

E-1 End: Measurement, Analysis, and Knowledge Management Board – Key Performance Indicator Report

Background: This report addresses the board end, Measurement, Analysis, and Knowledge Management. HCC aligns its strategic planning operations with the performance excellence criteria developed by the Baldrige National Quality Program. Monitoring measures were selected by the board in 2003. The measures include the required Maryland Higher Education Commission (MHEC) indicators. The dashboard was introduced as a vehicle to summarize the information in 2005.

Green ■ – signals that HCC is operating above the benchmark, yellow ■ – indicates performance is at the benchmark, and red ■ – shows that 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 May 18, 2016, meeting, the trustees reset and approved the five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. For non-MHEC indicators, the trustees also approved the targets, as needed. Hence, a number of the dashboard indicators are red.

Once reviewed 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 key performance indicator (board end) system. The website address is: <http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/>

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 of trustees' bylaws, Article VII, Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.

Key Performance Indicator Dashboard: Measurement, Analysis, and Knowledge Management

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

Source	Item	Current	Benchmark 2020
MHEC	1. Performance at transfer institutions:		
	a. Percent with cumulative GPA after first year of 2.0 or above	83.5%	86%
	b. Mean GPA after first year of transfer within University System of Maryland	2.77	2.78
	2. Developmental completers after four years	43.0%	45%
	3. Successful-persistor rate after four years:	81.4%	85%
	a. College-ready students		
	b. Developmental completers	92.2%	91%
	c. Developmental non-completers	52.4%	- MHEC did not request a benchmark
	d. All students in cohort	75.7%	75%
	4. Successful-persistor rate after four years (by race/ethnicity):		
	a. African American	70.1%	72%
	b. Asian, Pacific Islander	84.1%	82%
	c. Hispanic/Latino	77.8%	72%
	5. Graduation-transfer rate after four years:		
	a. College-ready students	68.3%	70%
	b. Developmental completers	65.8%	65%
	c. Developmental non-completers	29.1%	- MHEC did not request a benchmark
	d. All students in cohort	53.6%	55%

MHEC	6. Graduation-transfer rate after four years (by race/ethnicity):			
	a. African American	49.6%		50%
	b. Asian, Pacific Islander	60.8%		60%
	c. Hispanic/Latino	45.8%		43%
	7. Overall fall-to-fall retention rate for all first-time freshman			
	a. Developmental students	61.2%		62.0%
	b. College-ready students	59.7%		58.0%
	8. Overall fall-to-fall retention rate for all first-time freshman			
External Quality Feedback	a. Pell recipients	61.9%		62.0%
	b. Non-Pell recipients	66.3%	-	MHEC did not request a benchmark
	Measurement, Analysis, and Improvement of Organizational Performance <i>How does the college measure, analyze, and then improve organizational performance?</i>	70-85%		50-65% (By Fall 2019)
	Knowledge Management , Information, and Information Technology <i>How does the college manage its organizational knowledge assets, information, and information technology?</i>	70-85%		50-65% (By Fall 2019)

End: Measurement, Analysis, and Knowledge Management Key Performance Indicator Report

These are eight measures mandated by the Maryland Higher Education Commission (MHEC). Peer colleges (*based on campus enrollment*) are the College of Southern Maryland, Harford Community College, and 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 <u>after first year</u>.</i>						
Performance at transfer institutions:	AY 14-15*	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
1a. Percent with cumulative GPA after first year of 2.0 or above	<i>n/a</i>	85.5%	84.9%	80.7%	83.5%	86%
<i>State Avg:</i>	<i>n/a</i>	86.4%	86.1%	85.0%	<i>n/a</i>	
<i>Peer Avg:</i>	<i>n/a</i>	88.5%	87.4%	87.2%	<i>n/a</i>	
1b. Mean GPA after first year	<i>n/a</i>	2.81	2.82	2.72	2.77	2.78
<i>State Avg:</i>	<i>n/a</i>	2.88	2.88	2.86	<i>n/a</i>	
<i>Peer Avg:</i>	<i>n/a</i>	2.89	2.91	2.90	<i>n/a</i>	

n/a = not available. This data is provided by MHEC and no information on the number of students is provided.

*MHEC informed all Maryland community colleges that this information would not be provided for this year.

<i>Percent of students entering fall cohort with at least one area of developmental need, who, <u>after four years</u>, 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 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
2. Developmental completers after four years:	39.8%	41.0%	44.9%	41.1%	43.0%	45%
	<i>n</i> =464/ 1,165	<i>n</i> =459/ 1,120	<i>n</i> =601/ 1,339	<i>n</i> =504/ 1,226	<i>n</i> =569/ 1324	
<i>State Avg:</i>	44.5%	44.3%	47.7%	49.4%	<i>n/a</i>	
<i>Peer Avg:</i>	52.2%	53.4%	56.3%	55.2%	<i>n/a</i>	

n/a = not available. **MHEC has not posted the updated data to date.**

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.

Successful-persistor rate after four years:	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
3a. College-ready students	83.2%	85.6%	88.0%	84.4%	81.4%	85%
	<i>n</i> =282/ 339	<i>n</i> =315/ 368	<i>n</i> =381/ 433	<i>n</i> =259/ 307	<i>n</i> =272/ 334	
State Avg:	80.9%	85.2%	82.3%	86.3%	<i>n/a</i>	
Peer Avg:	85.5%	86.7%	87.7%	86.6%	<i>n/a</i>	
3b. Developmental completers	93.7%	92.1%	94.0%	91.8%	92.2%	91%
	<i>n</i> =417/ 445	<i>n</i> =407/ 442	<i>n</i> =535/ 569	<i>n</i> =447/ 487	<i>n</i> =506/ 549	
State Avg:	80.7%	81.9%	82.9%	81.6%	<i>n/a</i>	
Peer Avg:	77.9%	83.0%	80.7%	81.2%	<i>n/a</i>	
3c. Developmental non-completers	52.3%	51.5%	56.5%	53.7%	52.4%	MHEC did not request a benchmark
	<i>n</i> =228/ 436	<i>n</i> =212/ 412	<i>n</i> =255/ 451	<i>n</i> =237/ 441	<i>n</i> =247/ 471	
State Avg:	41.1%	39.9%	36.7%	35.1%	<i>n/a</i>	
Peer Avg:	45.9%	42.2%	32.8%	31.2%	<i>n/a</i>	
3d. All students in cohort	75.9%	76.4%	80.6%	76.4%	75.7%	75%
	<i>n</i> =927/ 1,220	<i>n</i> =934/ 1,222	<i>n</i> =1,171/ 1,453	<i>n</i> =943/ 1,235	<i>n</i> =1025/ 1354	
State Avg:	68.4%	70.6%	69.6%	70.7%	<i>n/a</i>	
Peer Avg:	77.0%	80.3%	76.5%	76.2%	<i>n/a</i>	

n/a = not available

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.

Successful-persistor rate after four years (by race/ethnicity):	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
4a. African American	70.6%	66.7%	73.2%	68.1%	70.1%	72%
	<i>n</i> =228/323	<i>n</i> =218/327	<i>n</i> =268/366	<i>n</i> =254/373	<i>n</i> =267/381	
State Avg:	64.6%	63.0%	59.7%	64.3%	<i>n/a</i>	
Peer Avg:	67.0%	71.5%	64.7%	67.8%	<i>n/a</i>	
4b. Asian, Pacific Islander	80.2%	84.7%	87.3%	88.5%	84.1%	82%
	<i>n</i> =101/126	<i>n</i> =111/131	<i>n</i> =165/189	<i>n</i> =102/143	<i>n</i> =148/176	
State Avg:	79.9%	81.7%	78.8%	78.6%	<i>n/a</i>	
Peer Avg:	<i>n/a</i>	<i>n/a</i>	74.1%	68.6%	<i>n/a</i>	
4c. Hispanic/Latino	67.0%	73.0%	75.9%	71.3%	77.8%	72%
	<i>n</i> =65/97	<i>n</i> =100/137	<i>n</i> =107/141	<i>n</i> =107/141	<i>n</i> =112/144	
State Avg:	67.5%	72.2%	66.1%	67.1%	<i>n/a</i>	
Peer Avg:	70.5%	80.6%	69.1%	71.3%	<i>n/a</i>	

n/a = not available. For the Asian/Pacific Islander and Hispanic/Latino categories, the peer average is *n/a* if the *n*<50.

Percent of first-time fall entering students attempting 18 or more hours during their first two years, who graduated with a degree or certificate and/or transferred to another institution of higher education within four years.

Graduation-transfer rate after four years:	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
5a. College-ready students	65.8%	67.9%	70.0%	70.0%	68.3%	70%
	<i>n</i> =233/ 339	<i>n</i> =250/ 368	<i>n</i> =303/ 433	<i>n</i> =215/ 307	<i>n</i> =228/ 334	
<i>State Avg:</i>	66.6%	70.9%	69.0%	73.5%	<i>n/a</i>	
<i>Peer Avg:</i>	70.0%	72.2%	77.4%	76.6%	<i>n/a</i>	
5b. Developmental completers	62.9%	64.7%	65.7%	66.7%	65.8%	65%
	<i>n</i> =280/ 445	<i>n</i> =286/ 442	<i>n</i> =374/ 569	<i>n</i> =325/ 487	<i>n</i> =361/ 549	
<i>State Avg:</i>	55.6%	55.4%	56.1%	58.6%	<i>n/a</i>	
<i>Peer Avg:</i>	55.9%	58.8%	58.1%	60.1%	<i>n/a</i>	
5c. Developmental non-completers	31.2%	25.5%	27.5%	31.1%	29.1%	MHEC did not request a benchmark
	<i>n</i> =136/ 436	<i>n</i> =105/ 412	<i>n</i> =124/ 451	<i>n</i> =137/ 441	<i>n</i> =137/ 471	
<i>State Avg:</i>	30.0%	27.8%	25.0%	26.0%	<i>n/a</i>	
<i>Peer Avg:</i>	35.1%	29.1%	24.1%	25.7%	<i>n/a</i>	
5d. All students in cohort	52.4%	52.5%	55.1%	54.8%	53.6%	55%
	<i>n</i> =639/ 1,220	<i>n</i> =641/ 1,222	<i>n</i> =801/ 1,453	<i>n</i> =677/ 1,235	<i>n</i> =726/ 1354	
<i>State Avg:</i>	50.5%	51.8%	51.0%	54.3%	<i>n/a</i>	
<i>Peer Avg:</i>	59.3%	62.3%	60.7%	61.8%	<i>n/a</i>	

n/a = not available

<i>Percent of first-time fall entering students attempting 18 or more hours during their first two years, who graduated with a degree or certificate and/or transferred to another institution of higher education within four years, by minority racial/ethnic category.</i>						
Graduation-transfer rate after four years (by race/ethnicity):	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
6a. African American	46.4%	41.3%	48.1%	46.4%	49.6%	50%
	<i>n</i> =150/ 323	<i>n</i> =135/ 327	<i>n</i> =176/ 366	<i>n</i> =173/ 373	<i>n</i> =189/ 381	
State Avg:	49.9%	46.2%	43.5%	48.8%	<i>n/a</i>	
Peer Avg:	50.6%	52.2%	48.2%	51.4%	<i>n/a</i>	
6b. Asian, Pacific Islander	51.6%	56.5%	59.8%	66.9%	60.8%	60%
	<i>n</i> =65/ 126	<i>n</i> =74/ 131	<i>n</i> =113/ 189	<i>n</i> =105/ 157	<i>n</i> =107/ 176	
State Avg:	52.1%	60.2%	57.8%	58.1%	<i>n/a</i>	
Peer Avg:	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	
6c. Hispanic/Latino	40.2%	46.0%	43.3%	51.0%	45.8%	43%
	<i>n</i> =39/ 97	<i>n</i> =63/ 137	<i>n</i> =61/ 141	<i>n</i> =73/ 143	<i>n</i> =66/ 144	
State Avg:	48.2%	45.9%	43.6%	48.2%	<i>n/a</i>	
Peer Avg:	56.7%	60.4%	51.0%	60.9%	<i>n/a</i>	

n/a = not available. For the Asian/Pacific Islander and Hispanic/Latino categories, the peer average is *n/a* if the *n*<50.

<i>Percent of first-time, degree-seeking, fall entering students who are still in attendance the next fall.</i>						
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
7a. Developmental students	60.8%	64.7%	63.8%	59.7%	61.2%	62.0%
	<i>n</i> =731/ 1,203	<i>n</i> =775/ 1,197	<i>n</i> =739/ 1,158	<i>n</i> =676/ 1132	<i>n</i> =630/ 1030	
State Avg:	53.5%	53.5%	51.3%	50.6%	<i>n/a</i>	
Peer Avg:	55.8%	56.8%	56.8%	54.8%	<i>n/a</i>	
7b. College-Ready students	58.1%	56.9%	57.4%	58.2%	59.7%	58.0%
	<i>n</i> =272/ 468	<i>n</i> =342/ 601	<i>n</i> =378/ 659	<i>n</i> =367/ 631	<i>n</i> =362/ 606	
State Avg:	58.7%	58.0%	61.2%	61.8%	<i>n/a</i>	
Peer Avg:	64.4%	63.2%	66.5%	63.5%	<i>n/a</i>	

n/a = not available

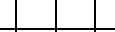
Percent of first-time fall entering students who filed a Free Application for Federal Student Aid (FAFSA) and who are still in attendance the next fall.						
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
8a. Pell	59.5%	63.2%	61.5%	59.4%	61.9%	62.0%
	n=398/669	n=411/650	n=411/668	n=383/645	n=369/596	
State Avg:	51.0%	53.1%	51.9%	51.8%	n/a	
Peer Avg:	51.1%	53.9%	54.4%	53.9%	n/a	
8b. Non-Pell	68.0%	67.8%	71.3%	61.4%	66.3%	MHEC did not request a benchmark
	n=136/200	n=139/205	n=206/289	n=202/329	n=220/332	
State Avg:	58.6%	56.8%	55.5%	58.3%	n/a	
Peer Avg:	63.1%	61.5%	63.2%	64.6%	n/a	

n/a = not available

External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions.

National Baldrige Performance Excellence Award Application (Overall Score)			
	November 2014: 36.0-51.0%		November 2017: 58.2-73.0% <i>Criteria enhanced</i>
	October 2015: 38.4-53.4% <i>Criteria enhanced</i>		December 2018: 62.6%-77.6%
	November 2016: 34.9-49.9%		December 2019: 66.6%-81.6%

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

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

Category 4: Measurement, Analysis, and Knowledge Management (90 points)		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
4.1 Measurement, Analysis, and Improvement of Organizational Performance	45 points						
							
							
							
							
							

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
4.2 Knowledge Management, Information, and Information Technology	45 points						
							
							
							
							
							

Action: HCC receives a detailed feedback report delineating strengths and weaknesses in each category. The president's team reviews the opportunities for improvement and charges process improvement teams to pursue those initiatives. HCC was a finalist and hosted a site visit in 2017, 2018, and 2019 for the Baldrige award. **HCC received the Malcolm Baldrige Performance Excellence Award in 2019.**

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 or more received 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 number four of the performance excellence criteria by 2019. HCC surpassed that benchmark.**

Board Talking Points:

- HCC students remain in higher education at a higher rate than the state average
 - African Americans (**68.1** percent > **64.3** percent);
 - Asian/Pacific Islanders (**88.5** percent > **78.6** percent); and
 - Hispanic/Latinos (**71.3** percent > **67.1** percent).
- **65.8** percent of the fall **2015** cohort of first-time developmental completers graduated with a degree or certificate and/or transferred to another institution of higher education within four years.
- **66.7** percent graduation/transfer rate **exceeded** the state and the peer averages (**58.6** percent and **60.1** percent, respectively) for developmental completers.