

2017 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

1. Mission

Harford Community College (HCC) continues to embrace, follow, and strive to achieve the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March of 2013. The HCC mission is:

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

QUALITY AND EFFECTIVENESS INDICATORS

Harford Community College (HCC) proudly strives to further the goals of ***Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education. Goal 1*** (*Enhance the array of postsecondary education institutions and programs, and more effectively fulfill the evolving educational needs of its students*) urges institutions of higher education in Maryland to be motivated leaders of student success and student achievement. Evidenced by the high rate of satisfaction with graduate educational goal achievement (indicator 1), and consistent performance in fall-to-fall retention (indicators 3a and 3b), the campus demonstrates a strong emphasis on student learning and goal achievement. Student learning and goal achievement continues when students transfer as evidenced by 90% of HCC students earning a GPA above a 2.0 and an average GPA of 2.96 after the first year of transfer (indicator 8a and 8b). A concerning trend is the 16.2% decrease in non-returning student satisfaction with educational goal achievement when comparing the spring 2015 cohort to the spring 2013 cohort. The programs and initiatives described throughout this narrative are aimed at improving student satisfaction with goal attainment at HCC.

In recent years, HCC has focused particular attention on students with needs in developmental course work. For students requiring developmental English and reading courses, a number of initiatives designed to promote completion were 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 not mastering concepts covered in term one. Enrolling students in these sections involved communication between the mathematics instructors and academic advisors to ensure students enrolled in the correct sections within the specified add/drop time frame. A course placement exception process was developed to provide all students the opportunity to appeal their Accuplacer course placement. Sixty percent of the English students who were placed into higher level courses through this exception process were successful, and 70% of the mathematics

students placed through this process were successful. These collaborative and comprehensive efforts have resulted in a steadily increasing rate of developmental completers, with the most recent statistic of 53.2% completers after four years (indicator 4), just below the established 54% benchmark for the 2016 cohort year. With a focus on student success, HCC's successful-persister rates after four years (indicator 5) are up, nearing or exceeding established benchmarks in all areas. Similarly, graduation-transfer rates have increased in all areas (indicators 6a, 6b, 6d) with the exception of developmental non-completers (indicator 6c).

Outcomes for indicator 7 further document the College's emphasis on supporting student goal attainment. NCLEX RN pass rates have remained near the benchmark set for FY 2020. HCC is excited to acknowledge two candidates passing the NCLEX PN, an indicator (7) for which there haven't been any candidates since one student in FY 2013. The number of candidates pursuing licensure in medical assisting has nearly tripled from last year's cohort (13 compared to 31) and the pass rate has improved by five percent.

HCC continues to evaluate expenditures by function across the organization as displayed in indicator 10. Fund allocations in FY 16 are comparable to FY 15 with the largest amount of funds supporting Instruction. Approximately one third of funds were expended in the Other category to support institutional scholarships, tuition waivers, and College work/study stipends.

ACCESS AND AFFORDABILITY INDICATORS

Harford Community College is making great strides in supporting *Maryland Ready Goal 2* (achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion), as demonstrated in many of HCC's enrollment and completion outcomes. For example, indicator 16d shows a 17% increase in degrees and certificates awarded since FY 2013. The Commission commends HCC for the substantial increase in transfer degrees awarded which will be addressed later in the report. Enrollment in credit courses reflects positive trends for specific student populations including high school enrollment, market share of part-time undergraduates, and market share of first-time, full time freshman. Enrollment in continuing education community service and lifelong learning courses (indicator 18) has increased to meet the 4,800 unduplicated headcount benchmark and exceeds the benchmark of 10,250 for annual course enrollments with an actual enrollment of 10,558 students. A similar trend was realized in HCC's enrollment in continuing education basic skills and literacy courses (indicator 19) where the benchmark of 3,000 annual course enrollments was nearly achieved (actual was 2,988) and significant gains were reached in unduplicated annual headcount from 1,020 in FY 2015 to 1,090 in FY 2016. These increases are due primarily to enrollment in GED and ESL classes. A key strategy implemented to increase enrollment includes a partnership with the Harford County Public Schools Reconnecting Youth Program, a vendor of the Susquehanna Workforce Network, to assist students who dropped out of high school to enroll in and complete the Adult Basic Education/GED program. A successful funding campaign was launched to provide support for GED scholarships.

While enrollment in the areas referenced above is encouraging, indicator 11 documents the steady decline in Harford Community College's total unduplicated headcount for both credit and continuing education students. This trend is impacting community colleges across the state. To

counteract this trend, Harford Community College implemented the *Registration Roadshow* to provide assistance to students in registering for courses throughout the campus rather than just in the advising and registration departments in the Student Center. During the winter/spring 2017 and summer/fall 2017 registration period, advisors visited locations across campus to meet students and provide academic advising in the buildings the students frequent most based on their intended major. Assistance was provided to over 200 students with course schedule planning, academic advising, and on-the-spot course registration. Advisors also provided information to students regarding continuing education courses and certificates.

Declining enrollment impacted Harford Community College's rate of tuition in FY 17. Indicator 17 shows a 2% increase in tuition and fees as a percent of tuition and fees at Maryland public four year institutions. HCC took gradual steps between 2014 and 2016 to eliminate all unrestricted fund balance transfers from the operating budget. These steps included a gradual increase in the tuition rate per credit hour to become more comparable to other local community colleges across the state and the reduction of various non-salaried expenditures. In order to promote access and affordability, a variety of programs were created to promote financial literacy, scholarship attainment, and FAFSA completion. For example, HCC partnered with the Aberdeen Proving Ground (APG) Federal Credit Union to offer a hands-on credit game day for students to increase awareness of the importance of maintaining good credit. The financial aid staff streamlined the federal verification process and further automated the awarding process for files not selected for federal verification process. A student emergency assistance fund was created to provide monetary assistance to students experiencing hardship due to an unexpected expense.

DIVERSITY INDICATORS

Harford Community College is devoted to infusing equity and inclusion throughout the campus to ensure a safe, supportive environment for students, community members, and employees. The indicators associated with diversity showcase the gains made in carrying out the outcomes captured in *Maryland Ready Goal 3 (Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population)*. In nearly all of the outcomes for this indicator, HCC has improved from last year's report. Retention begins at enrollment and it is encouraging to report that the minority student enrollment compared to the service area population (indicator 20) continues to grow for credit (indicator 20a) and continuing education (indicator 20b) programs. Both measures are up 2% from last year and are approximately 2% above the established benchmark. The percent of nonwhite credit enrollment (28.1%) exceeds that of the service area population (20.9%). These data suggest that students of diverse backgrounds seek opportunities to pursue their academic goals at HCC.

An area of incredible gain is the nearly 10% increase in the successful-persister rate after four years for Black/African American students from 62.7% in the Fall 2011 cohort to 71.2% in the Fall 2012 cohort. While this is encouraging, HCC has not yet accomplished its strategic plan goal of eradicating attainment gaps due to income race, gender and ethnicity. The attainment gap is evident when comparing the successful-persister rate for all students (indicator 5d) of 81.4% to the successful-persister rate of Black/African American students, almost ten percent behind at 71.2%. The attainment gap is more evident when comparing indicator 24a, the

graduation-transfer rate after four years for Black/African American students at 46.2% (a nearly two percent increase from the previous cohort), to the graduation-transfer rate for all students (indicator5d) at 59.3%, a 13.1% difference. In 2014, the My College Success Network was implemented to support and empower students of color. Through the programs and services of the Network, students are equipped with the non-cognitive skills proven to impact success and completion. All newly enrolled Black and African American students are assigned to a student success advisor who provides holistic support in the areas of advising, career exploration, and transfer assistance. The premier service of the My College Success Network is academic coaching. Through this program, students are enrolled in a two-semester first year experience program consisting of a one-credit student development course focusing on study skills in the first semester and a one-credit student development course focusing on career exploration in the second semester. Students who complete academic coaching are retained at higher rates and earn higher grades than non-participants. For example, the fall 2016 cohort of academic coaching students earned an average GPA of 2.57 and were retained for the spring semester at a rate of 83% compared to an average GPA of 1.51 for non-participants and a fall-to-spring retention rate of 73%. To date, 315 students completed academic coaching. Furthermore, all students in the Network are encouraged to attend Soar 2 Success co-curricular events which are largely designed to foster a welcoming environment for students of color.

The attainment gap continues to show in indicator 25, fall-to-fall retention of Pell grant recipients vs. non-recipients. There is a nearly 14% difference in the retention of non-recipients (64.7%) compared to Pell recipients (50.8%). In order to promote retention and completion among low-income students, a variety of initiatives have been implemented to improve outcomes related to this metric. In FY 17, the awarding of Pell and federal supplemental educational opportunity grants totaled 5.2 million. Financial aid information is shared with students in a variety of formats to communicate to students about maintaining satisfactory academic progress. For example, the syllabi in developmental mathematics courses have been updated to reflect the potential financial aid implications that can result from failing a course in term one and not re-enrolling in the same course for term two. Academic advisors perform satisfactory academic progress calculations with students to show students the path to maintaining good standing. The My College Success Network includes a designated financial aid staff member ready to assist students when questions about aid and scholarships arise.

It is clear that the percentage of nonwhite faculty, and full-time administrative and professional staff does not match credit or continuing education student enrollment. The percent of nonwhite full-time faculty has remained at 9.9% for the past two cohorts and is below the 12.6% benchmark. The percent of full-time administrative and professional staff has dropped 2.9% from 15.6% in fall 2015 to 12.7% in fall 2016. Harford Community College has implemented the following hiring practices to attract a talented, diverse workforce. Specifically regarding hiring and retention of diverse faculty, the College's academic deans use strategies to encourage recruitment and hiring of people of color which include the use of personal contacts, professional associations and advisory board affiliations, direct advertising at institutions with diverse student enrollments, as well as the use of publications that target people of color. The Human Resource Office continues to review the applicants selected by search committees for interviews and makes recommendations to expand gender, age, and ethnic diversity when appropriate. Additionally, Search Committee Chair training is offered to all supervisors twice per year. This

training includes encouragement to include a diverse group of individuals to serve on search committees and to identify candidates who demonstrate a commitment to inclusion and educational equity. Deliberate recruitment efforts are used to hire a diverse group of students to work on campus as Orientation Leaders, Peer Leaders, and Student Assistants. Student leaders are visible to large numbers of students and the positions provide opportunities for personal growth and leadership development.

INNOVATION

Harford Community College promotes online course offerings in credit and continuing education programs. In FY 2015, credit enrollment in online courses reached a 4-year high at 9,122 enrollments. In FY 2016 this number declined just slightly to 9,011; however, the College is still on track to exceed the FY 2020 benchmark of 9,500 credit enrollments in online courses as evidenced in the new initiatives implemented in FY 2016 related to online learning. Enrollments in online courses for continuing education courses increased by 31% in FY 2016 from 464 enrollments to 608 in FY 2016.

The College continues to invest in technology. Two new cybersecurity labs were added and equipped. A One Button Studio for use by students and faculty and a Digital Media Lab were installed in the Library. Upgrades to campus technology are made on an ongoing basis. HCC has commissioned CampusWorks to help overcome business and technological challenges that impede the student overall experience. Workshops and training sessions will help faculty and staff learn how to use technology in strategic ways to promote students success and satisfaction.

ECONOMIC GROWTH AND VITALITY INDICATORS

Harford Community College has established itself as a pillar of the community for supporting economic growth and vitality. *Maryland Ready Goal 5* speaks to the integral role institutions of higher education play in supporting workforce education and training needs. The College is enthusiastic about the continued increasing trend of credit awards in STEM programs (indicator 34) and plans to increase credit enrollment in STEM programs which is on a slight downward trend since fall 2013 with 2,012 enrollments compared to 1,886 in fall 2016. The College recently acquired two National Science Foundation grants, the Louis Stokes Alliances for Minority Participation and S-STEM, which are designed to promote enrollment and completion in STEM fields among students from low-income and diverse backgrounds.

Fiscal year 2016 outcomes show substantial enrollment increases across the board for continuing education courses in this subsection which is particularly encouraging given the slight decline in the number of business organizations for which HCC provided training and services under contract (indicator 31) – 25 in FY 2016 from 29 in FY 2015. Enrollment in continuing education workforce development courses exceeds the established benchmarks; unduplicated annual headcount for these courses (indicator 29a) is up over 20% from 4,013 in FY 2015 to 4,813 in FY 2016 with annual course enrollments (indicator 29b) up almost 30% from 6,843 in FY 2015 to 8,784 in FY 2016. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure experienced similar gains, up over 13% in unduplicated annual headcount (indicator 30a), and up over 14% in annual course enrollments

(indicator 30b). The largest gains were observed in contract training courses where the annual unduplicated headcount (32a) grew 34.7% from FY 2015 and annual course enrollments (indicator 32b) increased 38.6%. The College participated in a market research study in the early part of the year. The findings from the study influenced the marketing and strategic direction of the continuing education course offerings. For example, the College hired a new Assistant Director of Continuing Education and Training who was tasked with expanding programs to meet local market needs. Positive enrollment trends are also attributed to the improved economy. More federal and local government funding positively impacted enrollment in contract and licensure programs. Even with the tremendous gains in course enrollments, employer satisfaction with contract training (indicator 33) remains at 100%. HCC is proud of this accomplishment.

The 2014 alumni survey demonstrates the success of such efforts and the success of students with nearly 90% responding that they are employed full-time in their field of study (indicator 27). The survey also shows that close to 86% of respondents were satisfied with their level of job preparation received at HCC (indicator 28).

DATA USE AND DISTRIBUTION

In FY 2016, HCC experienced a rapid turnover in senior level positions due to the hiring of a new President, the retirement of the Vice President for Student Affairs and four of the six academic deans, and the resignation of the Vice President for Finance and Operations, and other institutional changes. This resulted in the implementation of a reorganized President's Staff and a committee created to make recommendations to inform a redesign for the Academic Affairs division. Due to these changes, data use and distribution has been vital and paramount for shaping the future direction of HCC. *Maryland Ready Goal 6* addresses the importance of using data to “promote constructive communication, effective policy analysis, and informed decision making” to meet state and institutional goals. The committee convened to inform the reorganization of Academic Affairs is using student enrollment data to ensure a supportive framework in Academic Affairs to promote student success and degree achievement.

The Learning Assessment Committee (LAC) developed implementation plans for TK20, an assessment management system. Within the system, tools were developed for faculty to systematically assess and compare learning outcomes on the course level. This standardized assessment format will allow deans and faculty to more easily track program outcomes.

To investigate the economic influence HCC has on the lives of students and in the local community, the College participated along with all Maryland community colleges in a comprehensive economic impact study. The study, conducted by Emsi, a CareerBuilder company under contract to the Maryland Association of Community Colleges, highlighted the multiple ways HCC enriches the lives of graduates with regard to income potential and return on investment. HCC benefits the local economy by supporting a thriving workforce, generating tax revenue, and reducing dependency on social services. The findings from the study are featured on the website and were shared widely to internal and external constituents.

The Student Engagement, Retention, and Completion (SERC) committee focused efforts in the early part of the academic year to gather survey data from faculty and staff regarding support for implementing an early alert system in an effort to create a formalized retention mechanism. Feedback from the survey showed a favorable climate for implementing such a measure. Keeping the focus on retention, members from the campus community attended Achieving the Dream conferences to start the work of investigating membership for FY 2018. As a Voluntary Framework of Accountability (VFA) charter member, HCC is well positioned for movement into Achieving the Dream.

Harford Community College Response to Commission Questions:

Regarding indicator 16B, Transfer degrees awarded:

Commission Assessment: *The College has seen a 25.3% increase in transfer degrees awarded from FY 2012 to FY 2015 (from 573 to 718). The College is to be commended for its success on this benchmark, especially in light of the trend noted in the College's 2016 Performance Accountability Report of students transferring prior to completion. Discuss the factors contributing to the College's upward trend in degrees awarded, and describe any best practices by the College that might be emulated by other institutions.*

The College implemented a variety of initiatives since 2012 designed to increase transfer degrees awarded. As noted in the 2017 accountability indicator 16b, the upward trend in the awarding of transfer degrees continues with an 11% increase from FY 2015 to FY 2016. The completer outreach project was implemented in 2011. Every semester a designated Student Development Specialist from Advising, Career and Transfer Services requests from Institutional Research, Planning and Effectiveness a list of students who have completed at least 36 credits and have not yet graduated. The designated Student Development Specialist then creates an email letter that is sent to the students regarding awareness of the graduation process including deadlines and application information. Other services offered are assistance with course selection and academic planning, transfer advising, and degree audits. This concierge outreach is conducted at the beginning of every semester prior to the graduation application deadline. In FY 2017, a total of 1,317 students were contacted through this initiative.

In 2014, the College began participation in the MHEC One Step Away (OSA) Grant Program which continues today. The program focuses on using a concierge outreach approach to inform and recruit non-enrolled past students to re-enroll at HCC. The program includes enhanced student support systems, including academic and financial advising, to facilitate smooth re-entry into the educational environment with the goal of re-enrollment and retention of near-completers through expedited degree completion. In total, 166 students graduated as a result of this initiative.

HCC offers over 100 articulation agreements designed to promote seamless transfer opportunities to HCC students upon graduation. Academic advisors work with students early in the degree planning process to help students choose the correct programs and courses to match their educational goals. A robust transfer fair is held in the fall and spring semesters annually to facilitate the transfer process for HCC students. Another initiative designed to promote degree attainment is the Reverse Transfer (RT) program. Harford Community College's Reverse

Transfer Program is a partnership between Harford Community College and four-year institutions. This program allows Harford Community College students who have transferred to a four-year institution the opportunity to transfer credits back to Harford Community College to satisfy program degree requirements and receive an Associate's degree.

Along with the initiatives mentioned, many aspects of the College Career Readiness and College Completion Act of 2013 facilitated degree completion for HCC students. Degree Works, a degree planning tool, is used to develop completion pathways for new students. Harford Community College and Harford County Public Schools placed stronger emphasis on dual enrollment programs to provide high school students the opportunity to complete college level coursework. The lowering of degree programs to 60 credits involved extensive redesign contributing to the increased awarding of degrees.

3. Community Outreach and Impact

The College has significant impact on the community and seeks opportunities to interact with residents, employers, and visitors. HCC is celebrating its 60th anniversary as a higher education institution. In FY 2017, Dr. Dianna Phillips joined HCC as the ninth president. Upon her arrival, she embarked on a hopes and dreams listening tour where she met with key internal and external constituencies to gather feedback that will help her prepare HCC as a College for the future. The College's first Investiture ceremony was planned and held in the APGFCU Arena to confer the presidency of Dr. Phillips and provide the community with an opportunity to celebrate and welcome a new era in the life of the College. With that, the College recognizes that being successful relies on the entire community. To celebrate the 60th anniversary a robust schedule of events is planned to bring the community together to learn about HCC's accomplishments through the years and join in the strategic planning for the future.

HCC's commitment to being a cornerstone of the community is demonstrated by the partnerships established with local employers, public and private schools, higher education institutions, and cultural events. HCC and Towson University are working together toward student success. HCC's 2+2 articulation agreement with Towson, along with the state-of-the-art Towson University in Northeastern Maryland (TUNE) building on the campus enable students to earn both their associate degree and their bachelor's degree without leaving Harford County. Students interested in one of the eight compatible programs meet with an HCC advisor to coordinate their academic plan and to make sure all of the required courses are met. Once they earn their associate degree at Harford, they walk across the road and start their bachelor's program at TUNE. HCC began its first cohort of Associate-to-Bachelor's (ATB) partnership with Towson University in summer 2016. Students are dually enrolled in the Bachelor of Science in Nursing program at Towson University and the Associate of Science in Nursing program at HCC. Concurrent bachelor's coursework is taken at the Towson University in Northeastern (TUNE) MD campus. A total of 75 Associate of Science in Nursing students are currently enrolled.

The College again partnered with Harford County Public Schools (HCPS) on a College and Career Fair that attracted over 3,000 attendees. In addition, HCC partnered with HCPS on Teacher Education Connection Day that was attended by 174 prospective education majors. VPAA-ARTS Connection Day was also held for HCPS juniors and seniors interested in learning

about programs offered at HCC; 77 students attended. A faculty member was recently appointed into a fifty percent work reassignment as a K-12 liaison to ensure a strong relationship between HCC and HCPS.

In conjunction with the centennial anniversary of the Aberdeen Proving Ground (APG), *APG as Catalyst: Harford County's Changing Landscape* exhibit was displayed on the HCC campus at the historic Hays-Heighe House, and 14 related educational programs were held. Dr. Phillips hosted 17 APG senior leaders representing eight different R&D organizations for a luncheon on campus. An APG Career Pathways Job Fair was developed and led to paid internship opportunities for HCC students. Other examples of partnerships with employers include events to improve students' career readiness including "Networking is Not Scary," "How I Got Here: Employer Panel," "Career Catwalk," "How I REALLY Got My Job: Employer Panel," and a "Mocktail Party Networking Event." These events were attended by local business leaders to facilitate networking opportunities for students.

4. Accountability Indicators

See attached HCC 2017 Accountability Indicators Table.