

2019 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

1. Mission

During the 2018-2019 academic year, Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March 2013 and extended through June 2019, with a new strategic plan beginning in July 2019.

The mission for the 2018-2019 academic school year was:

Harford Community College provides accessible, innovative learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.

2. Institutional Assessment

Access Indicators

Harford Community College proudly strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt. State Goal 1 (Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)* urges institutions of higher education in Maryland to be committed leaders to college readiness and financial literacy.

Although HCC experienced a slight decrease in the Market Share First-Time, Full-Time Freshman metric to 51.9% (indicator 2), which is below the benchmark Fall 2020 target, the College continues to experience growth in the High School Student Enrollment metric to 807 students (indicator 5), which exceeds the benchmark for Fall 2020 target. Furthermore, HCC experienced a modest increase in the Minority Student Enrollment Compared to Service Area Population metric in credit programs to 28.6% (indicator 10a), which is above the benchmark FY 2020 target, perhaps in response to an increase in the Percent Nonwhite Service Area Population metric (indicator 10c). Targeted enrollment initiatives—including outreach programs like One Step Away, which provides one-on-one advising and support services for re-admission to the College—may have contributed to increases in this population.

Regarding the cost of education, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions experienced a slight increase (indicator 7). This increase may be attributed to the statewide incentive offered to colleges that hold tuition increases at no more than 2%; HCC participated in this incentive for the current reporting period.

Additionally, after experiencing an increase in course enrollments in the previous reporting period for the Continuing Education Community Service and Lifelong Learning metric (indicator 8), enrollments were down in FY 2018 to 4,988 for the Unduplicated Annual Headcount metric

(indicator 8a) and to 10,335 for the Annual Course Enrollments metric (indicator 8b). However, the results for indicator 8 exceed the benchmark FY 2020 target. For enrollments in the Continuing Education Basic Skills and Literacy Courses metric (indicator 9), enrollment numbers were down for FY 2018 to 885 for the Unduplicated Annual Headcount metric (indicator 9a), and 2,533 for the Annual Course Enrollments metric (indicator 9b). Continuing Education continues to cultivate strong connections with the Office of Communications to grow programs in these areas, and represented HCC at community events throughout the reporting period.

While HCC made progress in hiring non-white full-time administrative and professional staff (indicator 12), progress toward its goal of 12.6% non-white full-time faculty is below the benchmark Fall 2020 target (indicator 11). HCC is committed to hiring the most highly qualified faculty possible while also striving to diversify its faculty. HCC continues to work toward closing the gap, with four minority part-time faculty members hired in the 2018-2019 calendar year.

Harford Community College Response to Commission Questions

Commission Assessment: *The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, “Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions oftentimes may lift all boats but maintain gaps...”

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s), and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Harford Community College continues to focus resources on eradicating attainment gaps due to income, race, gender, and ethnicity. Direct interventions include expanding the My College Success Network, which is designed to reduce the attainment gap between Black/African American and Caucasian students. Although created to empower and support Black/African American students, all students, regardless of ethnicity, are welcomed to participate.

Other direct interventions include Soar2Success, which supports social and cultural activities; iPrep, which is a week-long academic review program that prepares students for upcoming academic requirements; and Academic Success Coaching, which supports success, retention, and degree completion for African American students. Furthermore, HCC received a four-year

National Science Foundation grant for scholarships in STEM in 2017. The grant work, which includes faculty serving as mentors, is designed to increase the number of low-income students in STEM majors.

While the My College Success Network is showing promise in helping to eradicate the attainment gap (indicator 17 and indicator 19), further reform is needed to ensure a College-wide approach to addressing retention, persistence, and graduation challenges. HCC recognizes the need for continuous improvements across the campus community, including the student experience. Reforms have included a redesign of developmental courses to create an accelerated mathematics course sequence and an alternative learning pathway in English for students requiring developmental writing. Furthermore, the College has implemented an early alert system for students in defined programs such as Athletics and the My College Success Network.

This past academic year has been a year of knowledge sharing, change, and planning for HCC; the College community has been more deliberately utilizing data to inform decisions about students and academic success. In June 2018, HCC joined Achieving the Dream (ATD), a comprehensive non-governmental reform initiative for student success. ATD efforts facilitate cross-campus collaborations that focus on developing clear pathways designed to help students seamlessly transition into baccalaureate programs or careers that provide living wages. HCC created an interdisciplinary steering committee that focused the entire College community on the seven ATD capacities. These capacities promote successful practice that ensures completion across all student demographics, with a specific focus on improving the success rates for low-income students and students of color. In early Fall 2018, a broad cross-section of campus employees took the Institutional Capacity Assessment Tool (ICAT), which allowed the College community to self-assess the current progress in each of the seven capacity areas and resulted in identifying potential areas for growth and improvements. Through the 2018-2019 academic year, cross-campus collaborations aligned existing programs and created new initiatives that scaled to support ATD outcomes. In years two and three of ATD membership, HCC plans to create an integrated system of holistic, student-centered reforms that lead to educational and career success for the College community.

Concurrent with the ATD initiative, throughout the 2018-2019 academic year HCC undertook an extensive, inclusive, collaborative strategic planning process that brought together members of the campus community with leaders in local business, government, and public education. Led by three tri-chairs and a steering committee representing a diverse cross-section of the College, the strategic planning process developed a new mission, a new vision, and new values that enable HCC to serve the needs of students, employees, and the larger community. The College's new strategic plan was officially approved by the Board of Trustees on June 11, 2019, and went into effect on July 1, 2019. During the 2019-2020 academic year, the College expects to align ATD strategies and action plans with the new five-year strategic plan.

To support ATD and the new Strategic Plan, HCC established an ATD Data Team whose purpose was to collect, interpret, and share data regarding the student lifecycle while enhancing data-informed decision-making methods. The Data Team worked collaboratively with the ATD Core Team to define and operationalize key student success metrics. Furthermore, HCC deployed HelioCampus, a data analytics and visualization platform that has enhanced the College's data

analysis and decision-making capabilities. The College deployed HelioCampus in April 2019 and continues to expand capabilities to support ATD, the new strategic plan, and the evaluation of key performance indicators.

Additional plans for the 2019-2020 academic year include scaling HCC's iPrep Scholar Week, a summer bridge program for new students who place into one or more transition courses. Initial findings show that students who complete this weeklong orientation and refresher curricula in math, reading, and writing, and who take the placement exam afterward, are more likely to move up into either a higher level transition course or directly into a college-level course. HCC also plans to work with new GED graduates to support and encourage them to enroll in a certificate or degree program.

Harford Community College continues to focus resources on student success. By joining Achieving the Dream and unifying student success efforts across the campus, and beyond the My College Success Network and other services, HCC is committed to actualizing the goal of the strategic plan and ATD of eradicating the attainment gap.

Success Indicators

Harford Community College continues its efforts in support of ***Goal 2 (Success: promote and implement practices and policies that will ensure student success)***. The College focused particular attention on students with needs in developmental coursework, resulting in a steady increase since the Fall 2011 cohort in the Developmental Completers After Four Years metric, which is 58% (indicator 15). HCC's success exceeds the benchmark Fall 2016 Cohort performance target for indicator 15.

For students requiring developmental English and reading courses, several initiatives designed to promote completion have been implemented. For example, the Accelerated Learning Program (ALP) was established to allow students to complete developmental writing as a co-requisite with English 101. Integrated reading and writing courses were designed for students to complete developmental coursework simultaneously in a single course. In mathematics, Term Two courses were created to provide individualized instruction to students who did not master concepts in Term One. Also, a course placement exception process remains in place to provide all students the opportunity to appeal their Accuplacer course placement. The most recent examination of data related to the course placement exception process (from FY 18) indicates that, for English, about 67% of students approved for the course placement exemption passed the English course, which is an increase from 60% over the previous reporting period. For math, about 69% of approved students passed the math course, which is a nominal decrease from 74% reported in the previous reporting period.

After increasing for several years, the fall-to-fall retention rate for developmental students (indicator 13a) experienced a nominal decrease for the Fall 2017 cohort. The fall-to-fall retention rate for college-ready students is 69.2%, which is above the benchmark Fall 2019 Cohort target (indicator 13b). The fall-to-fall retention rate (indicator 14a) for Pell grant recipients experienced a nominal decrease to 56.0%, which may reflect an adjustment for students from lower-income

families and first-generation college students. The fall-to-fall retention rate (indicator 14b) for non-recipients increased to 70.6%. The Developmental Completers after Four Years metric (indicator 15) continued to increase and currently exceeds the benchmark Fall 2016 Cohort target.

As a result of efforts such as the My College Success Network and Soar2Success—designed in part to enhance persistence among students, particularly those who are underprepared—HCC noted a successful-persister rate after four years for developmental completers of 83.8% (indicator 16b). In contrast, the successful-persister rate after four years for college-ready students reached 90.6% (indicator 16a), which exceeds the benchmark Fall 2016 Cohort target. HCC's successful-persister rate for all students in the cohort reached 80.6% (indicator 16d), which exceeds the benchmark Fall 2016 Cohort target. HCC's diverse student population showed an increase in the successful-persister rate for Black/African-American only students (indicator 17a) while experiencing a decrease in the metric for Hispanic students (indicator 17c). Although focused efforts such as the My College Success Network and Soar2Success contributed to increases in the persistence rate (indicator 17a) and graduation rate (indicator 19a) for Black/African-American students, the efforts have not yet reached the benchmark Fall 2016 Cohort targets.

HCC continues to use My College Success Network, academic coaching, student success advising, and other student support services to empower all students toward academic success. For example, HCC has fully implemented an assigned advisor model, which allows for more immediate, personalized advising interventions throughout the student lifecycle. Also, HCC has implemented the DegreeWorks degree-planning program to get all students on a credential track very early in their college careers. Furthermore, as part of the Achieving the Dream initiative, HCC will work to scale successful programs to serve a greater number of students.

HCC's graduation-transfer rate indicates that the most recently reported cohort for all college-ready students increased to 77.4% (indicator 18a), and to 63.8% (indicator 18d) for all students for the same cohort; both indicators exceed the benchmark Fall 2016 targets. HCC was pleased to award 954 credit certificates and associate degrees (indicator 20), a slight decline from the previous year, which aligned with a slight decrease in overall credit enrollment. The enrollment in STEM programs experienced a nominal decline in the Credit Enrollment metric with an enrollment of 1,904 (indicator 21a). The STEM Credit Award metric is 322 (indicator 21b), which exceeds the FY 2020 benchmark of 270.

Although the number of NCLEX RN candidates for the Licensure/Certification Examination Pass Rates metric (indicator 25a) decreased to 111, the pass rate for those candidates increased to 92.8%, which is above the benchmark FY 2020 target. The number of medical assisting candidates for the Licensure/Certification Examination Pass Rates metric (indicator 25c) increased to 24, which exceeds the benchmark FY 2020 target. The pass rate for medical assisting candidates also increased to 62.5%, which is still below the benchmark FY 2020 target. It is important to note that for medical assisting, there are several national accrediting bodies and only one certification board that reports results back to HCC; therefore, some students may choose certification from a non-reporting board. Efforts to bolster declining NCLEX-RN pass rates include extensive preparation for the exam. Also, during the last semester of the program, students are given the ATI NCLEX-RN predictor. Each student who takes the exam receives an individualized remediation plan for mastery in deficient content areas in preparation for the NCLEX-RN. Students are required as part

of the course to complete the remediation plan.

The performance of HCC graduates at their transfer institutions experienced a nominal decline. For the AY 2017-2018, 88.2% of graduates achieved a GPA of 2.0 or above during their first year of attendance (indicator 26a), and the mean GPA decreased to 2.93% (indicator 26b), both of which figures are below the benchmark for AY 2019-2020 targets. Student success initiatives including Achieving the Dream; My College Success Network; Advising, Career, and Transfer Services; and the Center for Excellence in Teaching and Learning strive to improve student outcomes and promote lifelong learning. HCC continues to promote campus-wide improvements to student services that support the benchmark attainment.

HCC continues to evaluate expenditures by function across the organization (indicator 27). Fund allocations in FY 2018 met or exceeded the benchmark FY 2020 targets for academic support (indicator 27b) at 14.5%, student services (indicator 27c) at 12%, and other (indicator 27d) at 35.2%. The largest allocation of funds supports instruction (indicator 27a) at 38.3%, which is a nominal decline from the previous year. Approximately one-third of funds were expended in the “other” category to support institutional scholarships, tuition waivers, and College work-study stipends.

HCC continues to optimize its enrollment management processes in response to the decline in enrollments at most Maryland community colleges. The Strategic Enrollment Management Council is composed of faculty and staff who represent both Academic Affairs and Student Affairs, and continues to set short-term and long-term measurable goals, design integrated and interdisciplinary programs and interventions based on best practices, and educate the campus community on all student lifecycle planning initiatives. The Strategic Enrollment Management Council analyzes data focused on student retention, success, and completion. For the academic year 2018-2019, the Strategic Enrollment Management Council formulated action plans that supported improvements in recruitment, retention, and completion rates. For the academic year 2019-2020, HCC expects to align those action plans with the new strategic plan, along with the appropriate objectives and assessment metrics.

Furthermore, as noted, HCC’s participation in the Achieving the Dream initiative focuses College resources on student success, including improvements in retention and completion. For the academic year 2018-2019, the College sponsored two data summits focused on understanding the changing demographics of the College’s student population and understanding how data informs decisions. During the academic year 2019-2020, HCC expects to align the Achieving the Dream programs with the strategies, objectives, and action plans of the new strategic plan.

Innovation Indicators

Harford Community College is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*. HCC continues to work to improve enrollments in continuing education and workforce development (indicator 30). While both the unduplicated annual headcount (indicator 30a) and annual enrollments (indicator 30b) were down slightly to 4,863 and 9,243 respectively for FY

2018, they still exceed the benchmark FY 2020 target. Enrollment in continuing professional education leading to government or industry-required certification or licensure unduplicated annual headcount (indicator 31a) decreased to 2,251 for FY 2018, while annual course enrollments (indicator 31b) experienced a nominal decline to 3,594 for the same period; however, both indicators are above the benchmark FY 2020 target. Also, the number of business organizations provided training services under contract (indicator 32) increased to 39, which is above the benchmark FY 2020 target. Employer satisfaction with contract training remains strong at 100%, which meets the benchmark FY 2020 target. HCC continues to refocus the Continuing Education department on making improvements in the registration process, the reorganization of staffing patterns, and the reallocation of funds. Reforms in Continuing Education will continue to enhance enrollment and improve community outreach.

During the academic year 2018-2019, HCC deployed the HelioCampus data platform and continues to expand the College's data-informed capabilities to support Achieving the Dream, the new strategic plan, and the evaluation of key performance indicators. HCC now has over 15 data visualization dashboards focused on presenting performance indicators to decision-makers, including enrollment trends, degree type headcount, and financial aid summaries. HCC continues to develop the College's data literacy capabilities through weekly HelioCampus training sessions for data consumers, as well as data initiatives from the Achieving the Dream Core and Data Teams and the College's Data Governance Committee. During the 2019-2020 academic year, HCC will deploy dashboards in student retention, student persistence, financial aid, and other areas in its ongoing effort to make data available to the College community.

Furthermore, during the 2018-2019 academic year, HCC continued its effort to improve business processes. HCC worked with consultants to identify 10 improvement areas, including financial aid, registration, finance, and admissions. During the 2018-2019 academic year, College leadership prioritized projects for finance, student services, and information technology operations. For the 2019-2020 academic year, HCC expects to implement projects that modernize processes and improve operations that enhance student success.

3. Community Outreach and Impact

Harford Community College has a significant impact on the community and seeks opportunities to interact with residents, employers, and visitors. The Chesapeake Center on HCC's campus is a focal point for community activities and College operations. The Chesapeake Gallery and Theater are central educational links between the community and the practice of art, design, and theater in the region. The College continues to plan for a renovation of the Chesapeake Center that will nearly double its size. HCC expects to complete renovations in 2022, when the center will support student services including Admissions, Registration, and Financial Aid, as well as the gallery and theater. The College intends to have the Chesapeake Center be the College's "front door" for the community.

HCC demonstrates its commitment to be a cornerstone of the community through partnerships with local employers, public and private schools, higher education institutions, and cultural organizations. For example, HCC and Towson University continue to work together toward

student success through the 2+2 articulation agreement, which allows students to complete an associate and bachelor's degree in one of eight available degree programs. Once students earn an associate's degree at HCC, they can start their bachelor's degree at Townson University in Northeastern Maryland (TUNE), which is on HCC's campus. Also, HCC partnered with Harford Public Schools (HCPS) on Teacher Education Connection Day, an event attended by 118 prospective education majors. Students had the option of participating in different workshops focused on learning about the required field placements in the teacher education programs, different areas of teaching certification in Maryland, reasonable accommodations for both students and staff with disabilities, and higher-level thinking skills. Students could also sign up for an interactive session to create an interactive book or mathematics game for young children.

The annual Arts & Humanities Connection Day sponsored by HCPS and HCC supported 157 students from local high schools who participated in a day of demonstrations and class participation. Programs included Art + Design, Mass Communications, Music, and Theatre. The day ended with students choosing to attend either a musical or theatre performance.

HCC also launched a new branding campaign in Spring 2018, through which the College expanded its presence in the community. HCC now participates in a monthly community event in Havre de Grace called First Friday. The College also co-sponsored the Upper Chesapeake Pride event in Havre de Grace in June 2019. Furthermore, the Hays-Heighe House, a renovated historic home located on the campus, hosted over 1,100 visitors to a variety of programs and sponsored events last year. Programs such as "The Unintended Consequences of the Treaty of Versailles," "Votes for Women: Taking our Place in Politics," and "World War I's Long Shadow" expanded cultural and community learning at the College.

4. Accountability Indicators

See attached HCC 2019 Accountability Indicators Table.

Please note that HCC's Office of Analytics and Planning re-ran the FY 2017 data using MHEC's parameters, which led to a difference of 466 annual course enrollments. MHEC instructed HCC to footnote the new submission to indicate the FY 2017 data that was corrected.