E-1 End: Measurement, Analysis, and Knowledge Management – 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 Bylaw 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	**84.9%**	🟥	**86%**
	b. Mean GPA after first year of transfer within University System of Maryland	**2.82**	🟩	**2.78**
	2. Developmental completers after four years	**44.9%**	🟥	**45%**
	3. Successful-persistor rate after four years: a. College-ready students	**88.0%**	🟩	**85%**
	b. Developmental completers	**94.0%**	🟩	**91%**
	c. Developmental non-completers	**56.5%**	-	**MHEC did not request a benchmark**
	d. All students in cohort	**80.6%**	🟩	**75%**
	4. Successful-persistor rate after four years (by race/ethnicity): a. African American	**73.2%**	🟩	**72%**
	b. Asian, Pacific Islander	**87.3%**	🟩	**82%**
	c. Hispanic/Latino	**75.9%**	🟩	**72%**
	5. Graduation-transfer rate after four years: a. College-ready students	**70.0%**	🟨	**70%**
	b. Developmental completers	**65.7%**	🟩	**65%**
	c. Developmental non-completers	**27.5%**	-	**MHEC did not request a benchmark**
	d. All students in cohort	**55.1%**	🟩	**55%**

MHEC	6. Graduation-transfer rate after four years (by race/ethnicity):			
	a. African American	**48.1%**	🟥	**50%**
	b. Asian, Pacific Islander	**59.8%**	🟥	**60%**
	c. Hispanic/Latino	**43.3%**	🟩	**43%**
	7. Overall fall-to-fall retention rate for all first-time freshman		🟩	
	a. Developmental students	**63.8%**	🟩	**62.0%**
	b. College-ready students	**57.4%**	🟥	**58.0%**
	8. Overall fall-to-fall retention rate for all first-time freshman		🟥	
	a. Pell recipients	**61.5%**	🟥	**62.0%**
	b. Non-Pell recipients	**71.3%**	-	**MHEC did not request a benchmark**
External Quality Feedback	**Measurement, Analysis, and Improvement of Organizational Performance** *How does the college measure, analyze, and then improve organizational performance?*	**50-65%**	🟨	**50-65% (By FY 2017)**
	Knowledge Management , Information, and Information Technology *How does the college manage its organizational knowledge assets, information, and information technology?*	**50-65%**	🟨	**50-65% (By FY 2017)**

**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.

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>.						
Performance at transfer institutions:	**AY 12-13**	**AY 13-14***	**AY 14-15***	**AY 15-16**	**AY 16-17**	**Benchmark AY 2019-20**
1a. Percent with cumulative GPA after first year of 2.0 or above	**82.8%**	***n/a***	***n/a***	**85.5%**	**84.9%**	**86%**
State Avg:	84.2%	*n/a*	*n/a*	**86.4%**	*n/a*	
Peer Avg:	86.5%	*n/a*	*n/a*	**88.5%**	*n/a*	
1b. Mean GPA after first year	**2.75**	***n/a***	***n/a***	**2.81**	**2.82**	**2.78**
State Avg:	2.81	*n/a*	*n/a*	**2.88**	*n/a*	
Peer Avg:	2.89	*n/a*	*n/a*	**2.89**	*n/a*	

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 both of these years.

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.						
	Fall 2009 Cohort	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Benchmark Fall 2016 Cohort**
2. Developmental completers after four years:	**38.8%**	**38.5%**	**39.8%**	**41.0%**	**44.9%**	**45%**
	n=487/ 1,254	*n=504/ 1,310*	*n=464/ 1,165*	*n=459/ 1,120*	***n=601/ 1,339***	
State Avg:	42.9%	43.3%	44.5%	**44.3%**	*n/a*	
Peer Avg:	51.2%	52.3%	52.2%	**53.4%**	*n/a*	

n/a = not available. Community colleges submitted this data to MHEC in September and MHEC has not yet posted it.

Percent of first-time fall entering students <u>attempting 18 or more credit hours during their first two years</u>, who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled <u>four years after entry.</u>

Successful-persistor rate after four years:	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
3a. College-ready students	**80.6**	**85.9%**	**83.2%**	**85.6%**	**88.0%**	**85%**
	n=333/ 413	*n=334/ 389*	*n=282/ 339*	*n=315/ 368*	*n=381/ 433*	
State Avg:	82.5%	82.0%	80.9%	85.2%	*n/a*	
Peer Avg:	84.9%	85.5%	85.5%	86.7%	*n/a*	
3b. Developmental completers	**84.9%**	**91.3%**	**93.7%**	**92.1%**	**94.0%**	**91%**
	n=404/ 476	*n=443/ 485*	*n=417/ 445*	*n=407/ 442*	*n=535/ 569*	
State Avg:	81.0%	80.6%	80.7%	81.9%	*n/a*	
Peer Avg:	81.1%	81.5%	77.9%	83.0%	*n/a*	
3c. Developmental non-completers	**48.3%**	**49.1%**	**52.3%**	**51.5%**	**56.5%**	**MHEC did not request a benchmark**
	n=242/ 501	*n=265/ 540*	*n=228/ 436*	*n=212/ 412*	*n=255/ 451*	
State Avg:	42.0%	40.5%	41.1%	39.9%	*n/a*	
Peer Avg:	43.1%	43.5%	45.9%	42.2%	*n/a*	
3d. All students in cohort	**70.4%**	**73.7%**	**75.9%**	**76.4%**	**80.6%**	**75%**
	n=979/ 1,390	*n=1,042/ 1,414*	*n=927/ 1,220*	*n=934/ 1,222*	*n=1,171 /1,453*	
State Avg:	68.7%	68.8%	68.4%	70.6%	*n/a*	
Peer Avg:	76.9%	78.3%	77.0%	80.3%	*n/a*	

n/a = not available

Percent of first-time fall entering students <u>attempting 18 or more credit hours during their first two years</u>, who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled <u>four years after entry</u>, by minority racial/ethnic category.

Successful-persistor rate after four years (by race/ethnicity):	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
4a. African American	**66.0%**	**66.3%**	**70.6%**	**66.7%**	**73.2%**	**72%**
	n=235/ 356	*n=234/ 353*	*n=228/ 323*	*n=218/ 327*	*n=268/ 366*	
State Avg:	60.2%	63.0%	64.6%	**63.0%**	*n/a*	
Peer Avg:	66.8%	69.4%	67.0%	**71.5%**	*n/a*	
4b. Asian, Pacific Islander	**75.0%**	**83.6%**	**80.2%**	**84.7%**	**87.3%**	**82%**
	n=141/ 188	*n=117/ 140*	*n=101/ 126*	*n=111/ 131*	*n=165/ 189*	
State Avg:	79.6%	81.5%	79.9%	**81.7%**	*n/a*	
Peer Avg:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	
4c. Hispanic/Latino	**74.4%**	**66.1%**	**67.0%**	**73.0%**	**75.9%**	**72%**
	n=58/ 78	*n=84/ 127*	*n=65/ 97*	*n=100/ 137*	*n=107/ 141*	
State Avg:	67.9%	65.0%	67.5%	**72.2%**	*n/a*	
Peer Avg:	*n/a*	81.4%	70.5%	**80.6%**	*n/a*	

n/a = not available. For the Asian/Pacific Islander and Hispanic/Latino categories, the peer average is *n/a* since the n<50. Also, since the federal race/ethnicity categories changed in 2010, this benchmark is only set for the fall 2010 cohort forward.

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

Graduation-transfer rate after four years:	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
5a. College-ready students	**68.8%**	**67.4%**	**65.8%**	**67.9%**	**70.0%**	**70%**
	n=284/ 413	*n=262/ 389*	*n=233/ 339*	*n=250/ 368*	***n=303/ 433***	
State Avg:	68.1%	67.7%	66.6%	**70.9%**	*n/a*	
Peer Avg:	70.9%	71.1%	70.0%	**72.2%**	*n/a*	
5b. Developmental completers	**61.8%**	**60.8%**	**62.9%**	**64.7%**	**65.7%**	**65%**
	n=294/ 476	*n=295/ 485*	*n=280/ 445*	*n=286/ 442*	***n=374/ 569***	
State Avg:	55.4%	55.1%	55.6%	**55.4%**	*n/a*	
Peer Avg:	57.7%	55.3%	55.9%	**58.8%**	*n/a*	
5c. Developmental non-completers	**31.9%**	**26.9%**	**31.2%**	**25.5%**	**27.5%**	**MHEC did not request a benchmark**
	n=160/ 501	*n=145/ 540*	*n=136/ 436*	*n=105/ 412*	***n=124/ 451***	
State Avg:	28.0%	28.9%	30.0%	**27.8%**	*n/a*	
Peer Avg:	29.0%	32.2%	35.1%	**29.1%**	*n/a*	
5d. All students in cohort	**53.1%**	**49.6%**	**52.4%**	**52.5%**	**55.1%**	**55%**
	n=738/ 1,390	*n=702/ 1,414*	*n=639/ 1,220*	*n=641/ 1,222*	***n=801/ 1,453***	
State Avg:	50.6%	49.9%	50.5%	**51.8%**	*n/a*	
Peer Avg:	58.5%	59.4%	59.3%	**62.3%**	*n/a*	

n/a = not available

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.						
Graduation-transfer rate after four years (by race/ethnicity):	**Fall 2009 Cohort**	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**	**Fall 2013 Cohort**	**Benchmark Fall 2016 Cohort**
6a. African American	**48.0%**	**42.5%**	**46.4%**	**41.3%**	**48.1%**	**50%**
	n=171/ 356	*n=150/ 353*	*n=150/ 323*	*n=135/ 327*	*n=176/ 366*	
State Avg:	45.8%	46.9%	49.9%	46.2%	*n/a*	
Peer Avg:	52.8%	51.8%	50.6%	52.2%	*n/a*	
6b. Asian, Pacific Islander	**58.0%**	**58.6%**	**51.6%**	**56.5%**	**59.8%**	**60%**
	n=109/ 188	*n=82/ 140*	*n=65/ 126*	*n=74/ 131*	*n=113/ 189*	
State Avg:	55.1%	55.2%	52.1%	60.2%	*n/a*	
Peer Avg:	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	
6c. Hispanic/Latino	**47.4%**	**39.4%**	**40.2%**	**46.0%**	**43.3%**	**43%**
	n=37/ 78	*n=50/ 127*	*n=39/ 97*	*n=63/ 137*	*n=61/ 141*	
State Avg:	40.0%	51.2%	48.2%	45.9%	*n/a*	
Peer Avg:	*n/a*	67.0%	56.7%	60.4%	*n/a*	

n/a = not available. For the Asian/Pacific Islander and Hispanic/Latino categories, the peer average is *n/a* since the n<50. Also, since the federal race/ethnicity categories changed in 2010, this benchmark is only set for the fall 2010 cohort forward.

Percent of first-time, degree-seeking, fall entering students who are still in attendance the next fall.						
	Fall 2012 Cohort	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Benchmark Fall 2019 Cohort**
7a. Developmental students	**63.5%**	**63.8%**	**60.8%**	**64.7%**	**63.8%**	**62.0%**
	n=648/ 1,020	*n=801/ 1,256*	*n=731/ 1,203*	*n=775/ 1,197*	*n=739/ 1,158*	
State Avg:	50.5%	52.2%	53.5%	**53.5%**	*n/a*	
Peer Avg:	55.3%	56.5%	55.8%	**56.8%**	*n/a*	
7b. College-Ready students	**60.8%**	**67.5%**	**58.1%**	**56.9%**	**57.4%**	**58.0%**
	n=296/ 487	*n=378/ 560*	*n=272/ 468*	*n=342/ 601*	*n=378/ 659*	
State Avg:	58.2%	57.1%	58.7%	**58.0%**	*n/a*	
Peer Avg:	58.7%	61.2%	64.4%	**63.2%**	*n/a*	

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 2012 Cohort	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Benchmark Fall 2019 Cohort**
8a. Pell	**60.0%**	**65.9%**	**59.5%**	**63.2%**	**61.5%**	**62.0%**
	n=304/ 507	*n=396/ 601*	*n=398/ 669*	*n=411/ 650*	*n=411/ 668*	
State Avg:	48.6%	49.5%	51.0%	**53.1%**	*n/a*	
Peer Avg:	50.6%	51.3%	51.1%	**53.9%**	*n/a*	
8b. Non-Pell	**68.3%**	**66.9%**	**68.0%**	**67.8%**	**71.3%**	**MHEC did not request a benchmark**
	n=287/ 420	*n=360/ 538*	*n=136/ 200*	*n=139/ 205*	*n=206/ 289*	
State Avg:	57.5%	57.8%	58.6%	**56.8%**	*n/a*	
Peer Avg:	60.2%	62.7%	63.1%	**61.5%**	*n/a*	

n/a = not available
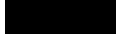
External Measures

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

National Baldrige Performance Excellence Award Application (Overall Score)		
▬ (teal) December 2012: 41.8 - 56.8%	▬ (green)	November 2015: 38.4 - 53.4% *Criteria enhanced*
▬ (black) November 2013: 39.2 - 54.2% *Criteria enhanced*	▬ (light blue)	November 2016: 34.9-49.9%
▬ (orange) November 2014: 36.0 - 51.0%	▬ (blue)	November 2017: 58.2-73.0%

Baldrige Criteria 1000 points	Overall Score	0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
				teal			
				black			
				orange			
				green			
				light blue			
					blue		

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			teal			
					black		
				orange			
					green		
				light blue			
					blue		

4.2 Knowledge Management, Information, and Information Technology		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
	45 points			teal			
					black		
					orange		
					green		
				light blue			
					blue		

Action: HCC receives a detailed feedback report on its Baldrige application in late fall 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 won the 2007 U.S. Senate Productivity Award (Maryland Performance Excellence Award). HCC was a finalist and hosted a site visit in October 2008, 2017, and 2018 for the Baldrige award. While the college has not won the national award, in 2017 HCC received special recognition for having best practices in two categories, Customers (category 3) and Operations (category 6), and in 2018, HCC received special recognition for best practice in Leadership (category 1).

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 number four of the performance excellence criteria by 2017.**

Board Talking Points:

- Students remain in higher education at a higher rate than the state average
    - African Americans (66.7 percent > 63.0 percent);
    - Asian/Pacific Islanders (84.7 percent > 81.7 percent); and
    - Hispanic/Latinos (73.0 percent > 72.2 percent).

- 65.7 percent of the fall 2013 cohort of first-time developmental completers graduated with a degree or certificate and/or transferred to another institution of higher education within four years.

- 64.7 percent graduation/transfer rate exceeded the state and the peer averages (55.4 percent and 58.8 percent, respectively) for developmental completers.