5%	98.2%	98.7%	98.7%	
Peer AVG:	100%	98.1%	99.3%	96.9%	

The unduplicated number by site of businesses or organizations provided workforce and/or workplace-related training and services under a contractual agreement.

	FY06	FY07	FY08	FY09	FY10	Benchmark FY15
Number of businesses or organizations provided training and services under contract	45	48	50	43	41	50
State AVG:	72	69	69	64		
Peer AVG:	76	64	68	70		

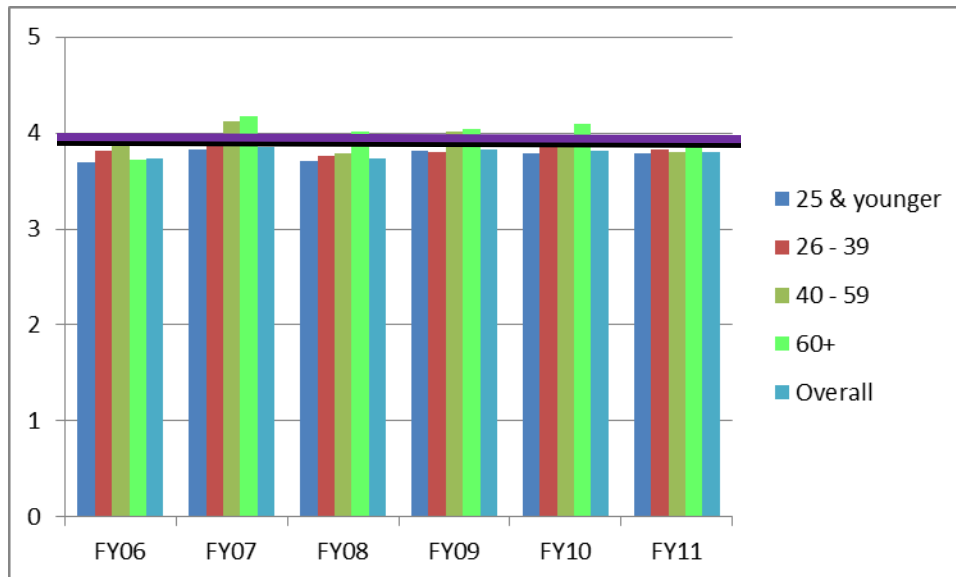
<i>Percent of career program graduates employed full-time in a related field.</i>					
	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Benchmark Survey 2014
Percent of career program graduates employed full-time in a related field.	89%	95% n=20/21	89% n=32/26	93.8% n=60/64	90.0%
State Avg.	84%	85%	83%	83%	
Peer Avg.	83%	85%	87%	88%	

<i>Percent increase in the median annual income of full-time employed occupational program associate degree graduates one year prior to graduation to three years after graduation. ONLY Maryland data.</i>							
	FY05	FY06	FY07	FY08	FY09	FY10	No Benchmark
Wage growth of occupational degree graduates							
a. Median income one year prior to graduation	\$15,128	\$19,477	\$19,353	\$18,416	\$13,775	\$14,707	n/a
b. Median income three years after graduation	\$52,419	\$47,758	\$45,598	\$46,934	\$47,563	\$50,432	n/a
<i>For comparison:</i>							
a. Median income one year prior to graduation							
-State Avg	\$13,649	\$15,055	\$16,458	\$15,613	\$15,330		
-Peer Avg	\$15,758	\$16,472	\$15,530	\$16,004	\$18,408		
b. Median income three years after graduation							
-State Avg	\$36,616	\$38,251	\$34,907	\$36,204	\$34,599		
-Peer Avg	\$41,075	\$42,732	\$37,743	\$39,892	\$35,911		

Internal Measures

The next three measures are also Vital Signs.

CREDIT STUDENT SATISFACTION BY AGE GROUP								
Overall Student Satisfaction by Age as Measured by the Annual YESS Survey								
	FY06	FY07	FY08	FY09	FY10	FY 11	Benchmark FY11	Current <i>Benchmark Status</i>
25 & younger	3.69	3.83	3.71	3.82	3.79	3.79	4.00	Getting There
26 - 39	3.81	3.94	3.76	3.80	3.87	3.83	4.00	Getting There
40 - 59	3.89	4.12	3.79	4.01	3.91	3.80	4.00	Getting There
60+	3.72	4.17	4.01	4.04	4.10	3.93	4.00	Getting There
Overall	3.73	3.86	3.73	3.83	3.82	3.80	4.00	Getting There



Description of the Indicator: The YESS survey is administered every year to a sample of HCC credit students in the spring semester. Ratings are given on a five-point satisfaction scale, ranging from "Very Satisfied" (5) to "Very Dissatisfied" (1). The ratings on this chart are each year's averaged ratings for all of the items on the survey that are rated on the five-point scale by age group. For FY11, N= (25 & younger) 958, (26-39) 194, (40-59) 101, (60+)16, spring enrollment 9,121, YESS respondents=1,370.

Benchmark: Set by the board, the overall or composite rating for overall student satisfaction will be 4.00 for all age groups.

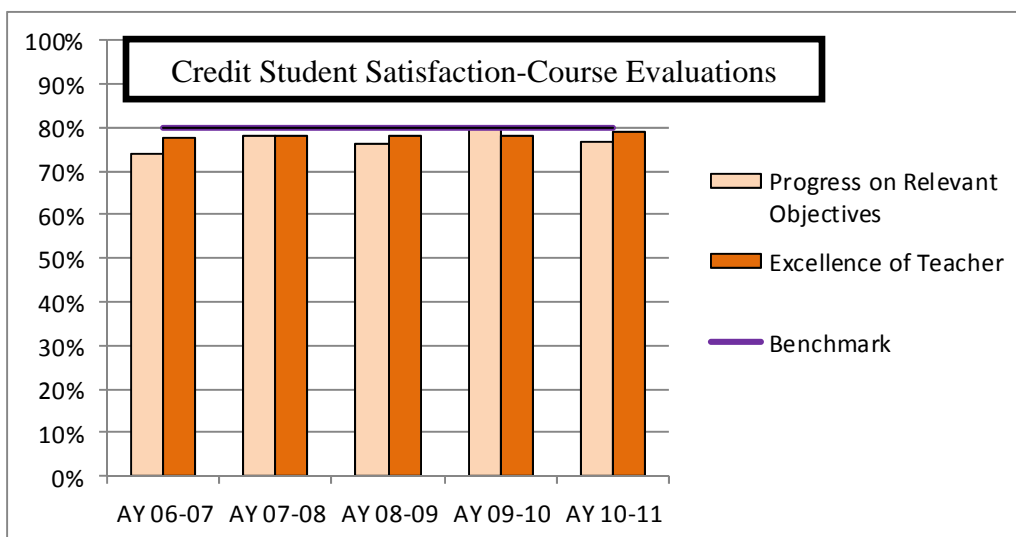
Performance Outcome: Satisfaction ratings slipped by a few decimal points in all age groups in FY11.

Data Source: Data is from HCC's annual YESS survey administered and analyzed by the planning, research and organizational development (PROD) office.

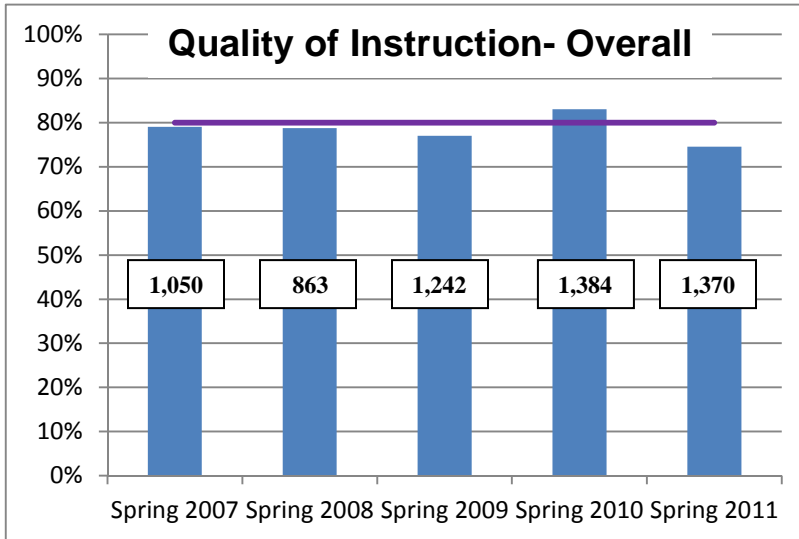
IDEA Survey Rating

Currently enrolled credit students are given the systematic opportunity annually to rate their classes, their programs, their goal achievement, college services, and the college overall. **Benchmark (set by the board): Eighty percent of the responding credit students will evaluate the college programs and services at the satisfactory or above level.**

The college routinely administers course evaluations in credit courses. The students of all new instructors complete evaluations. Students of other faculty evaluate their classes on a rotating schedule. The college is currently using the Individual Development and Educational Assessment (IDEA) survey developed and scored by Kansas State University. During the 2010-2011 academic year (AY), the IDEA survey was administered to students in 1,540 course sections. Students in 77 percent of these classes evaluated the course at the satisfactory or above level when rating their progress against relevant course objectives. Students in 79 percent of these classes responded at the satisfactory or above level when rating the excellence of the teacher.

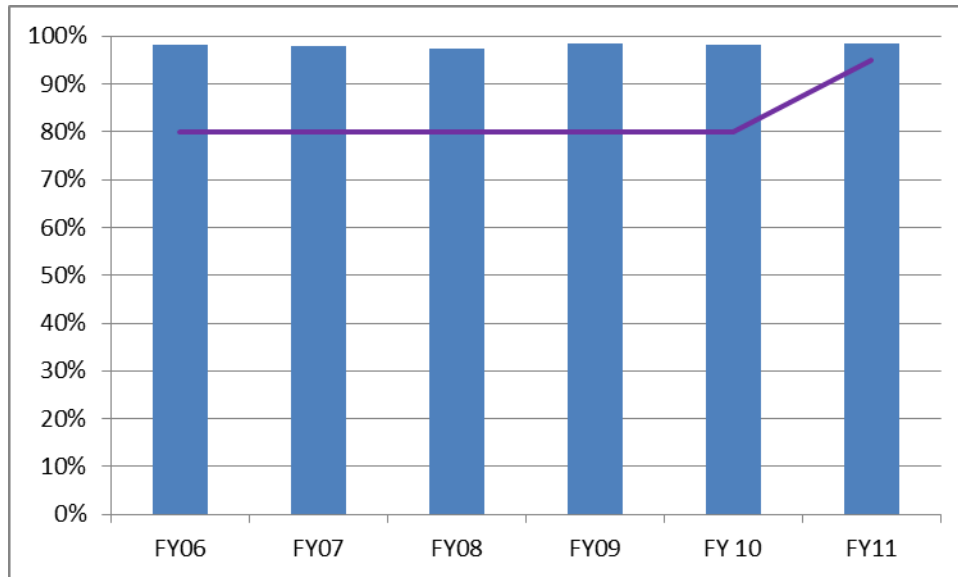


On the YESS survey, the overall *quality of instruction* is rated higher at **75 percent**. Note numbers in the boxes represent number of survey respondents enrolled in credit instruction.



NONCREDIT Student Satisfaction

					Benchmark	<u>Current Benchmark Status</u>
FY07	FY08	FY09	FY10	FY11	FY15	
97.9%	97.4%	98.5%	98.2%	98.3%	95%	Exceeded



Description of the Indicator: A survey is administered at the end of a noncredit class to all HCC students. Course ratings are given on a five-point satisfaction scale, ranging from "Excellent" (5) to "Poor" (1). This indicator measures the percent of students choosing excellent, good, or satisfactory on the 5-point scale. For FY11, n=10,426/10,603.

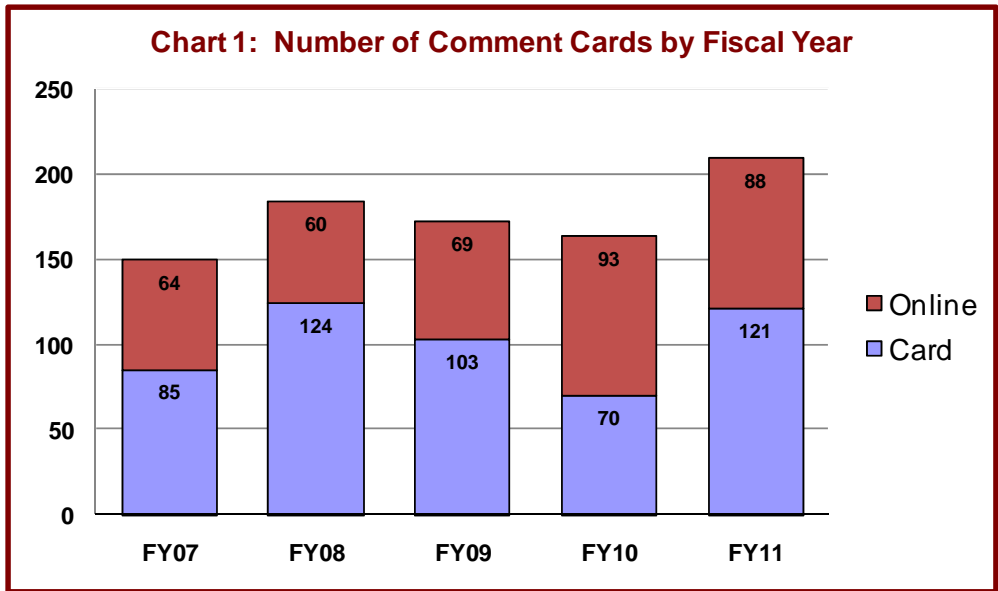
Benchmark: Set by the board, 95 percent of all respondents will rate their overall course satisfaction as satisfactory, good, or excellent.

Performance Outcome: The benchmark has been exceeded for the past five years.

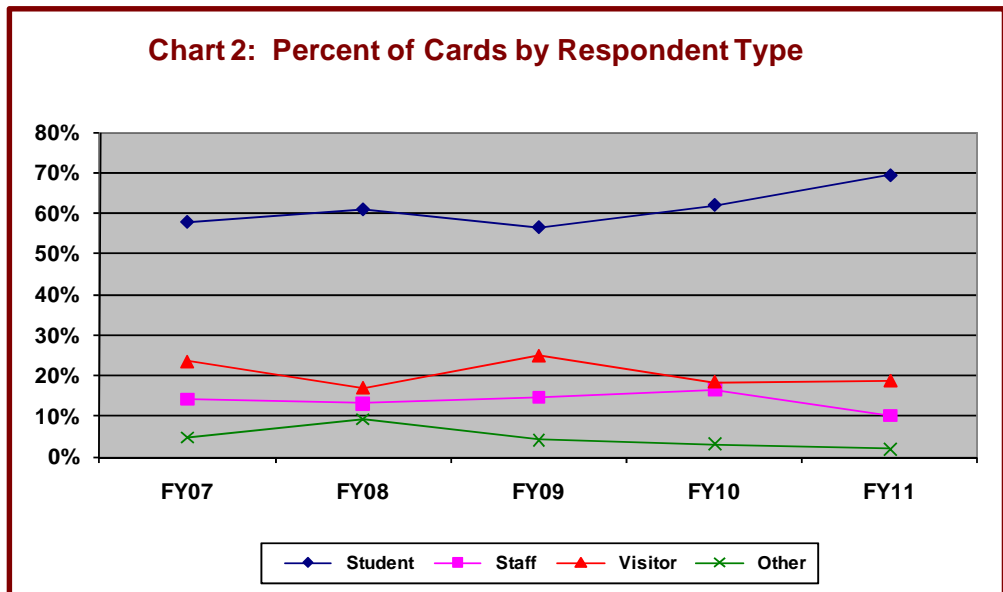
Data Source: Data is from HCC's division of continuing education and workforce development's student course evaluations analyzed by the PROD office.

Comment Card Trends

There were a total of 209 comment cards received in FY11, a 28 percent increase over FY10. Unlike last year, the number of traditional paper cards outnumbered the online comments: 58 percent (121) of the cards received in FY11 were traditional paper cards and 42 percent (88) were online comments.

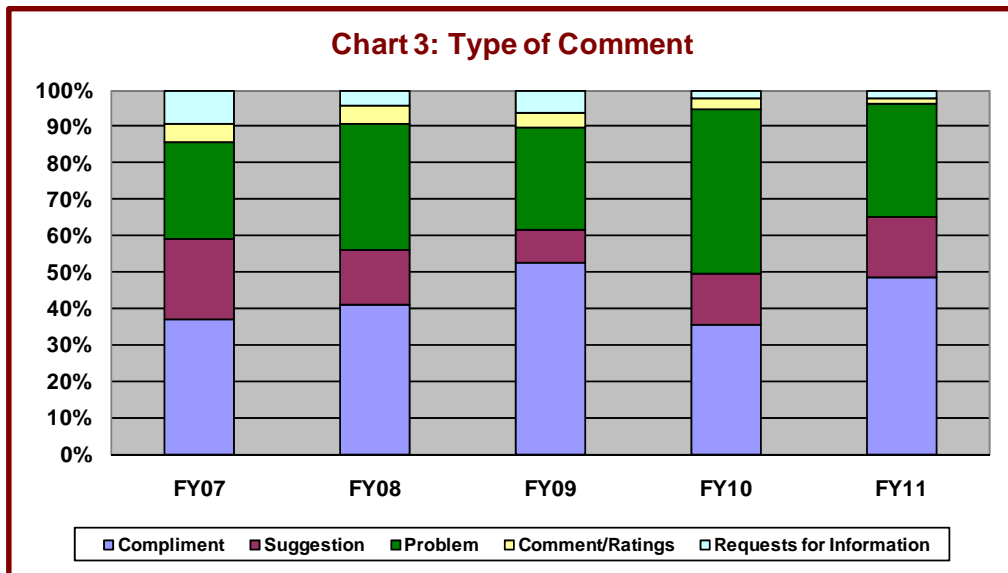


The percentage of student comments increased this year, while the percentage of staff comments decreased slightly. Visitor comments and those classified as “other” (e.g., parent of a student or unknown) remained the same, varying only by one percentage point.

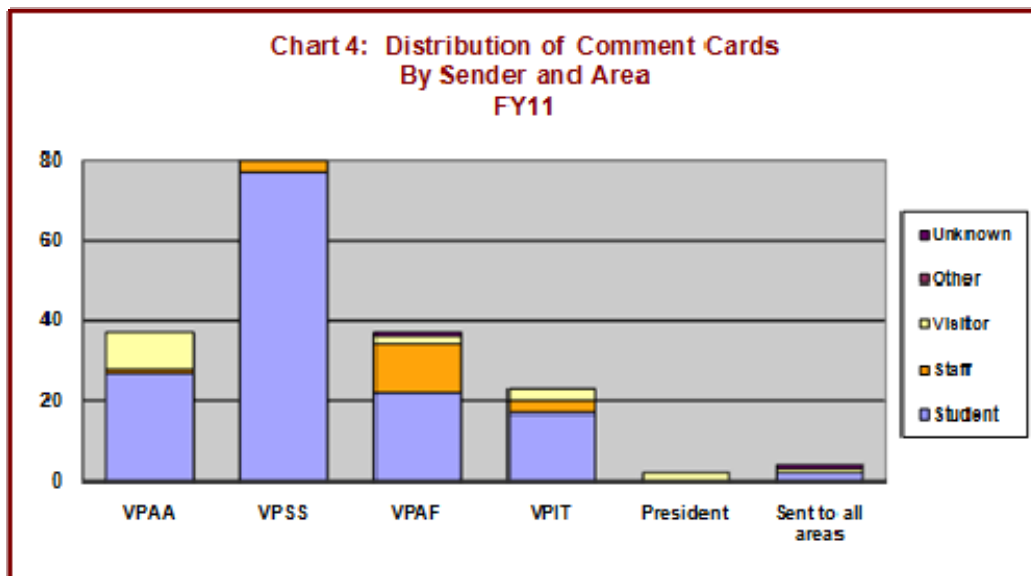


As can be seen in chart 3, compliments and problems are still the most frequent comment types. However, the number of compliments increased by 12 percentage points over last year. Examples of some of the comments labeled as problems are: issues with financial aid, website navigation, or problems with staff/faculty. Of the 101

compliments submitted, 49 percent (49) cited a staff member by name. Copies of cards commending an individual are sent to that person to acknowledge his/her contribution to HCC.



As in previous years, comment cards sent by HCC's stakeholders were distributed to the president or vice president of the topic area for review and action. As in the past, students tend to make the most comments about departments under the VPSS area. Staff comments most often fall under the VPAF area on topics such as security, food service, and parking.



Board Talking Points:

- Students are highly satisfied (**75-98 percent**) with their instructors and the instructional processes at HCC.
- Students who graduate and go on to transfer institutions as well as those who go directly into the workforce are highly satisfied (**80.6-89.8 percent**) with the preparation they received at HCC.
- The median income of HCC occupational program degree graduates three years after graduation outpaces (**\$47,563**) the comparative peer and state earnings.