

# 2018 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

## 1. Mission

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 2019, when a new Plan will begin. The HCC mission is as follows:

*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 (HCC) proudly strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt. Goal 1 (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. HCC improved in its market share of recent, college-bound high school graduates (indicator 2). HCC continues to strengthen in this indicator, as evidenced by the increased enrollment of local high school students (indicator 5), which exceeds HCC's fall 2020 benchmark. Further, HCC experienced a modest increase in its minority student enrollment in credit programs (indicator 10a), perhaps in response to an increase in its nonwhite service area population (indicator 10c). Targeted enrollment initiatives—including community outreach, such as hosting area Boys' and Girls' Clubs on campus, as well as some enhanced high school guidance collaboration—may have contributed to increases in this population. Regarding 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 decrease for its students (indicator 7). This drop 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 FY 2018 and will again for FY 2019. Additionally, after experiencing a dip in enrollment in FY 2015 for both continuing education community service and lifelong learning (indicator 8), and basic skills and literacy courses (indicator 9), enrollment numbers are up for FY 2017. This may be attributed, in part, to the addition of a Transition Specialist in Adult Basic Education, who assists with retention initiatives and outreach. Continuing Education has also cultivated a strong connection with Marketing and is represented at many community events. The programs and initiatives described throughout this narrative are aimed at improving student satisfaction with goal attainment at HCC.

While HCC has 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 has stalled (indicator 11). HCC continues to be committed to hiring the most highly qualified faculty possible while striving to diversify its faculty. HCC hopes to continue to close this gap. In the most recent year (to be reported in the next PAR report), 10 full-time faculty positions were

filled, some by minority candidates.

## **Harford Community College Response to Commission Questions:**

### ***Commission Assessment:***

*In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. These data show sizeable gaps in outcomes (e.g., a 10.2 percentage point gap in the successful-persister rate for the Fall 2012 cohort and a 13.0 percentage point gap in the graduation-transfer rate for the Fall 2012 cohort).*

*The College acknowledges the ongoing gaps in persistence, graduation and transfer rates for these student populations, noting that, in response, the My College Success Network program was implemented to support minority students.*

*The College reports on some outcomes that show this program has promise. What are some preliminary findings the College can report on additional outcomes of this program? Has the College implemented other, complementary programs or strategies to address these gaps in performance?*

Harford Community College (HCC) implemented the My College Success Network in Fall 2014 in response to the strategic plan goal of eradicating attainment gaps due to income, race, gender, and ethnicity. The largest attainment gap exists between Black/African American and Caucasian students. The premier service in the Network is academic coaching. New Black and African American students who are 1-3 classes below college level (based on the Accuplacer assessment) are invited to participate in this service, which is a comprehensive first-year experience program offered in the format of two one-credit classes. In the fall semester, students receiving academic coaching are enrolled in SDEV 110: Success in College and Beyond, and in the spring semester are enrolled in SDEV 111: Career and Life Planning. Since the inception of the program, 405 students have participated in academic coaching. Students who receive academic coaching are retained at higher rates and earn higher GPAs than non-participants with similar demographics. For example, in the Fall 2017 semester, new students completing academic coaching earned an average GPA of 2.4 and were retained to spring semester at a rate of 75.8%, compared to non-participants with an average GPA of 2.0 and a fall to spring retention rate of 69.4%. Due to these outcomes, HCC anticipates an upward trend in the successful-persister rate and graduation-transfer rate for the Fall 2014 and later cohorts for Black/African American students.

While the My College Success Network is showing promise in helping to eradicate the attainment gap, further reform is needed to ensure a College-wide approach to addressing this persistent issue. Recognizing the need for further professional development regarding emerging

issues in higher education, HCC's President, Dr. Dianna Phillips, organized a speaker series throughout the 2017-2018 academic year. The first speaker, Dr. Tia Brown McNair, Vice President in the Office of Diversity, Equity and Student Success for the Association of American Colleges & Universities, reinforced the need for HCC to focus on being a student-ready college. The engagement and communication strategies she referenced established the expectation for faculty and staff to promote an inclusive, welcoming environment that fosters student success.

Throughout the academic year, HCC researched Achieving the Dream, a comprehensive non-governmental reform movement for student success, and evaluated benefits of joining the national organization. In February 2018, HCC welcomed the second speaker in the series, Dr. Karen Stout, President and CEO of Achieving the Dream, Inc. Dr. Stout spoke of the need for clear pathways specifically designed to help students seamlessly transition into baccalaureate programs or careers that provide living wages. She emphasized that some of the most successful practices in ensuring completion across all student demographics challenge our traditional higher education business models. The final speakers in the series—Dr. Daniel J. Phelan, President of Jackson College and author of *Unrelenting Change: Innovation and Risk: Forging the Next Generation of Community Colleges*; and Dr. Jonathon Gueverra, President of Florida Keys Community College—spoke of the need to be innovative in the programs offered in order to keep pace with the needs of society (Phelan) and to ensure the programs offered are responsive and accountable to the needs of our community (Gueverra).

In June 2018, HCC joined Achieving the Dream. Achieving the Dream is committed to creating, developing, and sharing resources for the student success movement. A particular focus of Achieving the Dream is improving the success rates for low-income students and students of color. Through the *Gathering In* equity and inclusion discussion series sponsored by the Cultural Diversity Committee and an all-faculty presentation entitled *Making Data-Informed Decisions*, HCC became well-versed in momentum metrics tracked through the Voluntary Framework for Accountability, an initiative of the American Association of Community Colleges that supports reporting and benchmarking of success metrics that are created by and for community colleges. When looking at the six-year outcomes for math, of the 173 black students in the main cohort who required developmental math and were new students in the Fall 2010 semester, only 27 completed college-level math within six years. The outcomes were slightly better for English. Of the 138 black students who required developmental English courses in the Fall 2010 semester, 53 completed college-level English within six years.

This past academic year has been a year of knowledge, change, and planning for HCC. By joining Achieving the Dream and unifying student success efforts across the campus and beyond the My College Success Network, HCC is committed to actualizing the strategic plan goal of eradicating the attainment gap.

Additional plans for FY 2019 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 take the placement exam afterwards, are more likely to either move up into a higher level transition course or directly into a college-level course. Further, HCC plans to work with new GED graduates to support and encourage them to enroll in a certificate or degree

program.

## Success Indicators

Harford Community College (HCC) continues its efforts in support of **Goal 2** (*Success: promote and implement practices and policies that will ensure student success*). The College has focused particular attention on students with needs in developmental course work, resulting in a steady increase since the Fall 2011 cohort in developmental completers after four years (indicator 15). For students requiring developmental English and reading courses, a number of initiatives designed to promote completion were implemented and continue to date. 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 instructions to students not mastering concepts in Term One. In addition, 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 17) indicates that, for English, about 60% of students approved for the course placement exemption passed the English course. For math, about 74% of approved students passed the math course.

These collaborative and comprehensive efforts have resulted in a steadily increasing fall-to-fall retention rate of 56.8% of the 2016 cohort of developmental students (indicator 13a). HCC also experienced a significant increase in fall-to-fall retention of Pell Grant recipients, which reflects students from lower-income families and first-generation college students. Of the 2016 cohort, the retention rate reached 57.3% (indicator 14a). 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 of 83.9% after four years for developmental completers (indicator 16b). In contrast, the successful-persister rate for college-ready students reached 89.3% (indicator 16a), slightly under the benchmark for the Fall 2016 cohort of 90%. HCC's most recent successful-persister rate for all students was the Fall 2013 cohort, which reached 79.9%, and which is above the 77% benchmark for the Fall 2016 cohort (indicator 16d). HCC's diverse student population showed an increase in the successful-persister rate for Hispanic students, with the most recent cohort data of 77.2%, which meets the Fall 2016 cohort benchmark of 77% (indicator 17c).

While it is impossible to connect increases in retention to certain initiatives, there are two initiatives that, combined, may be positively affecting these numbers. HCC has fully implemented an assigned advisor model, which allows for more immediate, personalized advising interventions throughout the student lifecycle. In addition, HCC has implemented the DegreeWorks degree-planning program in an effort to get all students on a credential track very early in their College careers.

Despite focused efforts such as the My College Success Network cited earlier in this report, efforts to improve successful-persister (indicator 17) and graduation-transfer (indicator 18) rates

for Black/African American students have not yet yielded the desired results. One of the earliest items on the agenda for the data analytics service HCC recently purchased will be a deeper analysis of factors leading to success for this population. In addition to evaluating lagging indicators, HCC will focus on early predictors of success in an attempt to intervene as needed to assure each student's chance for success. Additionally, as part of its Achieving the Dream participation, HCC will work to scale successful programs such as the Network in order to serve a greater number of students.

HCC's graduation-transfer rate indicates that the most recently reported cohort for all college-ready students reached 73.5% (indicator 18a) and 61.5% for all students for the same cohort. HCC is pleased that it awarded 1,125 credit certificate and associate degrees (indicator 20), a slight decline from the previous year but aligned with a slight decrease in overall credit enrollment. The enrollment in STEM programs continues its upward trajectory, with an enrollment of 1,951 in its most recent reporting (indicator 21a) and 348 STEM credit awards (indicator 21b), which exceeds the FY 2020 benchmark of 270.

Indicator 25 has seen a decline in certification pass rates. 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, it is possible that some students are choosing to be accredited by one of the non-reporting agencies. Efforts to bolster declining NCLEX pass include extensive preparation for the exam. In addition, during the last semester of the program, students are given the ATI NCLEX-RN predictor. Each student who takes this exam is given an individualized remediation plan for content 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 continues to improve, evidence of a high-quality classroom experience. For AY 2016-17, 90.1% of graduates achieved a GPA of 2.0 or above during their first year of attendance (indicator 26a), and the mean GPA increased to 2.98% (indicator 26b), which exceeds the benchmark for AY 2019-20 of 2.96.

HCC continues to evaluate expenditures by function across the organization as displayed in indicator 27. Fund allocations in FY 2017 are comparable to FY 2016, 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.

This year, HCC revisited its strategic enrollment management efforts in response to a continuing decline in enrollment that is occurring at most Maryland community colleges. A strategy team comprised of faculty and staff, who represented both academic affairs and student affairs, was organized in Fall 2017. The Retention Council was charged with setting short- and long-term measurable goals, designing integrated and interdisciplinary programming and interventions based on best practices, and educating the campus community. The Council conducted data reviews on various reports focused on student retention, success, and completion; inventoried current recruitment, retention, and completion initiatives; and proposed enrollment management goals for 2018-19 which reflect the student lifecycle from connection to completion and transition. Upon implementation of and alignment with the new strategic plan, these goals will be finalized, along with appropriate objectives and assessment metrics.

To further HCC's efforts to enhance student success, the College became a member of Achieving the Dream (ATD), a national reform network of over 200 community colleges across the country, including Hawaii and Alaska, dedicated to improving retention and completion. A team comprised of the College president, executive leaders, faculty, staff and administrators attended the June 2018 Kick-Off institute to begin steps for the planning year, which is AY 2018-19. HCC will be supported by two coaches—a leadership coach and a data coach. Two teams have been organized—core and data teams—to help lead HCC through its enhancement of seven capacity areas: equity, teaching and learning, data and technology, leadership and vision, engagement and communication, strategy and planning, and policies and practices. This will be a three-year initiative for HCC, with efforts to integrate ATD with the strategic planning process.

### **Innovation Indicators**

Harford Community College (HCC) is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*. There are upward trends in continuing education and workforce development. For example, enrollment in continuing education workforce development courses increased to 4,903, as noted in indicator 31b. Another success achieved by HCC is noted in the increasing number of business organizations for which the College provided training and services under contract. This number increased to 35 for FY 2017, in comparison to 25 in FY 2016 (indicator 32). This is due in part to the concentrated effort by HCC officials to enhance College outreach to local business and identify the ways in which the College could better meet contract-training needs in the community. This success is also reflected in the number of course enrollments for contract training, which dramatically increased from 987 in FY 2016 to 1,985 in FY 2017. The current reporting year exceeds the benchmark of 800 established for FY 2020. Employer satisfaction with the services provided by HCC for contract training remain high at 100% for FY 2017. Simultaneously, HCC experienced a decline in enrollment of its continuing education workforce development courses. HCC recently restructured its Continuing Education department with the aim of improving its registration process, reorganizing staffing patterns, and reallocating funds. With a new dean at the helm, it is expected that these steps will enhance enrollment and deeper outreach into the community for workforce and community/continuing education.

This year, HCC prepared for and transitioned to a browser-based ERP system, moving from Banner 8 to Banner 9. As part of this transition, College leadership focused on redesigning existing business processes to enhance the student and employee experience. With the assistance of a consultancy, HCC reviewed 10 functional areas, several of which impact the student experience—admissions and recruitment, financial aid, advising, registration/records and scheduling, and student accounts, to name a few. Throughout the process, HCC, with the help of the consultant, focused on redesigning the student life cycle using principles promoted by the Completion by Design initiative, a process and a philosophy that helps identify barriers to progression, design solutions, and drive institutional transformation. Following these principles, the consultants issued a final report in February 2018 with numerous recommendations which covered three areas: processes to delete, processes to adopt, and processes which need strengthening. A senior leadership team serves as the steering committee, identifying top priority projects for HCC for FY 2019. It is anticipated that a redesign in these areas and other across

campus units will foster innovation and enhance student success, evolving HCC into its future state.

### **3. Community Outreach and Impact**

Harford Community College (HCC) has significant impact on the community and seeks opportunities to interact with residents, employers, and visitors. HCC recently completed celebrations related to its 60<sup>th</sup> anniversary as a higher education institution. A robust schedule of events took place throughout the AY 2017-18 to bring the community together to learn about HCC's accomplishments through the years. The celebration culminated in a large event which included community residents and local and state dignitaries, as well as the campus community.

Next, HCC is conducting a feasibility study to determine the efficacy of establishing an applied technology center along the Route 40 corridor of the county. This includes the communities of Aberdeen, Havre de Grace, and Joppatowne, which are located farther from the campus location in Bel Air. The feasibility study activities include interviews of campus and external stakeholders, exploration of support from county officials, and possible available state resources to support a center. A final report is due to HCC early in the Fall 2018 semester.

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 continue 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 HCC campus, enable students to earn both their associate's degree and 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's degree at HCC, 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. The first HCC student graduated from Towson University's ATB Option in December 2017; seventeen HCC nursing students graduated in May 2018 from Towson's ATB option. A total of 80 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 TUNE campus. The Towson ATB option began in conjunction with the Maryland Higher Education Commission (MHEC) Nurse Support Program II academic progression grant project, "Cecil-Harford Academic Progression in Nursing Initiative" (NSP II-16-111). The five-year grant project is shared with Cecil College and funded through FY 2020.

HCC 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, an event attended by 174 prospective education majors. Students had the option of participating in different workshops, including learning about the required field placements in the teacher education programs, different areas of teaching certification in MD, 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 fourth annual, and best attended, Visual, Performing, and Applied Arts (VPAA) Arts Connection Day was held in March 2018. 191 juniors and seniors from eight local high schools visited Joppa Hall, where many of HCC's arts programs are housed, for a day of demonstrations and class participation in Art + Design, Mass Communications, Music, and Theatre. The day ended with students choosing to attend either a musical or theatre performance. Data is not yet available for the number of attendees who have registered for classes for Fall 2018, but of the 71 students who attended the March 2017 event, 37 (or 52%) registered for classes in Fall 2017.

As part of an effort to further enhance an already strong relationship with the local educational agency, a full-time faculty member was appointed in 2017 to a fifty-percent work reassignment as K-12 liaison with Harford County Public Schools. A white paper was issued on current efforts and areas which need strengthening. This K-12 liaison relationship will continue into AY 2018-19.

The HCC Library held a special public event honoring its 50<sup>th</sup> year anniversary as a federal depository library. President Dianna Phillips gave opening remarks and the director of the U.S. Government Publishing Office presented an award.

The Hays-Heighe House, a renovated historic home located on the campus, last year hosted 511 visitors to a variety of programs. Programs such as themed teas and living history presentations are presented throughout the year. The Grace Hopper living history presentation, for example, highlighted the life of this pioneer in the field of computers and computer programming in the 1940s and '50s. This program was presented as part of a spotlight on technologies and as part of a celebration of the Aberdeen Proving Ground's 100<sup>th</sup> anniversary. One themed tea celebrated HCC's 60<sup>th</sup> anniversary and featured music and food celebrating the College's and county's special relationship with Estonia.

#### **4. Accountability Indicators**

See attached HCC 2018 Accountability Indicators Table.