

# 2015 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

## 1. Mission

Harford Community College (Harford CC) is committed to, and strives to achieve, the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March of 2013. The Harford CC 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

In an effort to advance ***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*), Harford CC continues to focus on student achievement. Goal 1 of the Harford CC Strategic Plan - *Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning, and assessment* - supports the ***Maryland Ready*** emphasis on maintaining and improving the quality education students receive at Maryland institutions of higher education. Harford CC's most recent graduate survey shows that 98.7% of graduates are satisfied with their educational goal achievement and demonstrates the College's dedication to helping students reach their educational goals (indicator 1). Our strategies to improve student success and retention have resulted in a 4-year high in retention for both developmental and college-ready students (indicators 3a and 3b), putting Harford CC on target for meeting established benchmarks. This year, Harford CC continued personalized outreach to assist General Studies Undecided students with choosing a major. Career advisors contacted these students to assist them with academic major and career discernment. The outreach initiative led to a 30% increase in the number of students choosing a major. The success of these efforts is evident in a rate of 52.2% developmental completion after four years (indicator 4), which now exceeds the Harford CC established benchmark. Persistence (indicators 5 a-d) is also at or above benchmark for all categories. This demonstrates that Harford CC's emphasis on keeping students focused on completion and preparation for success has been effective. These efforts have led to graduation-transfer rates after four years also nearing established benchmarks in all categories (indicators 6a, 6b)

Reaching out to community partners is a priority at Harford CC. Due to its continued success, Harford CC increased high school iPlan sessions in FY14 from 11 high schools to 12, adding for the first time a private high school. The program also enhanced the existing enrollment process to support first year success by offering prospective students three methods to enroll to Harford CC: the high school iPlan, the Group iPlan, and the Self-Paced iPlan. 82% of high school iPlan

attendees registered for fall 2015 courses. A total of 30 iPlan sessions were held at high school locations and Harford CC. These efforts have led to a 4-year high in market share of recent, college-bound high school graduates of 74.1%, exceeding benchmark in this area four years in a row (indicator 12). Extending Harford CC's efforts to strong high school partnerships within the county also supports a continually growing high school student enrollment (indicator 14). Harford CC set an aggressive benchmark for this indicator, and although the goal has not been met, high school student enrollment has increased from 338 students in FY2011 to 451 students in FY2014, representing an increase of 33.4% over a four year period.

The iPlan program included an emphasis to students about the importance of attending PowerUp! Orientation. Facilitated by returning students, PowerUp! Orientation focuses on fostering relationships between students, as well as student success topics such as goal setting, time management, and student services. This program has grown from just over 300 participants in fall 2013 to over 600 students in fall 2014 to a projected number of 700 participants in fall 2015. Future orientation sessions will accommodate up to 1,000 students. Initial data reinforces the positive response. A review of three years of data shows an increase in student satisfaction related to the orientation experience (from 83.7% in 2012 to 91.4% in 2014). In addition, 80% of PowerUp! Orientation participants finished their fall semester with a grade of a C or above, as opposed to only 63% of their peers who did not participate. Fall-to-spring retention for the same cohort was 19% higher for students who attended a PowerUp! Orientation versus students who did not. The efforts of this program have also contributed in progress toward attaining a 4-year high for retention goals (indicators 3a and 3b).

As a result of considerable effort in facilitating developmental student success, Harford CC has reached benchmark in developmental completers after four years (indicator 4) and successful persistence of developmental students. A multi-faceted approach to student learning was developed to create successful pathways for all students, beginning with Academic iPrep Week. This program is a collaborative college-wide effort to improve student learning and promote a successful transition into higher education and is conducted as a one-week tutoring and academic skills review program. At the end of the intensive program, students have the opportunity to repeat placement testing. For this academic year, 93% of iPrep participants chose to retest, 23% electing to re-test in all three areas (reading, writing, and math). For math, 50% of students tested one math course higher, and 14% of students tested two math courses higher. For English, 40% of students tested into a higher writing course, and 54% of students completely tested out of transitional reading. This suggests that the students who re-took the reading portion of the test would have performed better had there been more reading preparation in the iPrep week's curriculum; a more comprehensive reading portion is planned for future sessions. As a result of one week of intense academic review and an investment of \$60 per participant, students are beginning their college program one, two, or even three steps closer to graduation. These improvements in placement allow students to begin further along the pathway to success and promote persistence and completion. Academic success coaches are available to at-risk students to facilitate navigating successful course selection, academic progress, and completion. Through its efforts and focus on developmental and at-risk students, Harford CC is now at or exceeding all benchmarks for successful-persister rate after four years (indicator 5), and nearing benchmark for graduation-transfer rate after four years for all students (indicator 6d).

## Access and Affordability Indicators

Harford CC supports *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) Although the College continues to experience decline in overall unduplicated credit headcount (indicator 9a, 9b), the College continues to leverage its positive presence in area high schools, meeting or exceeding its established benchmarks for market-share of recent, college-bound high school graduates (indicators 10 and 12). Although the College has not achieved its aggressive benchmark for High School Student Enrollment (indicator 14), it has seen a 33% increase from fall 2011 to fall 2014, representing a 4-year high in enrollment of these students at Harford CC. The campus continues to develop new opportunities for dual enrollment. In FY2015, the campus offered dual enrollment programs in Business and Accounting, working directly with three county high schools, with Cybersecurity expected to launch in FY2016. To build enrollment in Continuing Education and Training (CET), the college is focusing its efforts on new audiences, dual enrollment for high school students in areas of workforce development and apprenticeships, health care contract training, and industry-driven technical training programs.

Harford CC also focuses on students with some college experience and continues to develop formal partnerships with Maryland four-year institutions. Through an ADAPTS Reverse Transfer Grant, Harford CC continues the work of identifying past students who have transferred to a four-year institution but have not yet finished their degree. Since May 2012, the college has awarded 75 reverse transfer associate degrees. Initiatives such as this contribute to Harford CC's ability to exceed its benchmark in market-share of part-time undergraduates (indicator 11).

In an effort to support an increased trend in part-time enrollment and alternative modes for instruction, Harford CC has seen increases in online credit enrollment (indicator 13a). This mode of course delivery supports alternative access options and enrollments will likely continue to climb. In response to ongoing decline in CET online enrollment (indicator 13b) and efforts to expand online offerings, the College has begun the process of adding a new online course provider for CET classes.

The approach to course offering in Continuing Education has changed at Harford CC. In response to a decline in enrollment in community service and lifelong learning courses (indicators 16a, 16b), Community Education is focusing on new course offerings and travel experiences to entice new enrollment and continue positive enrollment trends for this type of programming. The new GED computer testing system has reduced the number of students enrolling in Adult Basic and literacy programs but has increased the pass rate for the students taking the exam, and Harford CC has the fourth highest ranking (17%) in the state of transitioning students to postsecondary education. New audiences have been reached for the ESL program and that will increase the numbers in the overall literacy program (indicators 17a and 17b). While still falling short of the benchmark, the increase demonstrates progress.

*Maryland Ready Goal 2* reinforces the importance of limiting tuition and fee increases as a way to protect access to Higher Education. This year, Harford CC has embarked on an initiative to balance affordability with financial responsibility. This year's operating budget was approved

by the Harford CC Board of Trustees and includes a balanced budget with no need to draw on reserve funding. While this plan necessitated five-year incremental tuition and fee increases, it allows Harford CC to remain close to its benchmark for Tuition and Fees as a Percentage of Tuition and Fees at Maryland Public Four-Year Institutions (indicator 15). Relatively flat state and county funding created the necessity to re-envision our approach to cost-containment and efficiency within the budget process. Even with this tuition increase, Harford CC remains one of the more affordable community colleges in Maryland.

With this initiative, Harford CC has not lost sight of the student. There are initiatives in place for students to maximize degree progress while maintaining affordability. Through a collaborative effort between Advising and Financial Aid, Harford CC works to monitor the Satisfactory Academic Progress (SAP) of students receiving financial aid. These offices are working to rehabilitate students who are not meeting SAP guidelines and have been terminated from financial aid. An appeals committee reviews all appeals and refers students to Academic Advising for assistance.

The Financial Aid office has worked to assist as many students as possible to make college affordable, and in the 2014-2015 academic year awarded Pell Grants to 2,277 students totaling \$6,632,241. This work has led Harford CC to exceed the benchmark of Fall-to-Fall Retention of Pell Grant recipients (indicator 26a), with retention of these students holding steady above the established benchmark. Financial Aid also facilitated certifying 419 veteran and active military personnel for benefits through the Military and Veteran Affairs Office.

## **Diversity Indicators**

In full support of *Maryland Ready Goal 3* (*Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population*), Harford CC has worked to ensure that access and success at the institution is equitable. Harford CC provides academic, financial, career, and transfer advisement to its diverse student population, totaling approximately 19,000 advisor visits in FY2015. Harford County's non-white service population of people 18 or older (indicator 18b) continues to grow and is currently at about 20.1%. As of Fall 2014, Harford CC has met its established benchmark for percent non-white enrollment (indicator 18a) and is working to improve its ability to educate an increasingly diverse population. Dedicated Admissions Specialists create relationships with particular county schools, often with space on-site at the high school, providing admissions and academic counseling to promote access to Harford CC and a smooth transition to college. Persistence by African American students (indicator 21a) has slowly improved over the past three reporting periods and the College looks forward to making positive progress toward the benchmark.

In the spirit of *Maryland Ready's* emphasis on equitable opportunity for academic success and cultural competency, Harford CC has committed to eradicating achievement gaps based on income, race, gender and ethnicity (Harford CC Strategic Plan Goal 1, Strategy 1). In its second year, MyCollegeSuccess Network is now fully-staffed and implemented, and continues to help Harford CC further its diversity goals. This program, which began with grant funding but has continued with college budgetary support, combines assigned advising, academic coaching, cultural events, and services designed to support and empower newly enrolled African American

students. In FY2015, the network provided support to 296 African American students, and academic coaching to 109 African American students through a scholarship-funded HD 110 Success in College and Beyond course. In total, academic coaching participants made a combined 1,882 visits to program staff members. Grade reports show that students in the program achieved a 1.78 cumulative GPA compared to 1.0 cumulative GPA of students who did not participate in academic coaching. Students who completed academic coaching were also retained at higher rates than African American students who did not complete academic coaching. Although this data shows improvement, more work must be done at Harford CC to help African American students continue to move forward.

To compliment academic and financial aid initiatives, Harford CC implemented a redesigned Soar2Success program. This program offers co-curricular social and cultural activities that highlight the African American experience. Two iCanSucceed empowerment sessions were also held in September 2014, introducing students (new and returning) to the support staff and services available through the program. Breakout sessions included information about tutoring and other academic services, and available scholarships. Financial support for iCanSucceed was provided by the Harford Community College Foundation, enabling nearly 200 students to participate. Although these are new programs, Harford CC is confident these initiatives will assist in achieving the aggressive goal for graduation-transfer rates of African American students (indicator 22a). After 3 years of inconsistent progress, Harford CC's graduation-transfer rate was stable two years in a row, and the College looks forward to positive progress toward this benchmark.

Beyond our African American students, Harford CC works to continually foster an inclusive campus community. Many programming opportunities and events were planned in the past year to educate and celebrate diversity. The campus presented a screening of the movie *Fixed* as part of our "Faces of Disability" awareness campaign. Cultural Diversity Days are hosted on campus twice a year; the first focused on Latino Americans and included numerous ways to experience Latino American literature, history, and culture during Hispanic Heritage month. The second focused on Native Americans and took place during National Library Week. Other themes emphasized on campus during the year included Civil Rights Act 50<sup>th</sup> anniversary; Women's suffrage movement; Hanukkah; Black History; military families; and Irish-American culture. Over 150 people took advantage of these cultural opportunities.

### **Student-Centered Learning Indicators**

To create students who are successful, lifelong learners, Harford CC continually works to support **Maryland Ready Goal 4** (*Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates*). According to the 2011 Alumni Survey, respondents recognize the high quality of preparation received at Harford CC. Graduate satisfaction with preparation for transfer is at 86.7% for the 2011 cohort, and exceeds the established benchmark (indicator 24). Student completion is Harford CC's focus, whether it is a career degree, certificate, or preparation for transfer to a four-year institution. Harford CC award data points toward a trend for students to pursue a transfer degree over professional degrees and certificates. While the

College well exceeds the established benchmark for transfer degrees awarded and is nearing benchmark for certificate awards (indicators 25b and 25c), it falls short in awarding of career degrees (indicator 25a). Work is being done to evaluate career degree programs to assure that they are relevant and consistent with market needs and trends. Harford CC's Business Management programs have launched a new Seamless Certificate to Degree Completion Model to improve graduation rates by refining the career options available to students. Five new certificates and program concentrations were created. Substantial increases in both certificate and degree completions were realized in FY2014; twelve students completed one of the business management certificates and thirteen students completed the business management A.A.S. degree. This compares with six students completing a certificate and eight completing a degree in FY2013. Expanding this model to other programs and degrees is currently being explored.

Harford CC's participation in the Maryland One Step Away (OSA) Grant is in its first year and is geared toward increasing degrees and certificates awarded to students who were previously enrolled but were unable to complete their education goal. In fall 2014, 37 degrees were conferred on OSA students who were found to be degree-eligible. In addition, 786 students within 1-30 credits of degree completion were contacted by OSA advisors. Of this group, 83 students have re-enrolled in a total of 453 credit hours as of summer 2015 semester. This enrollment number is likely to increase with fall 2015 enrollment still pending. In spring 2015, 15 degrees were conferred on OSA students. This was made possible by enhanced student support systems, including concierge academic and financial advising.

Harford Community College Connection Day continued in March of 2015. This program is targeted toward high school juniors and seniors to help them get on an established path of their choice. Students are invited to come to campus and learn about specific program opportunities on campus such as Visual Performing and Applied Arts (VPAA) and Allied Health. Harford CC continues to experience declining Education transfer credit enrollment (indicator 27a). Numbers of teacher education graduates from community colleges is down across the state. External factors continue to contribute to this trend, including difficulty finding a position, declining salaries, and implementation of educational reform. Of the students entering the Education transfer programs, they are completing above the established benchmark (indicator 27b). Initiatives have been put in place to encourage enrollment in the Education transfer program. Harford CC has an articulation agreement with HCPS regarding the early childhood education program. In addition, students who complete the Teacher Academy Program in HCPS can get credit at Harford CC. The College also has the Towson Transfer Articulation with Harford CC's AAT ELEM ED program in which students transfer to Towson University in NE Maryland at the Harford CC campus and complete a cohort group degree.

## **Economic Growth and Vitality Indicators**

*Maryland Ready Goal 5 (Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research)* motivates Harford CC to facilitate aligning graduates' education and training with the career and workforce needs within Harford County and beyond. This is positively reflected in the 97% of full-time employed career program graduates working in a related field (indicator 28). Even with significant growth (over

10%) in full-time employed career program students, Harford CC's graduate satisfaction with job preparation decreased, falling below benchmark this year (indicator 29). In response, Harford CC created improved ways in which students can connect with employers prior to graduation such as employment readiness workshops for Certified Nursing Assistant candidates and Medical Assisting students. Workshops included resume development, interview techniques and job search skills. Representatives from the College also attend various meetings with local employers to develop job opportunities and experiential learning opportunities for students. Harford CC coordinated and implemented the College and Career Fair at APG Federal Credit Union Arena (APGFCU), hosting approximately 4,000 attendees, 140 College/University representatives and 40 career vendors, launching a partnership between Harford CC, Harford County Public Schools, and the Greater Excellence in Education Foundation to become the premier College and Career Fair in the area.

Although overall enrollment and head count in continuing education workforce development continues to be inconsistent, the number of courses enrolled per student saw a 6% increase (indicators 30a and 30b). Harford CC has added two new apprenticeship programs that will take time to build but are on solid foundations for growth. An in-depth study has been done to determine what workforce development courses should be offered to support business and industry in the region and those courses are currently being offered or developed. Harford CC has worked to be responsive to market conditions, and despite a relatively flat unduplicated headcount in Continuing Professional Education (indicator 31), annual course enrollments have increased for the third year in a row nearing the established benchmark. Although Harford CC contract organizations remain flat in FY2014 (indicator 32), 100% of the contractors the College worked with were satisfied with the quality of program offered by Harford CC for the second year in a row (indicator 34). Harford CC will continue to pursue the direction of working closely with contract organizations and provide very high quality education and training.

High quality Science, Technology, Engineering, and Math (STEM) programs are central to achieving ***Maryland Ready Goal 5***. Although Harford CC continues to see a declining credit enrollment in STEM programs (indicator 35a), students who do enroll in STEM programs at Harford CC are successfully completing their courses of study as Harford CC exceeds its benchmark of credit awards for STEM programs (indicator 35b). Technology Needs Teens (TNT) continues to be a major opportunity for outreach to Harford's public middle schools. TNT targets eighth grade students who spend the day at Harford CC with industry leaders who present a variety of STEM-related presentations. This program is a collaborative effort between Harford CC and nine area middle schools and served 180 students in FY 2015. Harford CC also works to provide gateways into STEM programs for area high school students. All ten area high schools now participate in an articulation agreement to offer transitional math courses on location to HCPS students. In spring 2014, six schools offered Math 017, Intermediate Algebra serving 208 students. Math 017 is Harford CC's terminal developmental math course, and it is the gateway course to STEM and Liberal arts math courses. Of the 208 students, 123 enrolled in Harford CC in the subsequent semester (69%).

## **Data Use and Distribution**

Although there are no benchmark indicators to address the *Maryland Ready Goal 6* (*Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision making, and achievement of State goals*), to help further the goals of the State, Harford CC continued participation in the national American Association of Community Colleges initiative, Voluntary Framework of Accountability (VFA). College-specific dashboards went live on a dedicated, national website in fall 2014 for self-service to the general public. Harford CC will continue the exploration of using VFA data into the next fiscal year.

To better assist students, the DegreeWorks system has been implemented on campus. This comprehensive degree progress tool is intended to put valuable student information at the fingertips of both students and their dedicated advisors. DegreeWorks helps students more efficiently plan and reach their academic goals. Harford CC also launched a new career services platform entitled “Harford CC Career Connect.” This platform manages full- and part-time employment opportunities, internships, cooperative education, student employment, volunteer service learning, alumni employment and more, from one comprehensive, web-based system. Harford CC also supports the *Maryland Ready Goal 6* emphasis on effective policy analysis and informed decision-making. Harford CC has worked with a collaborative team in the past year to develop early monitoring and intervention strategies to keep students on the path to success. The intention is to learn, using a data-driven regression model, how to identify at-risk students early and intervene where possible. Due to the success of this application of predictive analytics, attention has now turned toward adapting this modeling technique to learning more about the bridge between students who are admitted to Harford CC, and those students who actually register and attend classes.

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

*Regarding indicator 6a, Graduation and transfer rates after four years for college-ready students and indicator 6b, Graduation and transfer rates after four years for developmental completers: Describe the strategies that the College intends to follow to achieve the projected benchmark for the fall 2011 cohort.*

After a slight dip in graduation and transfer rates after four years, the College is back on track and within 1% of the established benchmark. We can attribute this to the culture of student success on campus within the academic faculty, student support services, and administrative units. We have worked diligently to streamline our advising services and implemented new technology to keep students on the pathway to success. In fall 2014 the campus purchased and implemented the previously discussed DegreeWorks system and conducted intensive training for staff. Advising models were streamlined, and collaborations between financial aid and advising have been successful. Targeted intrusive advising initiatives for students with at least 45 credits have expedited students’ progression toward completion. The redesign and expansion of tutoring and testing services into a comprehensive Learning Center lends to a more accessible student success environment and allows for better tracking of outcomes.

*Regarding percent minorities of full-time faculty (indicator 19): Despite small fluctuations in the percentage of minority full-time faculty from fall 2010 to fall 2013, the College estimates a three-fold increase for fall 2015. Please discuss the strategies that inform this aggressive goal:*

Harford CC's percent of minority full-time faculty increased from 6.7% in fall 2013 to 8.9% in fall 2014. The College asserts that the benchmark, while aggressive, is aspirational and that there has been some progress toward achieving the goal as evidenced by a slight increase in this year's percentage. It is the aim of the College to have full-time faculty reflect its service area demographics; Human Resources and Academic Affairs incorporate a variety of strategies to attract high quality applicants for all open full-time faculty positions. These data indicate that efforts to recruit and retain minority employees are beginning to pay off. There continue to be opportunities to improve the recruitment, development, and retention of diverse employees. Some of the initiatives in place include the Human Resources office using targeted advertising both for under-represented groups and field-specific searches. Recent postings were placed on DiverseEducation.com, Journal of Blacks in Higher Education, Student Affairs Administrators in Higher Education, Insight into Diversity, Minority Update, and the National Association of African Americans in Human Resources. The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. The College's academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations, and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

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

As a participatory and vital community resource, Harford CC provided staff to represent the College at over 51 community events including multiple college and career fairs, expos, community events, and family days. Representation at such events reinforces the College's commitment to serving the community. Harford CC coordinated box-office support for over 120 Harford CC and external events presented in the Arena, Chesapeake and Black Box Theaters, Joppa Recital Halls, and Amoss Center. During FY 2015, Harford CC served more than 80,500 patrons at 60 events in the APG Federal Credit Union Arena, including ten sell-outs spanning various events. The arena has also become a venue for graduation ceremonies, hosting seven area high schools in spring 2015. Regional events for high school sports such as a regional cheerleading competition were held on Harford CC's campus as well. Each year, Harford CC hosts a variety of events – from national touring artists, local musicians, theater and dance performances, art and history exhibits and much more. These events will now be promoted under the new brand: "LIVE at Harford Community College". This brand will host its own website, media pages and logo.

Harford CC and the local Dresher Foundation will continue their collaborative initiative, Connect Harford, in the coming year. Connect Harford is a visionary gathering of leaders in

business, government, and education who are dedicated to promoting and inspiring economic growth and a prosperous future for the diverse community that is Harford County. Harford County possesses many assets – educated workforce, technological innovations, strong educational institutions, healthy business environment, and prime geographic location – which provide it with the potential of becoming one of the top places to live, work, and play in the United States. The annual symposium engages 350 participants about the possibilities in three specific areas where Harford County is uniquely positioned to excel. Small group discussions focus on existing assets and resources, barriers to growth, and the sharing of innovative solutions – inspiring all stakeholders to take the actions needed today to make their vision a reality tomorrow.

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

See attached Harford CC 2015 Accountability Indicators Table.