

## E-1 End: Strategic Planning Key Performance Indicator Report

**Background:** This report addresses the board end, *Strategic Planning*. HCC aligns its strategic planning operations with the framework developed by the Baldrige Performance Excellence 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 innovation and continuous quality 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:

### Strategic Planning

This category examines how the college develops and deploys its strategic objectives and action plans, as well as how the college assesses progress on those plans.

Source		Item	Current		Benchmark By 2020
<b>M H E C</b>	<b>1a.</b>	Annual unduplicated headcount enrollment: Credit headcount	14,444		15,000
	<b>1b.</b>	Noncredit headcount	15,803		16,000
	<b>2.</b>	Market share of first-time, full-time freshman	32.3%		39.0%
	<b>3.</b>	Market share of part-time undergraduates	65.8%		72.0%
	<b>4.</b>	HCC share of recent college-bound high school graduates	41.6%		50.0%
	<b>5.</b>	Minority student enrollment compared to service area population	62.8%		58.0%
	<b>6a.</b>	Enrollments in online courses: Credit	11,456		9,800
	<b>6b.</b>	Noncredit	3,546		1,500
	<b>7a.</b>	Enrollment in continuing education/workforce development courses: Unduplicated annual headcount	8,063		8,500
		Annual course enrollments	13,698		13,930
	<b>8a.</b>	Enrollment in continuing professional education leading to government or industry-required certification or licensure: Unduplicated annual headcount	3,291		3,000
		Annual course enrollments	5,170		4,000
	<b>9a.</b>	Enrollment in noncredit community service and lifelong learning courses: Unduplicated annual headcount	4,666		5,200
		Annual course enrollments	10,539		10,500
	<b>10a.</b>	Enrollment in noncredit basic skills and literacy courses: Unduplicated annual headcount	2,866		2,700
		Annual course enrollments	6,077		6,200

<b>M H E C</b>	<b>11a</b>	Enrollment in contract training courses: Unduplicated annual headcount	<b>5,027</b>		<b>6,000</b>
	<b>11b</b>	Annual course enrollments	<b>9,079</b>		<b>10,800</b>
	<b>12.</b>	High School Dual Enrollment	<b>482</b>		<b>275</b>
<b>External Quality Feedback</b>		<b>Strategy Development</b> <i>How does your organization establish its strategic challenges and leverage its strategic advantages?</i>	<b>Baldrige 2018 70-85%</b>		<b>50-65% (By 2018)</b>
		<b>Strategy Deployment</b> <i>How does your organization convert its strategic objectives into action plans to accomplish the objectives? How does the college ensure that there are adequate resources to accomplish those plans and how does it assess progress relative to these plans? How does it project future performance relative to key comparisons?</i>	<b>Baldrige 2018 70-85%</b>		<b>50-65% (By 2018)</b>
<b>Internal Measure - QUEST</b>		Effective Strategic Planning (Annual Employee Survey)	<b>3.78</b>		<b>4.00</b>

**End: Strategic Planning**  
**Key Performance Indicator Report**

The following are twelve 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>Annual unduplicated headcount credit and noncredit courses.</i>						
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
<b>Annual unduplicated headcount enrollment</b>						
<b>1. Total</b>	29,415	29,489	29,169	28,985	<b>29,587</b>	<b>30,500</b>
<b>1a. Credit Students</b>	14,604	14,467	14,220	14,291	<b>14,444</b>	<b>15,000</b>
<i>State Avg:</i>	11,470	11,018	<b>10,625</b>			
<i>Peer Avg:</i>	9,798	9,668	<b>9,598</b>			
<b>1b. Noncredit Students</b>	15,366	15,751	15,674	15,407	<b>15,803</b>	<b>16,000</b>
<i>State Avg:</i>	13,018	12,698	<b>12,656</b>			
<i>Peer Avg:</i>	10,843	10,319	<b>10,229</b>			

<i>Percent of county first-time, full-time freshmen enrolled in Maryland institutions who attend HCC.</i>						
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Benchmark Fall 2020</b>
<b>2. Market share first-time, full-time freshman</b>	35.8%	39.4%	38.9%	33.4%	<b>32.3%</b>	<b>39.0%</b>
	n=740/ 2,068	n=864/ 2,192	n=858/ 2,208	<b>n=713/ 2,136</b>	<b>n=685/ 2,124</b>	
<i>State Avg:</i>	49.2%	49.8%	46.3%	<b>45.0%</b>		
<i>Peer Avg:</i>	55.9%	58.0%	57.7%	<b>52.7%</b>		

<i>Percent of county part-time undergraduates enrolled in Maryland institutions who attend HCC.</i>						
	<b>FY 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Benchmark Fall 2020</b>
<b>3. Market share of part-time undergraduates</b>	70.9%	68.7%	69.0%	67.8%	<b>65.8%</b>	<b>72.0%</b>
	n=4,457/ 6,286	n=4,268/ 6,216	n=4,190/ 6,071	<b>n=4,098/ 6,043</b>	<b>n=3,887/ 5,907</b>	
<i>State Avg:</i>	69.7%	69.1%	65.9%	<b>68.7%</b>		
<i>Peer Avg:</i>	73.7%	72.8%	72.8%	<b>71.2%</b>		

*The percent of new public high school graduates enrolled at any Maryland higher education institutions the following fall who are attending HCC.*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
<b>4. Market share of recent college-bound high school graduates</b>	37.9%	45.0%	43.7%	<b>41.6%</b>	<b>50.0%</b>
	n=731/ 1,930	n=964/ 2,142	<b>n=893/ 2,043</b>	<b>n=803/ 1,928</b>	
State Avg:	55.8%	54.1%	<b>54.8%</b>		
Peer Avg:	62.7%	64.4%	<b>65.0%</b>		

*Percentage of non-white full- and part-time students enrolled at HCC and the percentage of non-whites 18 and older in Howard County.*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
<b>Minority student enrollment compared to service area population</b>						
<b>5. Percent non-white enrollment</b>	58.0%	59.6%	60.2%	61.8%	<b>62.8%</b>	<b>58.0%</b>
	n=5,354/ 9,235	n=5,339/ 8,954	n=5,418/ 9,005	n=5,508/ 8,918	<b>n=5,418/ 8,623</b>	
State Avg:	39.8%	40.7%	41.6%	<b>42.1%</b>		
Peer Avg:	33.0%	33.7%	34.6%	<b>35.7%</b>		
	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>July 2018</b>	
<b>Reference Only :</b>						
Percent non-white service area population, 18 or older	41.5%	42.7%	43.7%	44.9%	<b>45.8%</b>	n/a
State Avg:	29.8%	30.3%	30.7%	<b>32.0%</b>		
Peer Avg:	25.4%	26.1%	26.7%	<b>27.6%</b>		

*Total fiscal-year enrollments in credit and noncredit online courses.*

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
<b>Enrollment in Online Courses</b>						
<b>6a. Credit students</b>	8,196	9,499	10,672	10,773	<b>11,456</b>	<b>9,800</b>
State Avg:	9,297	9,706	10,014	<b>9,955</b>		
Peer Avg:	11,522	11,489	12,092	<b>12,325</b>		
<b>6b. Noncredit students</b>	1,186	1,365	2,486	2,723	<b>3,546</b>	<b>1,500</b>
State Avg:	813	878	1,172	<b>1,249</b>		
Peer Avg:	743	1,165	894	<b>766</b>		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with workforce intent.</i>						
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2020</b>
<b>Enrollment in continuing education workforce development courses</b>						
<b>7a. Unduplicated annual headcount</b>	8,606	7,847	8,165	8,231	<b>8,063</b>	<b>8,500</b>
State Avg:	6,956	6,780	6,517	<b>6,445</b>		
Peer Avg:	5,776	5,328	5,433	<b>4,793</b>		
<b>7b. Annual course enrollments</b>	14,384	13,387	13,661	13,489	<b>13,698</b>	<b>13,930</b>
State Avg:	12,678	12,532	12,427	<b>12,219</b>		
Peer Avg:	8,947	8,020	8,437	<b>7,885</b>		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with continuing professional education intent.</i>						
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2020</b>
<b>Enrollment in continuing professional education leading to government or industry-required certification or licensure:</b>						
<b>8a. Unduplicated annual headcount</b>	2,611	2,436	3,170	3,176	<b>3,291</b>	<b>3,000</b>
State Avg:	3,072	2,966	2,945	<b>2,787</b>		
Peer Avg:	2,822	2,929	2,861	<b>2,760</b>		
<b>8b. Annual course enrollments</b>	3,920	3,903	4,681	4,807	<b>5,170</b>	<b>4,000</b>
State Avg:	5,152	4,919	5,048	<b>4,920</b>		
Peer Avg:	3,636	3,939	3,796	<b>4,340</b>		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with general education intent.</i>						
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2020</b>
<b>Enrollment in noncredit community service and lifelong learning courses</b>						
<b>9a. Unduplicated annual headcount</b>	4,813	5,035	4,929	4,774	<b>4,666</b>	<b>5,200</b>
State Avg:	4,447	4,227	4,116	<b>4,139</b>		
Peer Avg:	4,435	4,241	4,211	<b>4,771</b>		
<b>9b. Annual course enrollments</b>	9,286	10,296	10,387	10,162	<b>10,539</b>	<b>10,500</b>
State Avg:	10,740	10,135	10,405	<b>10,035</b>		
Peer Avg:	9,082	8,466	8,537	<b>8,894</b>		

<i>Annual unduplicated headcount and course enrollments in noncredit courses with basic skills intent (e.g., ABE, GED, college prep).</i>						
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2020</b>
<b>Enrollment in noncredit basic skills and literacy courses</b>						
<b>10a. Unduplicated annual headcount</b>	2,669	2,719	2,844	2,868	<b>2,866</b>	<b>2,700</b>
State Avg:	2,400	2,360	2,333	<b>2,402</b>		
Peer Avg:	885	851	1,035	<b>1,125</b>		
<b>10b. Annual course enrollments</b>	5,747	6,114	6,383	6,110	<b>6,077</b>	<b>6,200</b>
State Avg:	4,432	4,445	4,437	<b>4,464</b>		
Peer Avg:	2,176	1,915	2,402	<b>2,604</b>		

*Annual unduplicated headcount and course enrollments in workforce and/or workplace related contract training courses.*

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2020</b>
<b>11a. Unduplicated annual headcount</b>	6,278	5,750	5,692	5,531	<b>5,027</b>	<b>6,000</b>
<i>State Avg:</i>	4,495	4,618	3,345	<b>5,071</b>		
<i>Peer Avg:</i>	2,158	1,978	2,164	<b>2,396</b>		
<b>11b. Annual course enrollments</b>	10,795	10,253	10,228	9,273	<b>9,079</b>	<b>10,800</b>
<i>State Avg:</i>	8,658	9,376	9,351	<b>9,311</b>		
<i>Peer Avg:</i>	3,205	2,987	3,592	<b>3,829</b>		







*The unduplicated number of high school students attending HCC during the fall semester.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Benchmark Fall 2020</b>
<b>12. Unduplicated fall headcount of high school students</b>	167	240	283	343	<b>482</b>	<b>275</b>
<i>State Avg:</i>	427	490	557	<b>618</b>		
<i>Peer Avg:</i>	427	591	693	<b>730</b>		



## External Measures

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

National Baldrige Performance Excellence Award Application (Overall Score)			
	November 2013: 39.2-54.2% <i>Criteria enhanced</i>		November 2016: 34.9-49.9%
	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%

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

This category examines how the college develops and deploys its strategic objectives and action plans, as well as how the college assesses progress on those plans.

Category 2: Strategic Planning Represents 85 points of total score		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
2.1	45 points						
2.2	40 points						

**Action:** HCC receives a detailed feedback report 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 for the Malcolm Baldrige National Quality Award and hosted a site visit in 2017 and 2018 for the Baldrige award. **The college received special recognition in both years.**

**Benchmark:** When the benchmark was originally set, institutions receiving an overall score of 450 or more received a site visit. In April 2009, the board accepted the administration's recommendation to increase the benchmark: **HCC will receive a 50-65 percent rating for category 2, Strategic Planning, of the performance excellence criteria by 2018. HCC has exceeded that benchmark. The college submitted a Baldrige application in May 2019 and was chosen for a site visit this year, which will take place the week of September 23, 2019.**

### Internal Measures

Each fall, the college distributes a web-based employee survey: QUEST (Quality Evaluation of Service Trends). All budgeted employees and contracted staff (Sodexo and public safety) 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 very good; for example, in fall **2018, 64 percent** of the employees participated. All items on the QUEST have a **benchmark** of at least 3.5 (on a scale of 5). Given the trend within this measure, the benchmark for this indicator was raised to **4.0** in 2008. The rating for *Effective Strategic Planning* this year was **3.78**.



The college conducted focus groups in the employee constituency areas to gather ideas to improve this rating and has implemented their suggestions.

#### Board Talking Points:

- Of all the Howard County residents who enrolled as **first-time, full-time freshmen** in **any Maryland institution**, nearly **33 percent** chose to attend HCC.
- Of all the Howard County residents, the college attracted **66 percent** of all the **part-time undergraduates enrolled** in Maryland institutions.
- HCC serves a **more diverse** student body (**62.8 percent**) than its service area (**46.8 percent**).