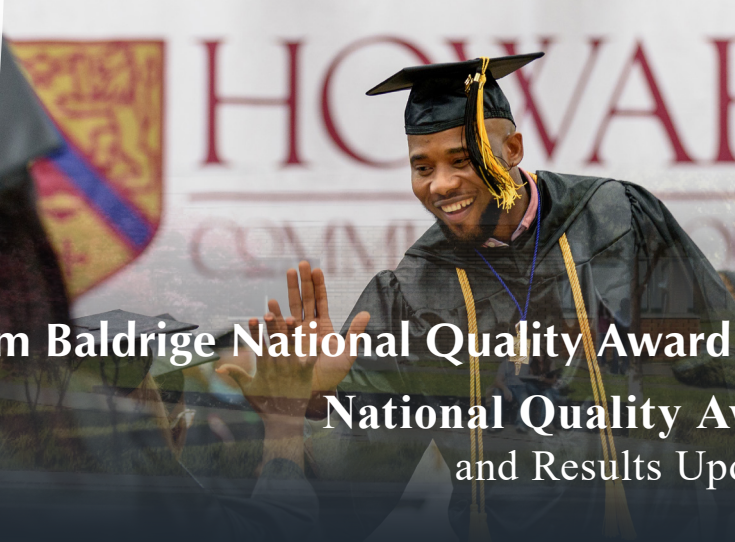# HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

Malcolm Baldrige National Quality Award 2019

National Quality Award Application
and Results Update September 2019

Howard Community College
Malcolm Baldrige Quality Award Application

Table of Contents

HOWARD COMMUNITY COLLEGE

Board of Trustees*

President
Kathleen Hetherington

Executive Associate to the President
Linda Emmerich

Executive Assistant to the President
Maha Salamah

Executive Director of Public Relations & Marketing
Elizabeth Homan

Director of Development/ Executive Director of Educational Foundation
Missy Mattey

Vice President of Academic Affairs
Jean Svacina

Vice President of Administration & Finance
Lynn Coleman

Vice President of Student Services
Cindy Peterka

Vice President of Information Technology
Tom Glaser

Associate Vice President of Academic Affairs
Greg Fleisher

Academic Engagement
Matthew Van Hoose

Arts & Humanities
Valerie Lash

Business/Computers
Sharon Schmickley

Continuing Education & Workforce Development
Minah Woo

English/World Languages
Margaret Garroway

Health Sciences
Georgene Butler

Mathematics
Mike Long

Science, Engineering, and Technology
Patricia Turner

Social Sciences and Teacher Education
Laura Cripps

Teaching and Learning Services
Steve Horvath

Capital Projects and Facilities
Chuck Nightingale

Finance
Chris Heston

Human Resources
Karlyn Young (acting)

Auxiliary and Capital Programs
Shelly Bilello
****

Auxiliary Services
(Café and Bookstore)
Dewey Grim

Public Safety
Bill Davis

Enrollment Services
Alison Buckley

Admissions, Advising & Transfer
Dorothy Plantz
****

Financial Aid Services
Dawn Mosisa-Lowe
****

Records, Registration, & Veterans Affairs
Cheryl Cudzilo
****

Test Center
Zakia Johnson

Student Development
Janice Marks

Academic Support Services
Debra Greene
****

Children's Learning Center
Laurie Moran
****

Counseling & Career Services
Jay Coughlin
****

Disability Support Services
Kathy McSweeney
****

Student Life
Schnell Garrett

Senior Director of Athletics and Student Conduct
Geoffrey Colbert (acting)
****

Athletics
Erin Foley (interim)

Administrative Information Systems
Linda Wu

Information Services
John Garnsey

Planning, Research, & Organizational Development
Zoe Irvin

Student Computer Services
Sung Lee

User & Network Services
Mike Heinmuller

Updated 02/04/19

Glossary of Terms and Abbreviations

#

360º – Performance review of supervisors and vice presidents by selected colleagues and direct reports

A

AA – Associate of Arts degree
AACC – American Association of Community Colleges
AAS – Associate of Applied Science degree
AAT – Associate of Arts in Teaching degree
ACCT – Association of Community College Trustees
ACUPCC – American College and University Presidents' Climate Commitment
ADA – Americans with Disabilities Act
Admin – Administrator employee (constituency) group
AFIT – Alliance for Innovation and Transformation
ALE – Advanced Leadership Experience
ALP – Accelerated Learning Program
AoS – Available on site
ARL – Applications and Research Laboratory
ASE – Associate of Science in Engineering
ASSIST – Assessment and Intervention for Students Team
Avg – Average
AVP – Area Vice President
AY – Academic year

B

Benchmark – external comparative data; identified on charts as QAW, EC, best peer, state average, etc. (Historically, the term HCC benchmark might be either an internally-set target or an external comparison.)
Board Ends – Key performance indicators (include MHEC indicators) reviewed monthly by the Board of Trustees
BOT – Board of Trustees

C

C – Collaborators
Canvas – a system designed
CARE – Concern Assessment and Response for Employees
CAPTE - Commission on Accreditation in Physical Therapy Education
CCRCCA - College and Career Readiness and College Completion Act
CC – Curriculum Council
CM – Continuous communication
CCSSE – Community College Survey of Student Engagement (national)
CEWD – Continuing Education and Workforce Development
CFT(s) – Cross-functional Team(s)
CNA –
COF – Commission on the Future
COMAR – Code of Maryland Administrative Regulations
COOP – Continuation of Operations Plan
Core Work unit – sometimes appears only as "unit"
CPR – Cardiopulmonary Resuscitation
CTE – Career and Technology Education

D

DLLR - Maryland Department of Labor, Licensing and Regulation

E

EAP – Employee Assistance Program
EC – External Comparator (out-of-state college, university or League for Innovation Vanguard Learning College project participant)
ED-PRM – Executive Director, Public Relations and Marketing
ED-PROD – Executive Director of Planning, Research and Organizational Development
EEOC – Equal Employment Opportunity Commission
EMCFT – Enrollment Management Cross-functional Team
EMSI – Economic Modeling Specialists, Inc.
EOP – Emergency Operations Plan
ERP – Enterprise Resource Planning
ExAP – Executive Assistant to the President

EXCEL – Encouraging eXcellence through Coaching Empowerment and Leadership, HCC's in-house leadership program

F

F – Flexibility of offering
FAFSA – Free Application for Federal Student Aid
FERPA – Family Educational Rights and Privacy Act
FF – Freshman Focus, an opportunity for graduating high school seniors to be admitted, tested, advised and registered prior to the general registration period
FMP – Facilities Master Plan
FPLC – Faculty Professional Learning Communities
FT – Full-time
FTE – Full-time Equivalent
Functional area – sometimes appears only as "area"
FY – Fiscal Year (July 1–June 30)
FYE – First-Year Experience – philosophy that recognizes the uniqueness of students' first year in college

G

G – Strategic Goals
GC – Global Competency
GCAA – Global Competency Aptitude Assessment
GCTWF – Great Colleges To Work For; survey/program sponsored by The Chronicle of Higher Education and ModernThink LLC
GPA – Grade Point Average

H

HCC – Howard Community College
HCCEF – Howard Community College Educational Foundation
HCPSS – Howard County Public School System
HCRM – Health Cost & Risk Management
HoCo – Howard County
HSCFT – Health and Safety Cross-functional Team

I

Ⓘ – Innovation
IACLEA – International Association of Campus Law Enforcement Administrators
ICS – Incident Command System
IDEA – Individual Development & Educational Assessment
IEP – Institutional Effectiveness Plan
InfoView – Web intelligence system
INSPIRES – **I**nnovation, **N**urturing, **S**ustainability, **P**artnerships, **I**ntegrity, **R**espect, **E**xcellence, **S**ervice
IPEDS – Integrated Postsecondary Education Data System
ISO – International Organization for Standardization
ISP – Internet Service Provider
IT – Information Technology

J

JD(s) – Job Descriptions

K

kW – Kilowatt
KPIs -Key Performance Indicators. Also see, Vital Signs

L

Ⓛ – Learning
LCC – Laurel College Center
LE – Leading Edge
LEED – Leadership in Energy and Environmental Design
Likert scale – measurement of the degree to which people agree or disagree with a statement (e.g., 5=strongly agree, 1=strongly disagree)
LMS – Learning Management System (CANVAS)
LS – Leadership System
LTSPC – Long-term strategic planning cycle

M

MVV – Mission, Vision and Values
MVV/G – Mission, Vision, Values and Strategic Goals
MACC – Maryland Association of Community Colleges
MAPs – Merit Achievement Plan

MEEC – Maryland Education Enterprise Consortium
MD – Maryland
MHEC Indicators – Performance accountability measures mandated by MHEC
MHEC – Maryland Higher Education Commission
MSCHE – Middle States Commission on Higher Education
***my*HCC –** Portal site for faculty, staff and students.

N **N –** Number
Natl – National
NCCBP – National Community College Benchmark Project
NIMS ICS – The National Incident Management System
NIST – National Institute of Standards and Technology
NOC – Network Operations Center
NSC – National Student Clearinghouse

O **OFIs –** Opportunities for improvement
OSHA – Occupational Safety and Health Administration

P **P –** Partner(s)
PC – Planning Council
PCI – Payment Card Industry
PD – Professional Development
PDCA – Plan-Do-Check-Act
PDT/PDCFT – Professional Development Cross–functional Team
PES – Performance Evaluation System
PGCC – Prince George's Community College
PII – Personally Identifiable Information
PMM – Performance Monitoring Model
PRIDE – Howard P.R.I.D.E. (Purpose. Respect. Initiative. Determination. Excellence)
PRM – Public Relations and Marketing
PROD – Planning, Research and Organizational Development Office
Prof/Tech – Professional/Technical employee (constituency) group
PT – President's Team led by President. Members: Executive Associate to the President (ExAP); Executive Director of PROD (ED-PROD); Executive Director, Public Relations/Marketing (ED-PRM); Vice President of Academic Affairs (VPAA); Vice President of Administration and Finance (VPAF); Vice President of Information Technology (VPIT); and Vice President of Student Services (VPSS)

Q **QI –** Quality of Instruction
QAW – Quality Award Winner
QUEST – QUality Evaluation of Service Trends – yearly survey of budgeted employees

R **Reverse Transfer –** student transfers to another college before graduating; successfully completes courses, sends transcript back, may be able to get associates degree.
RFI – Requests for Information
Rouse Scholars – HCC's selective admissions honors and leadership program

S **S –** Suppliers
SA(s)/SA1-3 – Strategic Advantage(s)
SAP – Strategic Action Plans
SC(s)/SC1-3 – Strategic Challenge(s)
S/P – Supplier(s) and partner(s)
S/P/C – Supplier(s) and partner(s) and collaborator(s)
SG(s) – Strategic goal(s)
SG-1 – Student Success, Completion & Lifelong Learning
SG-2 – Organizational Excellence
SG-3 – Building & Sustaining Partnerships
SGA – Student Government Association
Silas Craft Collegians – A selective admissions program for students whose performance in high school does not reflect their academic potential.
SimMan - A wireless human patient simulator that represents an average-size adult patient.

SL – Senior Leaders; comprised of the President and the President's Team
SLOAP – Student Learning Outcomes Assessment Plan
SP – Spring semester
SSS – Student Support Services
STEM – Science, Technology, Engineering and Mathematics
Step UP – A one-on-one case management, coaching and support program for students
STP – Strategic Plan
STSPC – Short-term strategic planning cycle
SWOT – Strengths, weaknesses, opportunities, threats

T **Target(s) –** Performance projection(s) set within HCC; goal(s) for future performance
TPOT – The Power of Two

U **UMBC –** University of Maryland Baltimore County
UMCP – University of Maryland College Park
Unit – core work unit; department

V **VOC –** Voice of the Customer
VP(s) – Vice President
VPAA – Vice President of Academic Affairs
VPAF – Vice President of Administration and Finance
VPIT – Vice President of Information Technology
VPSS – Vice President of Student Services
VS(s)/Vital Signs – Operational measures for core work units, functional (VP) areas and the PT Key Performance Indicators)

W **WC –** Written Communication, General Education goal
WF – Workforce
WSUS - Windows Server Update Services

Y **YESS –** Yearly Evaluation of Services by Students – annual survey of students

P.1 Organizational Description
P.1a(1) Educational Program and Service Offerings
Since 1970, Howard Community College (HCC) has been a preferred college choice for students and families in Howard County, Maryland. A public community college, HCC offers associate degrees, certificates, and courses that prepare students for careers, help them attain new skills, or transfer to four-year institutions. HCC is an "open access" institution. With its mission of providing pathways to success, HCC educates 30,000 students each year for the workforce of the future.

HCC has strategically developed effective **Pathways to Success**; outstanding educational programs delivered in state-of-the-art facilities with extensive wrap-around support services to increase completion and close the achievement gap. HCC's model of a laser-focus on strategic action plans with constant monitoring and improvement cycles has resulted in outstanding results for its students. HCC strategic goals are the highest level initiatives; what Baldrige calls "strategic objectives".

The HCC faculty and staff are focused on achieving the strategic goal of **SG1-Student Success, Completion and Lifelong Learning** (Fig. P.1-1). HCC's main educational programs and service offerings are shown in Figure P.1-2. Instructional delivery methods include the traditional learning environment, distance learning, face-to-face, hybrid, and web-delivered. HCC provides a full array of student support services. A 2016 social economic study, based on Maryland wage records, by Economic Modeling Specialists, Inc. (EMSI) determined that HCC's associate degree completers will earn $12,600 more a year than those who only complete high school.

Julian always loved computers, and she gained a whole new level of understanding on how she could put her skills to good use when she joined the JumpStart Early College Cybersecurity program, a collaborative effort between HCC and the Howard County Public School System (HCPSS). As a sophomore in high school, she began taking courses at the HCPSS Applications and Research Laboratory (ARL), gaining some early perspective on what the field of cybersecurity is all about. As a high school senior, she took all her classes on the HCC campus, which solidified her career goals. Julian completed her associate degree in cybersecurity in May 2018, just one year after she earned her high school diploma.

The college strives for excellence in serving its students, strategic goal **SG2-Organization Excellence.** The positive results on key customer focus measures have been the basis for public recognition that the college has received (Fig. P.1-3). The college is proud to have the quality and dedication of its faculty and staff recognized by these national and regional awards.

SG3-Building and Sustaining Partnerships. ❶ HCC has grown its relationship with key technology suppliers, e.g., Ellucian, to allow students to track their progress through the

Figure P.1-1 HCC Culture

Mission Statement: Providing pathways to success
Vision Statement: HCC is a place to discover greatness in yourself and others
Values: INSPIRES-Innovation, **N**urturing, **S**ustainability, **P**artnership, **I**ntegrity, **R**espect, **E**xcellence, and **S**ervice
Core Competencies:
CC1. Provide an exceptional educational experience
CC2. Facilitate student success
CC3. Partner with external stakeholders to achieve excellence
Strategic Goals:
SG1-Student Success, Completion and Lifelong Learning
SG2-Organizational Excellence
SG3-Building and Sustaining Partnerships

Figure P.1-2 Main Educational Programs & Services

Segment	Length	Purpose	Relative importance to HCC's success is:
Credit classes	14-week sessions or 7 or less weeks.	Courses lead to associates degree, are prep for transfer to 4-yr, or skill builders.	85% of the tuition/fee revenue is generated by students taking credit bearing courses. Students achieve credentials.
Non-credit classes	1 day to 1 week in length; a few longer.	These are personal development or skill builders/ workforce development.	15% of tuition/fee revenue. Personal enrichment/ Professional refresh of skills.
Services	Admissions, Alerts, StepUp, Tutoring, Transfer Guidance, Internships, Financial Aid		

Figure P.1-3 Awards and Recognition

2019- AACC CEO/Board Relationship Award of Excellence
2018-ACCT-Charles Kennedy Equity Award
2018-Daily Record Maryland Most Influential Leader Kathleen Hetherington
Great College to Work For: Ten years in a row, *The Chronicle of Higher Education* Figure 7.3-8
2018 Baldrige Best Practice – Category 1
2017 Baldrige Best Practice - Categories 3 and 6
2018 Digital Community Colleges National Survey Winner: Five years in a row, Center for Digital Education
2016-18 Top 10 Best Two-Year Colleges for Adult Learners: Third year in a row, *Washington Monthly*
2017 Howie Award: Legacy in The Arts, Howard Community College *and* **Outstanding Artist,** Yifei Gan (Studio Art teacher): Howard County Arts Council
2017 Terry O'Banion Shared Journey Exemplary Practice Award, Gold Recipient: Virtual Advising, National Council on Student Development

institution using student self-service and virtual advising (Fig. 7.1-23).

P.1a(2) Mission, Vision, Values and Culture
See Figure P.1-1 for HCC's culture. HCC helps students of all ages, ethnic, and economic backgrounds complete their educational goals (find their *Pathway to Success)*, whether they are attending college for the first time or returning after delaying their education. The only entrance requirement is a high school diploma or GED for those wishing to take a credit course (if they need to use federal financial aid). HCC's excellent work culture continues to be nationally recognized.

HCC annually reviews the core competencies to confirm that they contribute to the college's ability to ensure alignment with its mission, vision, values, and goals and represent what HCC does the best.

P.1a(3) Workforce Profile
HCC recruits a workforce with the qualities and experience to create an exceptional educational experience for students (Figs. P.1-4; 7.2-3; and 7.3-12).

Figure P.1-4 HCC Core Workforce

Faculty (N)		Staff (N)	
Full-time (FT)	205	FT/PT Budgeted	507
Adjunct Faculty	1,074	Temporary	938
Total	**1,279**	**Total**	**1,445**

Employees work collaboratively with their supervisors to create annual performance plans that align their jobs to the work unit and HCC's strategic plan. **Faculty** include full-time (FT) budgeted positions, that are contracted for 10 or 12 months to teach five three-credit courses per semester, and part-time (adjuncts) positions hired to teach one to two courses per semester. Annually HCC hires 765 part-time credit faculty to teach extra sections (usually two sections each semester) to meet demand. Approximately 309 part-time noncredit faculty are hired to offer short-term training opportunities to also meet demand. Since they normally have another full-time job, they enrich its curriculum by infusing their real-world experience into the classes. Faculty and administrative positions usually require a master's degree. **Budgeted staff** are full- or part-time, designated by grade level as support group, professional/ technical (prof/tech), or administrative (admin). The college also employs **temporary worker**s to support short-term services when needed. The temporary workers may only work one weekend on a theatre production, or assist students during peak registration periods.

HCC does not have collective bargaining units. A limited number of positions have "special" health and safety requirements (allied health programs/plant operations). Job descriptions for all employees that delineate work skills required are AoS.

The key drivers of worker engagement, determined by QUEST, the employee satisfaction survey, are s*afety* (Fig. 7.3-5), *communication* (Fig. 7.4-12), *job performance feedback*, and *salary and benefits* (Figs. 5.1-4; 7.3-15).

P.1a(4) Assets
Dynamic Facilities: HCC's main 120-acre campus has fifteen buildings. All facilities offer students vibrant learning environments. The campus also provides dining, athletic facilities, art galleries and theaters. HCC conducts 97% of all classes at the main campus. The college also offers noncredit classes at the Ecker Business Training Center in the county-owned Gateway building; and both credit and noncredit at ❶ the Laurel College Center (LCC), leased and shared with Prince George's Community College (PGCC)**.** HCC opened an innovative 145,000 sq. ft. Science, Engineering, and Technology facility, a second LEED-certified Gold building on campus, featuring modern advances in lab design and classroom technology in response to a strategic opportunity to meet academic program and enrollment requirements.

Cutting-Edge Technology: HCC uses advanced technology to support and enhance instruction, student services, and business processes. The college engages students with a mobile technology experience that provides them with accounts to access the college wireless network and extensive online instructional resources and support services. Technology-based advancements used in academic programs include SimMan, a computer-controlled mannequin "treated" by nursing and allied health students; a music practice room that simulates the acoustics of a variety of performance venues at the touch of a button; industrial grade 3-D printing; an augmented reality sandbox; and state-of-the-art cyber and forensic labs. The college has been ranked fourth nationally for technology infrastructure in 2018 by the Center for Digital Education.

Student Self-Service: The college has integrated technology to meet the needs of students with web access for registration, grades, financial aid, schedules, communication, and the purchase of textbooks. HCC manages its business processes through a centralized enterprise administrative database for student accounts, human resources, finances, purchasing, payroll, scheduling, registration, and student web payments. Faculty and staff track the success of their action plans with HCC InfoView, providing web intelligence reports on student progress and finance tracking.

Intellectual Property: HCC does have an intellectual property policy which provide guidance to employees and students.

P.1a(5) Regulatory Environment
The requirements are displayed in Figure P.1-5. The U.S. Department of Veterans Affairs approves HCC veterans' benefits, and the college complies with all federal and state laws pertaining to higher education. HCC may actively recruit students only from Howard County, but based on a statewide agreement, out-of-county students may enroll.

Figure P.1-5 Regulatory Requirements

Type	Regulators	Importance
State Coordinating Board	Maryland Higher Education Commission (MHEC)	Authorized to offer programs of learning and to award the AA, AAT, ASE, AAS degrees and certificates of proficiency
Regional Accreditation	Middle States Commission on Higher Education (MSCHE)	HCC student can apply for federal financial aid and provide a transfer of student credit to other colleges
Specialized Accreditation	Health Sciences	Graduates able to apply for jobs and obtain professional licenses (e.g., nursing)
Law	Code of Maryland Administrative Regulations (COMAR)	Rules for higher education admission, registration, residency tuition rates, waivers, discounts, procurement, construction procedures, and space allocations
Federal Regulations	Department of Education Department of Veteran's Affairs	HCC student can apply for federal financial aid; college stays in compliance (avoids fines)

Federal, state, and local regulations require an annual college-wide audit and an audit of federal financial aid programs. The college complies with the Americans with Disabilities Act (ADA) regulations. HCC's funding is provided one year at a time (Fig. P.1-6).

P.1-6 Unrestricted Operating Budget

- Tuition & Fees — 41%
- County — 36%
- State — 19%
- Other — 4%
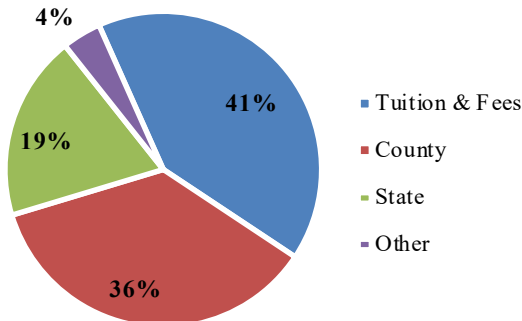
P.1b(1) Organizational Structure
The governing and policy-setting body of the college is the board of trustees (BOT). Maryland's governor appoints board members who are accountable to the Maryland Higher Education Commission (MHEC).

The HCC president is the chief executive officer and reports to the board of trustees. The HCC president's team (PT) includes the president; executive associate to the president (ExAP); executive director of planning, research, and organizational development (ED-PROD); executive director of public relations and marketing (ED-PRM); and the vice presidents of academic affairs (VPAA), administration and finance (VPAF), information technology (VPIT), and student services (VPSS).

The president and the PT are HCC's Senior Leaders (SL), responsible for strategy development and organizational performance review, for assessing recommendations from the functional units and teams, and for managing HCC's operations (Figure 1.1-1, also see organizational chart).

P.1b(2) Students, Other Customers and Stakeholders
HCC's key market is Howard County. **Students:** The college's primary customers are credit students; in fall 2018, HCC had 9,462 students with a median age of 21, 35% of that group registered full-time and 73% were Howard County residents. The other 27% enroll because of HCC's excellent faculty, staff, programs, and services (**3rd best out of county draw rate in the state!**).

Employers, their Employees, and Community Members taking credit and noncredit courses: Area employers require customized courses and certification classes for employees, and a pipeline of trained and qualified people to fill future jobs. Members of the community seek classes to prepare to enter new careers, advance in their current occupation, or for personal enrichment. The Division of Continuing Education and Workforce Development (CEWD) is flexible and responsive in meeting workforce requirements for these training (noncredit) classes.

Students have a variety of requirements determined through the voice of the customer (VOC) (Fig. P.1-7).

P.1b(3) Suppliers, Partners, and Collaborators
Key suppliers (S), partners (P), and collaborators (C) complement the services HCC offers and enhance student success by providing facilities, personnel, opportunities for learning, and funding. HCC has strong collaborative relationships with the state and county governments, school board, library system, and other state community colleges to produce procurement savings. The college uses a stringent bid and purchasing process that includes levels of approval for purchases and partnerships. Key supply chain requirements, determined through stakeholder focus groups, are indicated in Figure P.1-8. Results in 7.1.

Although HCC may actively recruit students only in Howard County, the college has developed articulation agreements and devotes time to communicate with its primary transfer institutions, University of Maryland College Park (UMCP), University of Maryland Baltimore County (UMBC), and Towson University to be sure the credits earned at HCC will transfer to those universities. HCC charges less per credit hour

Figure P.1-7. Market, Student and Stakeholder Segments

Abbreviations: CM=continuous communication; F=flexibility of offering; QI=quality of instruction; SSS=student support services			
Key Market Segments	**Key Requirements**	**Measure**	**Figure**
Howard County (HoCo) high school students taking credit courses	Location, expense, accreditation, degree and certificate programs and courses	YESS, MSCHE status on web, enrollment	7.1-1,19 7.2-9, 10 7.4-9
	Articulation agreements for transfer	List on web/NSC	AoS
HoCo adults wanting courses or programs taking either credit or noncredit courses	Degree and certificate programs and courses	Number of offerings	AoS
	Customized training personal enrichment/professional refresh of skills	Enrollment, YESS	7.1-1-9a,b 7.1-18
Key Student Segments	**Key Requirements**	**Measure**	**Figure**
Credit Students	QI; Satisfaction with the Quality of Instruction	YESS	7.2-1,6,16 7.2-2,5
	Articulation agreements	Number of agreements	AoS
	SSS Student Support Services	Satisfaction with service	7.2-3,4,6
	CM Continuous Communication	Social media vital signs	7.4-13-15
Noncredit students	QI; F Quality of Instruction and Flexibility	Overall, Recommend	7.1-11, 7.2-8 (AoS)
Key Stakeholders	**Key Requirements**	**Measure**	**Figure**
HCC Workforce	Safety, Communication, Feedback, Salary	Satisfaction	7.3-4-16,18

Figure P.1-8 Suppliers (S) and Partners (P) and Their Requirements

Key S/P		Key Requirements	Measure	Results
Government	P	County, State of Maryland, Federal Government.	Funds	7.5-2
HCCEF	P	Scholarships for students.	Funds	7.4-10
Howard County Public Schools	S/P	Graduating seniors transition to HCC freshman, dually enrolled students.	Enrollment	7.1-19
Important S/P		**(<5% of total budget)**		
Prince George's Community College	P	Formal partnership to establish and maintain the Laurel College Center.	Enrollment, Financial statement	(AoS)
Canvas Learning Management System	S	Compatibility with administration system, faculty and student accessibility, expandability, and support.	Utilization, uptime/reliability, stakeholders satisfaction, QUEST/YESS	50%+ use LMS
Ellucian Administrative System	S	Support business process, student services and accounts, human resources and financial service accounts, reliability, and audit controls.	Reliability/uptime, Student on-line registration, Student billing, Financial audit	7.1-20
System Alliance Incorporated	S	Web hosting and maintenance – Provides communication, portal for access to online services.	Uptime, User satisfaction, Visitors	7.1-20
Sodexo	S	Provide food services for student, employees and events.	Contract cost, satisfaction	7.1-10
First Coast Security	S	Provides security personnel.	Contract cost, satisfaction	7.1-10
Barnes & Noble	S	Provides bookstore services.	Contract cost, satisfaction	7.1-10

(Fig. 7.5-12) to help students financially and make HCC attractive as a starting place for students who eventually want a bachelor's degree. Excelsior College allows students to complete 90 credits of a four-year degree at HCC rather than the usual 60, a considerable cost savings for students.

HCC enhances relationships with community leaders, legislators, internal constituents, suppliers, and partners by using two-way communications, including face-to-face meetings, written agreements and contracts, and websites. The college increased its use of social media, enhancing visibility and access to local residents and businesses, and HCC now has more than 12,000 followers on email and social media (e.g., Facebook, Twitter) (Fig. 3.1-1). This builds support and these new followers can help the college in communicating with legislators on HCC's request for state and county funding.

P.2 Organizational Situation
P.2a(1) Competitive Position
Howard County, with a population of approximately 321,113, is located within twenty miles of Baltimore and Washington D.C. There are no direct competitors within Howard County. HCC maintains its very competitive position by attracting HoCo residents with the big price advantage of low in-county tuition (Fig. 7.5-12) over the three primary transfer universities, marketable job skill course offerings, flexible scheduling options, convenient location, quality faculty, advanced technology, and beneficial support services (Fig. P.2-1). One in four county high school graduates and 10% of Howard County's residents choose to attend HCC each year. HCC attained a 106% increase in full-time equivalent (FTE) credit enrollment from fiscal year 2001 (FY01) to FY18, CEWD enrollment grew 33% in FTE while the county population only grew 21% from 2001 to 2018 (Fig. 7.5-10).

P.2a(2) Competitiveness Changes
The competition to attract rising high school seniors continues as primary four-year state institutions lower admission standards to attract more students. The college has strengthened its outreach and has created multiple opportunities for high

school students to take college-level courses in advance of their high school graduation (Fig. 7.1-19).

HCC has a long tradition of assessing its effectiveness. The adoption in 2005 of the Baldrige Excellence Framework to further examine its effectiveness has resulted in an even more improved focus on its operational practices and led to better achievement of its goals. The college adds the annual external feedback to a tracking matrix to be able to see trends and prioritize the avenues for improvements to be tackled by its standing committees. The teams then examine in-process measures and eventually witness the business processes and outcomes improve. This continuous examination enables the college to respond to market shifts.

P.2a(3) Comparative Data
MHEC does not provide database access for the key performance indicators it collects from each community college in Maryland. HCC has had to construct the comparative charts to establish a peer group comparator for the college (AoS). HCC uses national data from the Integrated Postsecondary Education Data System (IPEDS) Data Center, the National Student Clearinghouse (NSC), and state and national quality awards program participants. The College participates in the National Community College Benchmark Project (NCCBP), Individual Development & Educational Assessment (IDEA) survey, the Voluntary Framework of Accountability (VFA), and the Community College Survey of Student Engagement (CCSSE) (see Category 7), and HCC belongs to the Alliance for Innovation and Transformation (AFIT) with other community colleges.

P.2b. Strategic Context
During the HCC strategic planning process, the college identifies key changes and strategic challenges to set the direction for a five-year planning period and for resource allocation. The college confirms the strategic advantages at that time (Fig. P.2-1).

P.2c Performance Improvement System
HCC's process for evaluating and improving key processes and projects (known as Plan, Do, Check, Act or PDCA on

Figure P.2-1 Strategic Advantages (SA) and Challenges (SC)

|	
SA1-Affordability (7.1-22, 7.5-6)	CC3
SA2-Focus on Success (7.1-1)	CC2
SA3-Great faculty and staff (7.2-1,4)	CC1
SC1-Recruiting students	CC3
SC2-Closing the achievement gap	CC2
SC3-Recruiting a diverse faculty and staff	CC1

Figure P.2-2 Performance Improvement System (PDCA)

Plan	Define project or process selection Examine objectives Align with goals & stakeholders' requirements Implement project management tools Examine data and trends; Baldrige feedback and other benchmarking sources Review feedback systems Determine cause and effect Review/adjust benchmarks & projections
Do	Examine best practices Identify solutions Develop action plans Test solutions Manage change Implement solution
Check	Examine data and trends Examine cycle time, error rate, cost Implement process controls
Act	Standardize Monitor performance Integrate with Vital Signs

Figure P.2-3 System and Process Innovations ⓛ

System	Review Structure	Process Innovation Example
Leadership	Annual review	2014, Established new College Completion team
Strategic Planning	1-5 years	2015-2016, Tighten focus on SGs activities; instituted annual review of all other plans
Voice of Customer	Annual	2014-2017, Student Self Service (finance, registration, degree pathway planning)
Measurement	Annual	2011, Invested in Business Objects™; used stakeholder groups to design web reports; 2012-2018, Explored predictors of completion; 2014, Trained all faculty and directors; 2017-2018, Learning Logs collection improved
Workforce	1 year	2014, Enhanced new employee onboarding, expanded diversity program
Operations *Note: Schedule of key processes indicated in Fig. 6.1-1.*	1-5 years	2014, Improved analysis of student learning–redefined General Education (institutional-level learning) Goals; Refined IEP; 2015, Eliminated over 100 program tracts to focus pathways; Improved CC monitoring; 2016, Adopted Peter Senge's Systems Model for enterprise projects; 2017, Continue consolidating student pathways to completion

campus) (Fig. P.2-2) guides the examination of the key processes (Fig. 6.1-1) of the college to be sure they are efficient and effective. To fulfill its mission, the college collaboratively constructs the strategic action plans (Fig. 2.1-2). To monitor the progress on the activities, the college developed an *Institutional Effectiveness Plan* (IEP). The college community uses the IEP to guide its assessment work and the use of assessment results in its planning and request

for resources. The IEP contains the *Student Learning Outcomes Assessment Plan* (SLOAP). The annual review of all the assessment work allows the college to identify areas needing improvement pertaining to student learning in and out of the classroom. The PT annually review all plans of the units (see: Organizational Chart) and examines outcomes.

To address gaps and minimize risks, new or existing cross-functional teams are assigned to tackle top priority issues and work through the PDCA process with a PT liaison. Alignment of key work process efforts results from: 1-the work of cross-functional teams, 2-collaborative process improvement efforts among work units (Fig. 7.3-9), 3-feedback from the key performance indicator system (Fig. 4.1-1), and 4-student/stakeholder listening posts (Fig. 3.1-1). These sources produce results that form the foundation for innovative strategic plan modifications and projections (Fig. 2.1-2), educational program design, student support systems improvements (Fig. 6.1-1), budget development (2.1a(1)), and evaluation of whether faculty and staff have the resources and skills (5.1, Fig. 7.3-7) necessary to help students. All the systems, processes and projects mentioned in this application have benefited from at least two cycles of review. Some of the improvements are highlighted in Figure P.2-3. Throughout the application, the icon ⓛ will highlight results from learning cycles and ⓘ will indicate innovations.

From the strategic level through functional area initiatives to individual plans, HCC measures and tracks progress toward goals, obtains input from stakeholders and S/P/C, and focuses everyone on remaining flexible, making adjustments when needed, and welcoming changes and innovations that strengthen progress toward achieving the mission of *Providing Pathways to Success*.

Herman Chenwi, who was born and raised in Cameroon, struggled with hunger, and had limited opportunities. Herman continued to believe there had to be a better path forward, and that led him to a citizenship lottery organized by the United States government. When his name was selected, Herman received permanent U.S. citizenship and the opportunity to further his education in the states. He left the only home he knew to live with family in Howard County, Maryland.

Soon after arriving, Herman enrolled at Howard Community College, but quickly realized he needed help to succeed. First, he took courses to improve his English skills. When he realized he still struggled to communicate well, he joined HCC's Step UP program, which pairs students with faculty or staff coaches for one-on-one support. He also joined Howard P.R.I.D.E. (PRIDE) for its mentorship program designed specifically for Black male students. In addition, Herman wanted to give back to his new country, so he participated in service learning trips to teach English and to build homes. He credits these resources and programs for guiding him to success. Herman received a degree from HCC. He transferred to UMBC and completed his Bachelors, and is now a May 2019 candidate for a Master's in Public Health from Brown University.

HCC received best practice recognition in 2018 from Baldrige for Category 1 – Leadership.

1.1 Senior Leadership

Senior Leaders (SL) lead the institution using the Leadership System (LS) shown in Figure 1.1-1. Developed by the SL, in collaboration with the college community, this system provides a systematic approach to guide the institution to achieve its mission and strategic goals. It creates an integrated structure for continuous improvement. The effectiveness of the integrated Leadership System is evaluated for refinement each year at a PT meeting.

1.1a(1) Setting Vision and Values

SL set the institution's vision and values by forming a collaborative environment that focuses on achieving the mission of *providing pathways to success*. SL's vision of sustaining a learning environment allows students and employees to "discover greatness" in themselves, which communicates to all stakeholders a concrete picture of what the institution aspires to become. SL guide these actions by empowering employees and students to participate in the college governance process and cross-functional teams. The vision and values are reviewed annually in step ❶ of the Strategic Planning Process (Fig. 2.1-1). SL deploy the mission, vision, and values (MVVs) throughout the institution, using two-way communication methods to (Fig. 1.1-1 step ❶) establish strategic priorities and promote achievement of objectives, (Fig. 1.1-1 ❷) using employee-centered governance and two-way development processes (Fig. 1.1-1 ❸). The MVVs are the basis for how key decisions are made and provide SL the structure for guiding the institution's operations and academic processes (Fig. 1.1-1 ❹). After incorporating students' and stakeholders' requirements, a critical step in the LS is conducting assessments to measure performance, encourage innovation, and improve outcomes using benchmarks and best practices (Fig. 1.1-1 ❺). The system is deployed to all full- and part-time employees and teams through professional development (PD) sessions, constituency meetings, and the employee portal. Other deployment methods include communication with partners, suppliers, and collaborators through the college website, social media, meetings, contracts, and reports (Fig 1.1-2).

SL evaluate the LS annually. This assessment includes a review of the latest Baldrige feedback report and validation of MVVs to identify potential gaps, ensure alignment with the college's strategic direction, and to verify that guiding principles and values are conveyed and understood by all stakeholders. After the scheduled review in 2017, SL refined the leadership model by consolidating steps providing a more integrated approach for making key decisions and creating a targeted focus for action and measuring performance. SL communicate to employees through constituency groups at augmented team monthly meetings and convocations, to students through the portal, president's updates, and partners and suppliers through meetings. The 2017 Baldrige feedback process encouraged SL to increase their reinforcement of the college values and core competencies. A new question was added to the annual QUEST survey to better gauge the adoption and promotion of values among employees.

SL evaluate the effectiveness of the LS by soliciting employee feedback in the annual QUEST survey (5.2 a(2)). Ⓛ As a result of examining that feedback, SL worked with the planning council (PC) to recommend revisions to the MVV/G(oal) statements to more accurately communicate the focus and mission of the institution. SL re-evaluated and continued adoption of the PC's recommendation to continue using the mnemonic INSPIRES to reinforce core values. During the college's reaccreditation process, examiners found that employees could easily explain and describe how the MVV/G provide direction to guide the institution. When national and state officials asked higher education to produce more graduates in fall 2012, upon annual review of the governance process, the president created a new major cross-functional team (CFT), college completion (Fig. 1.1-1 ❸), which examines and recommends improvement of policies and procedures that impact the college's academic and student services. The agility of the LS allowed this new team to take responsive actions and implement a new student Self-Service System for online degree planning and developing guided pathways initiatives.

Figure 1.1-1 Leadership System (LS)

❶ **Reaffirm MVV**
Deploy MVV, Reinforce/model values & ethical behavior, Measure deployment effectiveness & adoption, Evaluate & refine

❷ **Planning**
Examine COF report & core competencies, Develop strategic plan & budget, Develop & align unit plans, Create action plans, Adjust & allocate resources, Evaluate & refine

Students' & Stakeholders' Requirements

❸ **Governance & Workforce**
Examine BOT KPIs, policies & procedures, staffing plan & annual plans, Create CFT, Collaborate & transfer knowledge, Update succession planning, Conduct self-assessment, Establish 2-Way communication, Evaluate & refine

❹ **Implementation**
Enact action plans, Monitor crucial operations and academic process & compliance, Review/report, Evaluate & refine

❺ **Improvement**
Measure (vital signs), Reset benchmarks, Consider cycle time & cost, Report, Create learning logs, Encourage innovation/risk taking, Evaluate & refine

Personal actions of SL reflect a commitment to institutional values. For example one of our values is service. SL serve on national boards and local boards such as Rotary, the Chamber of Commerce, and United Way. SL inspire other employees by volunteering, assisting students (Step UP), efficiently using resources, and inviting feedback from employees.

1.1a(2) Promoting Legal and Ethical Behavior
BOT and SL demonstrate their commitment to legal and ethical behavior through professional and personal actions, fair and honest decision-making, and consistent actions based on integrity and accountability.

BOT and SL promote an environment that requires legal and ethical behavior through deployment of BOT bylaws and policies, college policies and procedures, and faculty and student handbooks. BOT and SL ensure a safe and open working environment that is conducive to transparency by encouraging employees' comment on legal and ethical issues through an open-door policy, a non-retribution whistle blower policy, comment cards, and a 360º leadership feedback system. The BOT, president, and VPs are evaluated by all employees, including part-time faculty.

SL promote these organizational behaviors, which prescribe requirements for ethical behavior and outline consequences for noncompliance. SL use several methods to adhere to legal and ethical mandates and ensure full deployment and awareness among employees. These include training, external financial audits and completion of the annual state conflict of interest disclosure (see 1.2b). SL expect that their employees will meet ethical and professional standards for personal conduct and work performance detailed in the "Employee Code of Conduct." SL assess and receive feedback on the display of their ethical and legal behavior during the formal annual performance review process, which includes a 360° degree evaluation from direct reports and colleagues.

SL actions include a review of the employee code of conduct and other methods used to communicate expectations with employees. SL reinforce ethical and legal behavior requirements through the employee mid-year and annual performance reviews and by leading interactive discussions that are part of the Encouraging Excellence through Coaching, Empowerment and Leadership (EXCEL) leadership program curriculum for employees.

1.1b Communication
SL engage and communicate with stakeholders through many methods and formats to identify requirements, inform, develop relationships, solicit feedback and permit open, frank dialogue. In addition to the methods outlined in Fig. 1.1-2, SL use both formal and informal approaches to communicate and respond to stakeholders depending on the audience, scope and urgency. Some means include using social media tweets, press releases, website and portal announcements, newsletters, student and faculty forum and constituency group meetings. SL also use targeted email distribution lists to communicate with specific employee and student groups and cohorts. SL consider the message, its implications and the audience before determining the approach and best option for communicating key decisions and information. SL measure the effectiveness of their communication with multiple tools such as the annual QUEST and YESS surveys. SL use survey results to examine how well they share important information and build a climate of trust and openness. Results have consistently exceeded targets for four years (Fig. 7.4-2a,b).

1.1c(1) Creating an Environment for Success
SL create an environment to meet stakeholder requirements now and in the future and to achieve the mission by communicating a focus on student success. SL rely on data-informed decision-making and continuous examination of results at all levels to drive mission achievement. A cycle of learning involved SL reviewing the strategic plan annual development process. After getting feedback from the PC, ● SL took action to narrow the number and scope of objectives to ensure direct alignment and to target actions to achieve the mission. QUEST results for the last three years reflect an increased employee satisfaction level with the planning process and understanding of the college's mission.

SL create and reinforce HCC's culture by deploying the PDCA (Fig. P.2-2) throughout the organization. Each key system and its processes is reviewed to ensure it continues to effectively and efficiently deliver desired outcomes.

Performance indicators are reviewed regularly and strategies are formed to improve performance (Fig. 4.1-4). SL involve employees in benchmarking core work and developing strategic goals to ensure alignment with the mission and key performance indicators.

SL take a direct role in motivating employees and students toward high performance. Members of president's team act as advisors to employee constituency groups and cross-functional teams to facilitate communication, provide coaching, and assist teams to reach goals and objectives. In turn, PT evaluates its effectiveness through the annual QUEST survey by soliciting employee feedback on how well the president and vice presidents encourage creative and innovative ideas (Fig. 7.5-15). ● Using the Performance Improvement System (PDCA) (Fig. P.2-2), SL have learned from focus groups and surveys that students like engaging with the college through mobile media formats. This data resulted in the development and implementation of a mobile-friendly website in 2015, which allowed the college to cross-promote website content on social media. These new features have led to a reinvigoration of the college's social media strategy to align with the college's mission and strategic plan. The result is that the college has increased follower engagement across Facebook and Instagram, putting HCC at the top in comparison to peer institutions (Figs. 7.4-13,15). The addition of a social tracking tool (Sprout Social) now allows the college to further measure its engagement and influence, which reflects growth and interest level among its audiences.

SL use a systematic approach to cultivate learning, innovation and intelligent risk taking (Fig. 6.1-2). SL encourage staff and teams to submit ideas for innovations and improvements. To

Figure 1.1-2 Senior Leader Communication Model

Format	Audience	Freq.	Process	Process Improvements 🅛
President's Update ^	E/C	W	Internal newsletter to inform employees on news, events, accomplishments, organizational changes.	Condensed format, change in retrieval process. Electronic archives.
Email*^	A/S	AN	Inform, encourage action & celebrate accomplishments.	Accounts kept for two years past in-activity for enrollment management.
Augmented President's Team *^	E/S	M	This meeting allows SL, constituency groups, and cross-functional teams to recognize success, update everyone.	Presentation of vital signs; sharing outcomes w/ college community.
Constituency meetings*^	E/S	B-A	One senior leader serves as liaison to each constituency group. The president visits each group biannually for open dialogue.	Action plans reviewed and shared Opportunities for Improvements (OFIs) identified.
Convocation^	E/S	3x per/yr	State of the college address. Introduce new employees, recognize retirees, faculty and staff accomplishments.	Innovations shared. Best practices fair. Reward performance.
Cross-functional team meetings*^	E/S	M	Teams report to a senior leader, and often include a student member.	Processes evaluated. Action plans shared. OFIs identified.
BOT meetings*^	AS	M	SL engage with students, employees, & community prior to meetings. Recognition built into reports.	Progress against goals reported.
QUEST Survey*	E	A	Encourages feedback on SL, work processes, and offices.	New processes evaluated annually.
Comment cards*	AS	D	Available on college website and service areas.	Written Responses. Trends evaluated. Can be submitted anonymously.
Portal	E/S	D	Internal communications tool for employees and students.	Mobile format. Self-service and student academic planning. 🅘
Social Media*^	AS	D	Use of different social media interactive formats.	Added measurement tool and expanded scope of measurement to gauge influence.
Presidential dialogues*	S	M	President/VPs meet with students to identify needs, address areas of concern, and opportunities for improvement.	Meet with cohorts to identify unique requirements. Review issues at President's Team meetings to ensure action being taken to address.
Website*^	AS	D	Primary audience is prospective students, with current students and community as secondary audiences.	Best practices adopted (mobile, ADA Section 508, structured content).
YESS*	S	A	Student feedback on student-centric offices and processes.	New processes evaluated.
Pathways^	C	B-A	Biannual print magazine and extra e-newsletter for the community	E-newsletter amplifies Pathways magazine.
"Pathways" television show^	C	B-A	Biannual magazine-style television show hosted by president bringing stories from the Pathways magazine to life.	Extended audience reach through YouTube channel.
Symbol Key: * = Two-way communication process or tactic, ^ = Reward and recognition communication; S = Students, E = Employees, AS = All stakeholders, C = Community; A = Annual, W= Weekly, AN = As needed, B-A = Biannual, M = monthly, D = Daily				

keep HCC agile, this system is designed to provide a quick response so that promising ideas can be implemented.

SL create a workforce culture that fosters student and customer engagement through transparency, setting clear expectations for performance, providing clear and consistent messaging, and reinforcing institutional values. SL solicit student participation in the governance process and include community/customer participation in the planning process through the Commission of the Future (COF).

SL participate in succession planning to ensure continuity of operations by developing contingency plans for PT members, their direct reports, and employees at the directors level. PT develops short- and long-range succession plans within their units, identifying and training individuals to avoid leadership gaps. Work units have developed process guidebooks for new employees. HCC also collects and transfers workforce knowledge through CFT representation at meetings, the QUEST survey, and staff development session evaluations. As part of the Short Term Strategic Planning Cycle (STSPC, p.7,

Fig. 2.1-1), this knowledge base informs the long- and short-term strategic goal development processes.

SL develop future leaders by engaging direct reports in regional and national leadership development opportunities such as Leadership Howard County, Leadership Essentials, League for Innovation, Executive Alliance, American Association of Community Colleges, and Leaders Institute. For 15 years, SL have actively participated in the college's internal EXCEL program. Each year, SL identify attendees and potential leaders based on annual performance ratings and accomplishments, as part of their succession planning.

1.1c(2) Creating a Focus on Action
SL create a focus on action by establishing goals aligned with the mission to permit a shared sense of purpose and direction among employees. SL drive actions through the creation of performance measures that are incorporated into all work units' core work and are integrated into the employee appraisal process (5.2c(1)). SL evaluate measures and see progress towards benchmarks during monthly presentations at the president's augmented team meetings. The vital signs program

was reviewed in 2010. ⬤ Examining QUEST feedback and dialogue notes on alignment, SL asked all departments to crosswalk their metrics with the current HCC strategic plan goals and Baldrige Excellence Framework to enhance focus and direction on continuous improvement and achieving our mission. The realignment was fully accomplished by 2016.

SL pinpoint needed actions by identifying stakeholders' needs and requirements, conducting environmental scans and SWOT analyses, reviewing MHEC accountability and Middle States' accreditation standards, and ensuring compliance with legal obligations. After reviewing change management processes, SL established the related issues committee, which includes cross-functional representation and a systematic method to monitor and respond to changes in regulatory and operational requirements.

SL ensure a balance of value for stakeholders by establishing measures that gauge performance and satisfaction among different student groups and stakeholders. SL demonstrate personal accountability for institutional actions by developing annual leadership plans, owning responsibility of major initiatives and reporting outcomes to the BOT, MHEC, PC and stakeholders.

1.2 Governance and Societal Contributions
1.2a(1) Governance System
The college **ensures responsible governance** through accountability to stakeholders, compliance with laws and policies and submission of reports to state agencies. SL abide by ethics and disclosure policies pertaining to conflicts of interest. The president is accountable to the BOT; in turn, the BOT adheres to state open meeting laws to assure transparency of its official actions for public record. Materials and minutes are posted on the HCC website. Annually, the BOT provides reports to MHEC.

HCC's strategic plan (STP) is developed collaboratively to **ensure accountability**, buy-in, and ownership (see 2.1). The president presents the plan and updates to the BOT for input, approval, and monitoring. Each month, the BOT reviews measures reported through the MHEC performance accountability system. The college ensures **fiscal responsibility** by adhering to internal policies and procedures, along with internal and external annual financial audits. SL present internal financial statements at BOT meetings. Outcomes of financial **audits**, conducted by external auditors, are reviewed by the BOT audit and finance committee and reported to the full board at monthly public meetings to ensure transparency. The BOT would take corrective actions in response to any recommendations in the audit. HCC forwards audit reports to county and state authorities responsible for providing public funding for the college. HCC also ensures transparency in operations by using a detailed purchasing procedure, with a multi-tiered approval process, that governs requests for proposals, departmental purchasing, and other internal actions.

The governor of Maryland **appoints** a seven-member BOT as the college's legal governing body. The board exercises general oversight and establishes policies for implementing the mission of the college. The Board of Trustees has oversight of the president and adopts a set of "ends" with key performance indicators (KPIs) through which the operation of the college is directed and stakeholders' interests are protected. The BOT reviews organizational progress prior to the start of each academic year. The BOT has a succession plan for the president. When the president is out of the office on college business or vacation, a vice president is assigned delegation of presidential authority. As part of a cycle of review and learning, each area on campus has a similar succession plan for its managers. SL and managers review and update plans annually. Each September, the BOT reviews the college governance process and descriptions of the major governance groups, and is introduced to the leaders of constituency groups and cross-functional teams. In preparation for the board's review, president's team annually vets the governance process and roles of major governance groups. Additionally, president's team members serve as liaisons to governance groups. The groups are encouraged to bring ideas and any concerns forward. The governance groups review their respective bylaws periodically. Recommendations on major changes to bylaws are considered by president's team. Finally, the college's governance procedure is given a comprehensive review every five years by the college council, a group that represents constituency groups and functional areas and is advisory to president's team on college policies and procedures. Recommendations for revisions to the governance procedure are considered by president's team.

1.2a(2) Performance Evaluation
SL are evaluated through a variety of measures, including how well they meet core work goals and strategic goals. Annually, the BOT and president agree on presidential objectives aligned with the college's strategic goals. In December and May, the BOT reviews the president's report on these objectives and provides a written evaluation of the president's performance. On the annual QUEST survey, employees rate the president, the BOT, and VPs as a group (Figs. 7.4-1). The **BOT annually engages in a self-evaluation**. Direct reports and selected colleagues use an anonymous 360º review (Fig. 5.2-1) to provide performance feedback to VPs and supervisors (Fig. 7.3-16). Supervisors review results of the 360º as part of the annual performance review process. The Performance Evaluation System is the basis for **determining annual merit raises and provides input for personal improvement.** The Performance Evaluation System has undergone several cycles of learning, including adopting the best practice of using a 360º review for SL, and subsequently expanding its use for mid-level managers. This resulted in a new leadership professional development program for managers.

1.2b(1) Legal, Regulatory and Accreditation Compliance
HCC is accredited by the Middle States Commission on Higher Education and authorized by the Maryland Higher Education Commission to offer programs and award associate degrees and certificates. Additionally, the college has maintained accreditation in health care, business, culinary science and the arts. HCC complies with federal, state and local regulations to

qualify for funding and accreditation (Fig. 7.4-6). Evidence of the college's compliance measures is publicly provided on the website and through external audits. Examples include student loan default rates, alcohol/drug policies, disclosures of program cost and outcomes, student information security, and Cleary Act and Title IX. HCC retains a consultant to minimize risk for federal financial aid non-compliance Each HCC process has a vice president responsible for monitoring compliance.

The Health and Safety CFT (HSCFT) addresses risks associated with HCC's educational programs, services and operations, and ensures compliance with regulatory, safety and legal requirements. The HSCFT also suggests campus improvements beyond what is required by providing OSHA training to staff on pathogens handling and other safety topics. The ADA recognized our compliance with ADA standards (Fig. 7.4-8). HCC conducts compliance inspections annually and allocates funding in the capital budget for improvements. Adoption of best practices include SL participation in CPR training, emergency drills and tabletop exercises with other community organizations. College departments periodically update a continuation of operations plan (COOP) to ensure continuity of essential organizational functions after an emergency. Other measures to ensure student and employee safety include emergency phones, a phone text alert system, digital alert clocks, alarm systems and emergency messages on the website (Fig. 7.1-17). The college works with the county risk management office to assess risks associated with activities and operations. **HCC was the 2016 national winner of the American Association of Community Colleges' (AACC) Community College Safety Planning and Leadership Award**.

In order to meet stakeholders' expectations for conservation, the GreenTeam oversees a comprehensive sustainability plan and facilities improvement programs with representatives from all college groups. In April 2007, the college's BOT and president signed the American College and University Presidents Climate Commitment. This agreement demonstrates HCC's leadership to minimize global warming emissions and provide education to achieve climate neutrality. Sustainability is part of the college metrics, which measure carbon footprint and other sustainability activities (Fig. 7.4-11). Cycles of improvement include students and staff participating in Recycle Mania, service learning and bio habitat development. HCC hosts other educational programming for students and community members including the Healthy Howard program and the Howard County GreenFest, an annual event focused on the environment and sustainability.

The college anticipates public concerns through its schedule of continuous interactions with community boards and agencies, advisory boards, students and stakeholders.

1.2b(2) Ethical Behavior
SL promote and ensure ethical behavior in all interactions (Fig. 7.4-8). HCC enforces equal employment opportunity commission (EEOC) procedures and track claims. HCC has met its goal of zero adverse findings for more than 10 years. HCC promotes and ensures ethical and responsible practices through its policies and training sessions with staff and students. BOT

members receive guidance on ethical practices from procedures, bylaws and state regulations. SL and other designated employees have a 100% completion of ethical disclosures for the state. Ethics training is a subset of the professional development required of HCC employees (Fig. 5.1-2) and includes workshops on avoiding sexual harassment, access and responsibility, diversity, finance and civility. ● As a cycle of improvement, the college implemented a formal institutional review board to verify that all studies undertaken by or at the college meet federal guidelines for protection of human subjects.

HCC policies and procedures guide employee decision-making in the areas of lobbying, purchasing, contributions, academic honesty, drug awareness, conflict of interest and academic freedom. They are available on the college's portal to guide work, business practices, mandated requirements and student interactions. ● Furthermore, after working with a security assessment firm, HCC recently adopted best practices to ensure HCC is properly protecting personally identifiable information. Students are also held to a strict code of ethical conduct. Many faculty use software to enforce rules against plagiarism and report infractions to the VPSS for review and possible disciplinary action.

1.2c(1) Societal Well-Being
HCC includes societal well-being as part of its strategic planning process and daily operations by regularly assessing the needs of stakeholders and soliciting input and feedback. HCC prepares Howard County's workforce to improve the social and economic well-being of the county. For example, HCC educates students to help fulfill community healthcare needs, develop sustainable local businesses, and to fill large gaps in the STEM workforce. COF increases the college's responsiveness to the emerging learning needs of the county (see 2.1a(1)). In 2015, HCC collaborated with the Howard County Department of Fire and Rescue services to offer firefighters and paramedics a new academic program.

SL, department chairs and faculty participate on international, national and county boards and task forces, such as the Community Colleges for International Development, American Association of Community Colleges, Howard County Economic Development Authority, Howard County Chamber of Commerce and other nonprofits. The college works with these group to support the needs of the community and open up new opportunities for students.

HCC employees contribute to the community by serving as environmental stewards. The college is becoming a more sustainable institution by teaching students, staff and community actions required to meet needs without compromising the environment. One strategic initiative is the reduction of HCC's carbon footprint. Employees and students are encouraged to conserve and recycle through several campus initiatives. ● The college added questions to the YESS and QUEST surveys to determine student and staff perceptions and practices regarding sustainability. **HCC completed its second LEED-certified facility with the opening of the Science, Engineering and Technology Building in 2017.**

HCC has an extensive service-learning program for students. SL recognize staff members for participation in community activities, including the annual United Way campaign. **HCC was included in the national President's Higher Education Community Service Honor Roll of the Corporation for National and Community Service for the last eight years.**

1.2c(2) Community Support

Howard County is our key community. The college actively supports and strengthens its key community by involving citizens at the start through our COF, facilities master plan (FMP) and advisory boards. HCC has a strong partnership the local school system to provide college courses, career fairs, and financial aid workshops. Through our service learning system, faculty and students participate with community members in projects and HCC dental students offer a free clinic to local residents. Via the facilities use system, local government and non-profits can share our facility. Our theater team provides multiple cultural events.

2.1 Strategy Development

2.1a(1) Strategic Planning Process

HCC has a long-term (five-year) and a short-term (18-month) strategic planning process (Fig. 2.1-1). The long-term plan provides a vision for the college and propels it forward. The short-term planning cycle links short-term budgeting to long-term planning since almost one-half of HCC's operating budget comes from the county and state, which operate on a yearly funding cycle.

The long-term strategic planning cycle (LTSPC) begins with a semester-long task force known as the COF. There are multiple workgroups, each having a topical focus that is developed by the PT and endorsed by the COF chair. The COF is comprised of citizens and leaders of Howard County, the BOT, and PT and their direct reports. These key stakeholders identify potential strategic initiatives for the next five years; their work is informed by research and analysis. Recommendations from the COF are considered by PT and the PC; those that align with the MVV and HCC's core competencies and are fiscally viable, are assigned to a VP to champion. VPs work with stakeholders to conduct an analysis that identifies advantages, challenges, and blind spots; this ultimately informs the development of action plans. PT annually evaluates progress and provides updates on these action plans to the COF.

The five-year strategic plan informs a 10-year facilities master plan (FMP). The FMP provides a framework for the systematic development of all capital improvements that support the college's MVV and strategic initiatives. Updates to the FMP are made though a year-long process guided by an external consultant team with support and input from the BOT, president, PT, a steering committee comprised of individuals in key planning roles on campus, faculty, staff, and students. The FMP includes a comprehensive assessment of the physical environment of the campus and how it supports the college to

succeed in its educational mission. This assessment encompasses the college's existing facilities, utilities, IT infrastructure, sustainability and environmental impact, transportation and parking and space needs for academic planning. A thorough examination of the college's academic programs, enrollment patterns, unique institutional characteristics, staffing trends, space utilization and instructional direction are included. The FMP creates a roadmap for the college to follow in the future years, identifies short- and long-term needs and drives the five-year capital improvement plan that feeds the annual capital budget. Five major academic building projects, two parking garages, two renovations and the children's learning center were completed in the past 15 years.

As each component of the LTSPC yields recommendations and action plans, the PT and PC conduct annual assessments of work systems to determine if they appropriately align with strategic priorities, both in the present and against five-year and 10-year horizons. They verify that the outcomes still support the current core competency statements. If and when needs are forecasted for new or different work systems or core competencies, the development of these become a part of the five-year strategic plan.

Five-year projection models (i.e., credit student enrollment projections and financial projections) and multi-year plans (i.e., staffing plan and a five-year capital improvements program) are updated annually to support the short-term and long-term planning cycles.

The short-term strategic planning cycle (STSPC) is an integrated 14-step process to develop the upcoming fiscal year's plan. This includes the budget development process since HCC must request funds <u>every</u> year.

Each summer, the latest cycle of assessment and evaluation is used to inform action plans for the upcoming FY. As part of the college's Institutional Effectiveness Plan (IEP), all academic divisions, student services and administrative units complete a set of annual KPIs, known as vital signs; these KPIs are linked to core work that is aligned with strategic action plans, where appropriate. Within the IEP, the VPAA and VPSS areas engage in a five-year cycle of reviews through the student learning outcomes assessment plan (SLOAP).

The SLOAP involves all full-time faculty and student services directors to assess learning inside and outside of the classroom, and to monitor progress on action plans directly related to institutional learning outcomes (e.g., retention, completion, etc.) (Fig. 7.1-1through 7.1-9). In Figure 2.1-1 ❶ of the STSPC, faculty and directors, along with their teams, comprehensively examine their operations to reflect on what it is doing well and where it needs to improve; to identify advantages, challenges, and potential blind spots; to consider regulatory implications; to research best practices; to consider ways to improve their operations over the short- and long-term; and to align their curriculum/core work plans with the strategic action plans (SAP).

Action plan progress reports are completed each year. Results are used to inform action plans for the next year in light of the

budget that was funded in June. All course/program/unit reviews and subsequent action plans are reviewed through the reporting structure. Results are communicated to the BOT in August during an annual update on the strategic plan ❷.

During mid/late summer ❸, units engage in planning retreats; PT provides priorities for the year. Directors review their unit's core work and prioritize action plans for the current FY. This informs employees' annual plan development, where they determine when and how core work and strategic initiatives will be accomplished ❹.

Throughout the fall semester, supervisors meet regularly with employees to determine needs, assess progress on operational and strategic plans, and shift priorities when necessary. PC meets in September to review the current FY SAPs, to review metrics and progress (using prior year results), and to consider action plans and related resources to inform the next FY's budget development process that begins every October ❺. Key PC participants are PT, CFT members, and representatives from all constituencies. PT reviews all plans and considers external budget restrictions and associated strategic challenges to determine which items to approve for inclusion in the budget development process. The BOT approves the proposed budget for the upcoming FY in January ❽. Each spring is an opportunity to conduct a mid-cycle check-in and begin planning for the next FY ❻,❼. At the spring PC meeting, an environmental scan is presented to inform a global SWOT analysis. Strategic advantages, challenges, and blind spots are updated from the prior year. PC reviews progress toward long-term strategic goals using current FY action plans, and PC updates action plans for the next FY based upon the proposed budget that was approved in January.

Throughout the spring semester, the president/VPs assigned to each strategic initiative work with stakeholders to conduct a more focused SWOT analysis to identify advantages, challenges and blind spots to refine action plans. Action plans are adjusted for the current FY as expenditures are projected in anticipation of closing out the budget in June. This presents an opportunity to reallocate resources to support strategic priorities. Appraisals are conducted to assess individual and team performance on core work and progress made on strategic initiatives. Finally, the current FY budget is closed, which sets the stage for the next round of the STSPC. The PT reviews long- and short-term planning processes and introduces improvements before the next cycle begins.

Through a cycle of evaluation and improvement when Dr. Hetherington became president in 2007, ⓛ she evaluated the LTSPC and STSPC and determined a more focused approach was necessary for greater efficiency and effectiveness. From the FY04-09 to the FY10-15 plan, the number of strategic goals and objectives were reduced by more than half and the number of action plans were reduced by two-thirds. This was endorsed by the BOT, PT, and PC. Results include: greater clarity of work responsibilities, better alignment of action items to strategic goals, an enhanced ability to direct limited resources to goal achievement and improved responsiveness to events requiring immediate attention. ⓛ In 2014, the IEP was introduced to succinctly articulate the vertical and horizontal alignment of plans across the institution (i.e., cascading of plans).

The strategic planning process addresses the potential need for transformational change and the prioritization of change initiatives by balancing long-range, visioning exercises with periodic environmental

Figure 2.1-1 Strategic Process (STP)

10 year: Facility Master Plan (FMP) *(includes a 20-year land use plan)*

5 year: Credit Enrollment Projections, Budget Projections, update 10-year FMP, COF, Strategic Plan, Staffing Plan

1 year: Every year, HCC reaffirms and provides updates for the FMP to MHEC, 5-year projections updated annually

❶ Reaffirms or changes MVV/G, Assess organizational learning from latest cycle of IEP & SLOAP
❷ BOT receives past FY progress on long-term strategic plan
❸ PT retreat occurs; informs upcoming functional areas/unit retreats
❹ Performance Management, annual plan development for current FY
❺ PC reviews current FY action plans, begins planning for upcoming FY budget development process

July – September

Plan · Do · Check · Act

April – June

October – December

⓫ Performance management, year-end appraisals for current FY
⓬ Close out action plans for current FY
⓭ Close out current FY budget; open upcoming FY budget
⓮ Collect most recent FY data & complete assessments related to IEP & SLOAP

❻ Build and finalize budget development process for upcoming FY
❼ Performance management, Mid-year evaluation for current FY

January – March

❽ BOT approves proposed upcoming FY budget
❾ Environmental scan
❿ PC reviews action plans for current FY & refines action plans for upcoming FY

SHORT TERM PLAN - 1 YEAR CYCLE

scanning, cycles of assessment, and iterative forecasting activities. These sustained and repeatable activities help facilitate organizational agility and operational flexibility.

Maryland passed the College and Career Readiness and College Completion Act of 2013 (CCRCCA) to expand dual enrollment. HCC had always encouraged high school students to take courses on campus through the Early College Program. At the same time, student demand for college credit was increasing for students who sought to transfer their credits to four-year institutions. Environmental scanning activities revealed that students recognized that HCC was more competitively priced than neighboring four-year institutions. Despite these circumstances, HCC was not able to scale dual enrollment to the desired numbers compared to what other community colleges and school systems were serving. Lately, new Howard County Public School System (HCPSS) leadership (2017) is supporting greater collaboration with the college to develop program pathways for students. JumpStart, which was fully implemented in 2018, provides multiple ways for HCPSS students to earn college credits through both a flexible and structured format through dual enrollment at HCC (see Figure 7.1-19).

2.1a(2) Innovation
HCC's strategy development process stimulates and incorporates innovation by engaging our community members and leaders, collaborating on research and analysis with stakeholders, and creating mechanisms for employees at all levels of the organization to contribute to the identification and pursuit of strategic opportunities.

Emerging educational, community, and workforce development needs are identified during the COF process, which kicks off the next five-year strategic plan. The COF ensures that perspectives from a range of external stakeholders inform HCC's assessment of future strategic opportunities. SL take COF recommendations and systematically assess them by conducting a risk assessment based on components such as competitive factors, budget requirements, and faculty and facility demands to determine viable ones. This is informed by research and analysis from subject experts on PC and other CFTs. SL use the information and recommendations to guide intelligent risk taking, which considers opportunities where the potential gain outweighs the harm or loss to the organization (Fig. 6.1-2). HCC's current strategic opportunities are: (1) increase the completion rate (e.g. Early Alert); (2) close the achievement gap (Howard P.R.I.D.E. (PRIDE); (3) after reducing the number of program offerings, design and institute a guided pathways approach by fall 2019; (4) expand dual enrollment (JumpStart); (5) increase use of OER; and (6) use technology to achieve cost savings.

Once strategic opportunities and initiatives have been identified, they are incorporated into the five-year strategic plan and pursued at the unit level through the STSPC. Innovation at this level is encouraged by mechanisms that foster dialogue and collaboration among faculty and staff around efforts to meet strategic objectives. One example is the Faculty and Professional Learning Community (FPLC) program, which

supports professional development around innovative approaches to instruction and student support. Each spring, the HCC innovation fair highlights the experimentation of the FPLCs, CFTs, and other units, as a way of encouraging innovation. Frequently, FPLCs yield proposals for broader curricular and programmatic initiatives that are then considered for support by SL using the Innovation and Risk Management Process (see fig. 6.1-2).

HCC's developmental education curriculum in English provides one example of innovation driven by the FPLC program. ❶ In FY15, English faculty formed an FPLC focused on the emerging trend of integrated reading and writing (IRW). The group reviewed the research on IRW's benefits for student learning and success, surveyed approaches to implementation at institutions nationwide, and developed recommendations for HCC. These FPLC efforts led to the development in FY16 of a new course leading to college-level English: ENGL-099, Integrated Reading, Writing, and Critical Thinking. Launched in FY17, the course aims to increase developmental education students' success in progressing to college-level English, in alignment with HCC's strategic opportunity of increasing the completion rate. Initial data show success rates (defined as passing with grade of "A," "B," or "C") approximately five percent higher in ENGL-099 than in its predecessor courses. Monitoring of course outcomes is ongoing (see other innovations, P.2-3).

2.1a(3) Strategy Considerations
The college collects and analyzes relevant data in a systematic way so that timely and relevant information are available at key points during our LTSPC and STSPC (Fig. 4.1-4). Strategic advantages, challenges, blind spots and potential changes in the regulatory environment are identified and evaluated using SWOT analyses by the PC and president/VPs working with CFTs and groups assigned to strategic initiatives. PC reviews progress on strategic goals using selected state indicators, IPEDS data, and other benchmarking resources, such as the NCCBP and the CCSSE. This data helps us to understand how we are performing relative to the state and our peers, which is a combination of Maryland community colleges and others from across the nation. We also have a vital signs system and a cycle of course/program/unit reviews. Data collected and analyzed from these reviews provide information to guide improvements in practice, understand how best to allocate resources, and recognize innovation and accomplishments. Finally, the college evaluates its ability to execute the strategic plan with PTs annual review of the long- and short-term planning processes. Improvements are introduced before the next cycle begins.

❶ We have enhanced our ability to execute the strategic plan with cycles of evaluation and improvement. In 2003, the college implemented its vital signs system whereby every department and academic division developed a set of KPIs to keep SL apprised of how they were progressing toward operational and strategic goals as articulated in the core work and strategic plan (see 4.1a). These were next augmented by a related collection of functional area vital signs. During this time, faculty are engaged in assessment of courses and programs to inform

curricular improvements. By 2008, all high enrolled programs and courses had been evaluated and improved, and all monitoring measures went through several cycles of improvement. By 2010, the CFTs developed better tracking reports to monitor their effectiveness. In 2014, the college implemented the IEP tool to vertically and horizontally align action plans across the institution (i.e., cascading of plans). HCC will review the IEP in fall 2019.

Courses, programs, and the general education goals are reviewed every five years in the VPAA area. In the VPSS area, unit reviews are conducted every five years and intervention programs, such as PRIDE, are reviewed annually. A set of action plans are developed as a result of all reviews; they align with their respective functional area plans and those area plans, in turn, align with the strategic plan. Action plan progress reports are completed annually. The progress report is a tool used to monitor plan deployment and to evaluate associated outcomes. Reviewing the collection of progress reports enables the college to analyze its ability to execute the strategic plan; this is done at each level of the organization (i.e., college, functional area, division, and department/unit). HCC evaluates progress, identifies obstacles to then develop solutions, and assesses the need for (re)prioritization of plans based upon staffing, unexpected needs that impact shifting workloads, and budget constraints.

The improved alignment of these efforts has offered several opportunities for organizational learning and to promote consistency. All areas have been more intentional about annually updating core work and vital signs. Additionally, as functional areas update their strategic plans, they pay close attention to how action plans can be integrated across the organization to improve implementation, deployment, and organizational efficiency.

❶ For example, student retention and success efforts underway in the VPSS and VPAA areas have converged in plans to launch a comprehensive guided pathways initiative. This major collaborative initiative builds upon action plans in VPSS to develop intrusive advising (students with 45 credits are contacted and encouraged to complete a degree) and new forms of academic support; and develop action plans in VPAA to reduce the number of program offerings in order to provide greater clarity and focus for students. Guided pathways were a logical outgrowth of these efforts to enhance student success.

2.1a(4) Work Systems and Core Competencies
HCC decides which key processes will be accomplished internally by the college's workforce and externally by suppliers and partners by evaluating our work systems (Fig. 6.1-1) in light of: (1) the nature and scope of the project; (2) the degree to which it aligns with the core competencies; (3) HCC's ability to internalize the process given our workforce's knowledge, skills, and abilities, its current workload, and level of required maintenance; (4) whether an existing partner can manage a process related to one it currently manages for us; and, (5) if there are any external suppliers who can develop, implement, and maintain a process more efficiently and effectively than the college can because of its core

competencies. HCC reaffirms its core competencies annually as part of its end-of-year examination of organizational outcomes. HCC determines if new systems are needed by balancing long-range, visioning exercises with periodic environmental scanning, cycles of assessment, and the systematic review of staffing plans as articulated in its LTSPC and STSPC (see 2.1a(1)).When HCC determines that a new system is required to capitalize on its core competencies, internal and external stakeholders are consulted and the aforementioned is considered. SL then decide if and how the system will be developed (e.g., exclusively with internal resources or in partnership with an external entity) and implemented.

The College and Career Readiness and College Completion Act (CCRCCA) requires all public higher education institutions to document a pathway system with graduation progress benchmarks. Prior to this, HCC's admission and advising unit issued degree plans on paper; the college needed an innovative automated process by which they could easily track students' progression, report on it for compliance purposes, and improve communication with students to promote progression and success. HCC collaborated with an existing supplier, Ellucian, who had a solution to help the college manage these key processes, referred internally as Self Service. To date, three self-service modules have been implemented: (1) finance (for student billing); (2) student planning (designed to help students plan and track progress in a degree program); and (3) student financial aid (helps students plan financially for completion). Organizational learning from the implementation of these modules has driven HCC to consider how it can adapt existing features to address current areas for improvement. For instance, results from a spring 2017 evaluation of the academic standing policy demonstrated that first-time-on-warning students needed more prompt attention. Numerous process improvements are underway to leverage existing features/systems, including: (1) implementing an eight-credit registration block for probation students; (2) utilizing advising notes and alerts in student planning; and (3) leveraging *my*HCC to track student compliance when placed on warning.

2.1b(1) Key Strategic Objectives
HCC's key strategic objectives and timetable for achieving them are located in Figure 2.1-2. The most important goals in the strategic plan are increasing completion rates and continuing to close the achievement gap.

Three key changes are planned for HCC's educational programs, students support services, and operations. First, the college will continue reducing the number of program offerings to better provide **structured pathways** for students. Five years ago, the college had over 300 credit programs and it has reduced that to 90. Second, the college will continue supporting percentage increases in annual graduates by **providing support services to include *intrusive advising* for students with 45 or more credits and by promoting *reverse transfer* -**where former students are contacted to transfer the remaining 15 credits back to HCC to complete an associate degree. HCC has consistently increased the number of graduates through the intrusive advising initiative over the past

Figure 2.1-2 Strategic Goals Aligned with Objectives, Action Plans and Measures

Strategic Goals	SA/SC/SO (Fig. P.2-1)	Objectives	Action Plan	Core Compe-tency	VP Lead	Measures and 2020 Projections	Current Data	Year over Year Results	Results
Improve Student Success, Completion & Lifelong Learning	SA1 SA2 SA3 SC3	Increase Number of Degrees & Certificates	• Develop, evaluate & revise program offerings; provide career opportunities • Increase student participation in high impact practices • Promote intrusive advising & reverse transfer • Continue development of a Guided Pathways plan for new, FT students • Increase the use of open education resources (OER)	2	VPAA, VPSS / VPAA, VPSS / VPAA, VPSS / VPSS	Degrees & Certificates 1,290 + **A&O**	1,386	↑	Figs. 7.1-1, 2abc,3
	SA1 SA2 SA3 SC2	Increase % of Developmental Completers	• Pilot FYE Developmental Education Math, evaluate and expand accelerated ENG-121. Align college-level math with COMAR • Implement & evaluate CCRCCA • Expand & improve HCC Early Alert Program	1,2	VPAA / VPAA, SS, IT / VPSS	Developmental Completers 45% + **PA&O**	44.9%	↑	Fig.7.1-8
	SA1 SA2 SA3 SC2	Increase Student Successful-Persister Rate after four yrs.	• Increase participation in Ambiciónes from 25 to at least 100 by 2020; increase success with goal of matching all students • Increase PRIDE participation by 30% over three years • Complete investigation of using multiple assessment measures as a strategy for more accurate fall 2019 placements	1,2	VPAA, VPSS / VPAA, VPSS	Successful-Persister Rate All Students−75% + **PA&O**	80.6%	↑	Figs. 7.1-4, 5abc
	SA1 SA2 SA3 SC2	Increase Student Graduation-Transfer Rate Performance after four yrs.	• Provide support services to increase the graduation & transfer rates & close performance gaps for targeted programs • Continue the systematic evaluation plan for all academic programs • Develop a plan for an undergraduate research program for STEM students • Actively promote diversity in restricted enrollment programs	1,2	VPAA / VPAA / VPAA / VPAA	Graduation-Transfer Rate All Students−55% + **PA&O**	55.1%	↑	Figs. 7.1-6; 7.1-7a-c
Improve Organizational Excellence	SC3	Increase % of Minority Employees to Reflect County Demographics	• Improve faculty & staff recruitment efforts, outcomes & retention	1	All Areas	Minority Faculty−24% + **PA&O** Minority Staff−28% + **A&O**	28.1% 32.3%	↑ ↑	Figs. 7.3-2,3
	SA2 SC3	Increase Stakeholder Satisfaction & Full-time to Part-time Faculty Ratio	• Develop cost efficiencies using PDCA framework (Cloud hosting) • Implement Commission on the Future recommendations • Create scheduling efficiencies to meet benchmarks • Analyze vacancies and determine recruitment action	1	All Areas	Credit Student−87% + **PA&O** Non-Credit Student−95% + **PA&O** Employee− 4.0 + **A&O** Faculty Ratio−50:50 + **PA&O**	90.9% 98.6% 4.18 45:55	↑ same ↓ ↑	Figs. 7.3-1,19; 7.3-9-15
	SA2 SA3	Increase Developmental/Training Expenditure Per FTE Employee	• Continue to effectively & efficiently expend funds on professional development	1-3	VPAF	Upper Quartile NCCBP + **PA&O**	58th Percentile	↑	Fig. 7.3-17,18
	SA2	Reduce HCC's Carbon Footprint/FTE:	• Reduce HCC's carbon footprint one percent /yr. to achieve 100% reduction over 2009 levels by 2050	3	VPAF	Emissions− Reduce 1% each year + **PA&O**	19.98	↓ (good)	Fig. 7.4-11
Build & Sustain Partnerships	SA1 SA2 SC1 SC2	Increase Resources to Provide Scholarships and Facilities to Students	• Raise $1.4M for scholarships & endowments • Obtain $2.4M in competitive grants • Continue renovation construction of N and ST buildings	2,3	Pres / Pres / VPAA, VPAF	Funds Raised−$1.4M + **A&E** Total Grant−$2.4M + **PA&O**	$2M+ $2,1M+	↑ ↓	Figs. 7.5-1-5
	SA1 SA2 SA3 SC1 SC2	Increase Opportunities to Serve the Regional Needs	• Increase the draw rate of HCPSS recent high school graduates to 26% (JumpStart) • Increase enrollment, transfer & college completion of adult students • Develop credit & noncredit courses that meet regional employment needs; expand internship/apprenticeship/stackable credential opportunities	2,3	VPSS / VPSS / VPAA	Credit Enrollment−0% + **PA&O** Non-Credit Enrollment−0% + **PA&O**	14,291 15,407	↑ ↓	Figs. 7.1-19; 7.5-10,11

SA - Strategic Advantages; **SC** - Strategic Challenges; **SO** - Strategic Opportunities (highlighted yellow); + = **Advantage**;
Progress Report: A&E - Accomplished & Exceeds, **A&O** - Accomplished & Ongoing, **PA&O** - Partially Accomplished & Ongoing

seven years and the reverse transfer initiative consistently contributes to the number of awards conferred each year (Fig. 7.1-1). Finally, HCC will continue implementing the **five-year assessment schedule** within the IEP to promote student success and organizational learning and to close the achievement gap.

2.1b(2) Strategic Objective Considerations
HCC achieves the appropriate balance among the varying and potentially competing organizational needs by using a systems approach where the strategic goals and plans are anchored by the core competencies across functional areas. These are executed through a set of cascading plans tied to the strategic plan. Figure 2.1-2 also demonstrates how the strategic objectives address the strategic challenges and leverage the core competencies, strategic advantages, and strategic opportunities through short-term and long-term horizon objectives.

2.2 Strategy Implementation
2.2a(1) Action Plans
Examples of the short- and long-term action plans are listed in Figure 2.1-2 with their relationship to the strategic objectives. Once the strategic initiatives are determined from the review of results-to-date and the COF process, the president/vice presidents are assigned to them and then work with stakeholders to conduct a focused SWOT analysis to identify advantages, challenges, and blind spots; review trends/measures from vital signs and outcomes from course/program/unit reviews; and research best practices to inform the creation of action plans that are aligned to the college's overall strategic objectives. Each action plan will contain the PDCA steps and report on the in-process measures. Annual action plan progress reports within the performance management cycle facilitate communication about the progression and augmentation of plans across all levels of the organization (e.g., director, associate vice president (AVP), VP, president) and to secure alignment across the institution.

2.2a(2) Action Plan Implementation
Work units and CFTs are accountable to their respective president/VPs for deploying and implementing action plans. The individual performance plan is designed to align with the unit's core work plan which, in turn, aligns with the president and each VP area's five-year strategic plan. And those individual plans feed into the work of CFTs when initiatives require input from multiple areas of the college. Progress on strategic action plans is reported to the BOT each year. The president and each VP has a team representing impacted work units, suppliers and partners who determine resources, performance targets, and collaborate on deployment. Once deployed via one-to-one meetings with team leaders, the team monitors implementation by analyzing data at time intervals relevant to the project (e.g., daily, weekly, or monthly), which informs necessary adjustments to the implementation process as the organization learns about successes or challenges. The assessment cycles within the IEP facilitate a formalized review of action plans on an annual basis.

The review serves as a way to holistically reflect upon the implementation of the initiative by using qualitative and quantitative data to determine what went well and what needs to be improved upon so that strategic objectives can be met in the specified timeframe.

Annual action plan progress reports facilitate communication about the progression and augmentation of plans across all levels of the organization (e.g., director, AVP, VP, president) and help to secure alignment across the institution. SL review action plans semi-annually, taking into account the college's other priorities, financial status, staffing, and current SWOT factors to assess short-term goals and to decide if action plan implementation requires revision in order to meet goals.

This information is shared broadly during PC and an annual update to the BOT on progress on the strategic plan occurs every August.

HCC regularly reviews and evaluates the development of its action plans. Concerning the strategic goal of improving student success, completion, and lifelong learning, one specific action plan was to evaluate and revise program offerings. Over the last several years, HCC has consistently reduced the number of program offerings available to students. In 2018-2019, in concert with the Guided Pathways initiative, the social sciences division reduced program offerings from 16 to four to help students identify a clear pathway to success. Based on a fact-based, systematic evaluation, HCC leveraged strategies deployed by the social sciences division to further reduce the number of program offerings in other divisions. As a result, this PDCA process generated a streamlined experience aimed to improve student success, completion, and lifelong learning. This strategic process will continue to be reviewed and analyzed each year to ensure that key strategic objectives are achieved and sustained.

2.2a(3) Resource Allocation
The college ensures financial and other resources, such as personnel, are available to support the achievement of action plans while meeting current obligations through an integrated planning and budgeting process where the ST is aligned with the county's and state's budget cycles. Every January, the BOT meets to approve the new FY's proposed operating budget. The development of that budget occurs the prior fall (Fig. 2.1-1 ❻), which is informed by the previous spring PC meeting, where progress towards strategic goals is discussed (Fig. 2.1-1 ❾,❿).

The president and VPAF engage with county and state officials throughout the year to advocate on behalf of the college and to monitor the economic and political climate. As the FY operating budget is being developed, the president meets individually with county and state elected officials to discuss strategic priorities. There are opportunities for the president and BOT to engage with elected officials in public forums too. At the state level, Maryland Association of Community Colleges (MACC) lobbies on behalf of the community colleges. At the county level, the VPAF sits on the county spending affordability committee to monitor the county's financial outlook. The county executive holds public budget hearings in

December and March, and a private work session with the college president, VPAF, and BOT chair in March/April. The budget is adopted in May.

Resources are allocated to initiatives based upon their ability to facilitate the achievement of strategic objectives; budget requests are submitted to SL each fall and SL rank-orders the priority of requests based upon the projected budget. Enrollment projections are used to inform budget projection with various scenarios in place based upon tuition and fee increases, as well as county and state funding levels. These budget projections help us to consider how to implement plans while managing financial viability. If the budget cannot support necessary resources for an action plan, SL seek alternative funding (grants), or they modify or defer the action plan until resources are available.

The capital budget delineates future projects planned as part of the five-year capital improvements program and 10-year FMP required by MHEC. Capital projects are planned using current student enrollment and a 10-year student enrollment projection and resources are allocated based on need. The final proposed capital budget is approved in October by the BOT and then submitted to the county; similar advocacy occurs with the capital budget as with the operating budget above. Capital budget recommendations are shared with state and county officials in the fall and, like the operating budget, HCC learns of capital appropriations from the state and county in April and May, respectively (Figure 7.4-5).

2.2a(4) Workforce Plans
HCC's key workforce plans to support short- and long-term strategic objectives and action plans are shown in 5.2c(1). As part of the budget development process, SL works with unit leaders to develop and semi-annually review staffing needs associated with strategic action plans (Fig. 2.1-1 ❻). ⬤ For example, the expansion of the dual enrollment program with HCPSS created a request for a full-time academic coordinator and a student services position in FY19. VPAA budgets for new faculty and replacements for retiring faculty are developed to keep pace with enrollment growth while working towards the 50:50 full-time/part-time faculty ratio. The multi-year staffing plan is adjusted to assure continued quality of instruction and services. Other human resources action plans address workforce capability and capacity needs are located in 5.1a(1).

2.2a(5) Performance Measures
The high-level performance measures used to track action plans are shown in Figure 2.1-2. The action plan measurement system reinforces organizational alignment through a set of cascading plans as articulated in the IEP. All academic divisions, student services and administrative units complete a set of KPIs, known as vital signs; these KPIs are linked to core work that is aligned with strategic action plans, where appropriate. MHEC indicators, IPEDS data, and other benchmarking resources like the NCCBP and the Community College Survey of Student Engagement (CCSSE) provide comparison data to understand how the college is performing relative to the state and to our peers. The SLOAP provides for

the assessment of learning inside and outside of the classroom, and to monitor progress on action plans directly related to student learning outcomes. ⬤ Now in the fourth year of the five-year cycle, more robust assessment and evaluation projects have been developed as a result of iterative process of assessing the effectiveness of our assessment processes to ultimately support student success (AoS).

2.2a(6) Performance Projections
The college's performance projections for the short- and long-term planning horizons are located in Figure 2.1-2. The PT suggests key performance projections for BOT approval after analyzing trend and best practice data. HCC examines MHEC indicators and national data (e.g., IPEDS, NCCBP, CCSSE) to develop a set of peer and aspirant institutions to benchmark performance. If there are gaps in performance against peer or aspirant institutions, the president and VPs task core work units and CFTs to investigate these institutions to uncover best practices and determine how HCC might improve upon them. Assessment and evaluation studies are routinely conducted to understand how policies, processes, and practices are functioning, and results are used to inform improvements.

⬤ An improvement is the recent initiative to overhaul of the KPIs (vital signs) for academic affairs. The VPAA and her team contacted peer institutions and relevant regulatory and accrediting bodies to gather their current metrics and performance projection practices. The KPI dashboard was revised pursuant to this examination. Performance projections were set. Action plans for the VPAA area, as well as for many of its constituent units, now incorporate plans to address potential gaps. As one example, new measures of diversity and equity among participants in high-impact programs have been adopted at the unit level, and additional resources – including faculty and staff training for curriculum and program enhancement – have been directed by the VPAA and PT in order to ensure that HCC remains competitive with peer institutions in integrating high-impact practices equitably into the learning experiences of all students.

2.2b Action Plan Modification
STSPC allows the college to establish and implement modified action plans if circumstances require a shift in priorities, or if there is a requirement for the rapid execution of new plans. PT reviews alignment with strategic goals, and SL meet with staff to develop action plans and identify necessary resources and staffing through the performance management process. PT then reviews recommendations and determines if resources are available and how to proceed within existing financial constraints. New action plans are added to the strategic plan, implemented, and tracked through the normal STSPC. In the event of a circumstance that requires a rapid shift in plans and execution of new plans, PT reallocates resources that can include budget and staffing. PT addresses the situation and incorporates the information into the established process, bringing it to the attention of the core work unit or CFT, which modifies strategic plans and future budget requests. Changes are communicated through one-to-one meetings.

HCC received best practice recognition from Baldrige in 2017 for Category 3 – Customers.

3.1 Customer Expectations
3.1a(1) Current Students and Other Customers

HCC listens to, interacts with, and observes students to obtain actionable information by a variety of means (Fig. 3.1-1). HCC evaluates each situation to determine which listening and learning process would be most effective for gathering actionable information. Once identified, HCC conducts its listening, and uses its PDCA model to select (and implement) the most appropriate communication system. Primary examples of student listening and learning activities include the Yearly Evaluation of Services by Students (YESS) and the Community College Survey of Student Engagement (CCSSE). HCC developed the YESS survey in 1991, and it is administered yearly to credit students. The survey instrument is reviewed annually by SL, with input from the college community, to confirm that questions asked will identify current satisfaction levels and collect ideas for future innovations. The YESS provides a rich longitudinal database of ratings on services, instruction, student life, and experiences at HCC that allow the college to study trends and be continuously responsive to its primary clientele – credit students.

The CCSSE is a national survey of community college student engagement providing benchmarking, diagnostic tools, and monitoring to help the college learn from student feedback and to understand and exceed student expectations. Both YESS and CCSSE surveys provide a systematic method of gauging students' requirements, expectations and opinions, and support mechanisms needed. The president and VPs listen to students in presidential dialogues with targeted student groups at least six times per year. Transcripts from each dialogue are reviewed by the president's team, and then the appropriate vice president's staff, to identify needed actions and staff responsible for follow up. When the college is designing intervention and support programs such as PRIDE (Black/African American Learning Community) and Ambiciónes (Hispanic/Latino Learning Community), it employs student focus groups as another listening technique. HCC also listens to students from their comment cards, which are submitted via a form on the HCC website or a printed form available in key student areas on campus. Once submitted, the cards are inventoried by the planning, research, and organizational development office (PROD) and sent to the president or appropriate president's team member for action. PROD also tracks the response to ensure timely follow-up and action, plus measures related to data for analysis of progress and improvement of customer service. HCC listens to, interacts

Figure 3.1-1 Voice of the Customer (VOC) Methods

Customers	Approach and Frequency	Listening Mode
Credit Students	Primary	
	YESS survey (annual) (Figs. 7.1-10, 13, 7.2-1,6,9)	In-class survey
	CCSSE (biannual) (Figs. 7.2-2,3,4,11)	In-class survey
	End-of-course evaluation (semester)	In-class and online survey
	IDEA evaluations (semester) (Fig. 7.2-5)	In-class and online survey
	Presidential Dialogues (3–4 per semester)	In-person discussions
	Augmented President's Team (monthly)	In person and minutes via email
	Comment Cards (weekly) (Fig. 7.2-7)	Online or paper forms; comments via social media
	Accreditation process and feedback (annually)	Internal evaluation, review by external examiners
	Secondary	
	Information sessions at high schools	In-person visits to high schools
	Student cohort groups (PRIDE, Ambiciónes, Freshman Focus, etc.)	Face-to-face, seminars
	Social media (continuous)	Monitoring and referral, if needed
Noncredit Students	Primary	
	Advisory Boards (annual)	Meetings, minutes
	End-of-course evaluations (semester)	In-class and online surveys
	End-of-course customer contract review (semester)	Website, in-class and online surveys
	Secondary	
	Kids on Campus (semester)	Website, surveys, events
	Social media (continuous)	Monitoring and referral, if needed
HCC Workforce	Primary	
	Convocation (semester)	Face-to-face and web streamed
	Constituency groups and CFTs (semester)	Face-to-face
	Comment cards (weekly)	Online or paper forms; comments via social media
	QUEST (annual) (Figs. 7.3-6,7,9-14, 18, 19)	
Community /Businesses	Primary	
	Commission on the Future (every five years)	Meetings, in-person discussions, convocation, report published on website
	Environmental scans	Presented at PC, meetings
	Advisory groups (quarterly) (Technology and Academics)	Meetings
	Secondary	
	Alumni surveys (annually)	Online surveys, focus groups
	Employment research (Fig. 7.1-21, 7.2-2)	Surveys, focus groups

with, and observes students and other customers to obtain actionable information through social media, the college website, and web-based technologies. Social media, such as Facebook and Twitter, allows followers to directly contact HCC to ask questions, provide feedback, and receive assistance. For example, a student may directly Tweet at the college (@howardcc) with a comment or concern, and the Office of Public Relations and Marketing (PRM), which continually monitors social media, will respond as appropriate. In addition, PRM uses advanced social media tracking and listening tools Sprout Social and Cision to monitor public social media accounts that mention HCC. This is done by using keywords and tags to find relevant content that may require action or response. When a response is warranted, PRM provides answers directly to students or collaborates with other offices on the response. PRM also monitors the reaction to the response to ensure that the situation is addressed, students are positively engaged, and the brand of the college is maintained.

HCC's social media attracts more followers than peer community colleges, demonstrating that the institution is doing well in listening to, interacting with, and observing students. HCC's social media success, measured through each social media tool and Sprout Social, is evident through high follower counts and strong engagement with students, in comparison to its peers. In a process improvement, PRM began tracking its key four-year competitors to identify opportunities for enhanced communications to prospective students.

HCC listens to alumni, parents, and area educators to obtain actionable information by conducting graduate surveys twice per academic year, holding regular meetings with the HCPSS superintendent and his staff to exchange information, and talking with public school counselors at an annual luncheon. HCC worked with the HCPSS on process improvement to enhance dual enrollment offerings and significantly increase the number of high school students enrolled in college course work while still in high school (See Fig. 7.1-19). HCC listens to area employers and community leaders by bringing area employers to campus to identify ways to support their development of a trained workforce, and then collaborating with them to identify career information and workforce opportunities for students. HCC maintains an interactive employer/job online database to communicate with employers, students, and community members seeking jobs or other work experience, like internships. HCC conducts meetings with the local advisory committees of the various career and technology education (CTE) programs to gather information to keep these programs exceeding industry standards.

Every five years, HCC convenes a COF, which shapes the institutional strategic plan, and informs academic programs and institutional priorities. After the COF ends, HCC provides participants an annual progress report on the recommendations. HCC's listening methods vary for different student groups, customers and market segments. HCC serves over 50% of its credit students through cohorts, a group of students organized around a program or service. For example, students who receive financial aid comprise a cohort of 49% of all students.

Graduating high school seniors who apply to HCC and participate in the college's early testing, advising and orientation program that occurs in April and May make up the Freshman Focus Cohort (700 plus students). Other examples of cohorts include student athletes and honors students. Cohorts are assigned an advisor and receive specially designed services to engage them early and often for greater success. Students in cohorts usually remain in the cohort for the duration of their enrollment. Cohort advisors and administrators listen to cohort students through surveys of a variety of programmatic offerings, presidential dialogues, and informal advisor discussions with students. Cohort retention, persistence, graduation and transfer are routinely monitored by the advisor, program director, vice president, and president's team. Non-cohort students are engaged through college services, as well as through college activities, classes, and interactions outside of the classroom with faculty and staff.

3.1a(2) Potential Students and Other Customers
The college measures engagement of prospective students through the tracking of requests for information (RFIs) sent through the website. Monthly reports are generated that show the total number of RFIs submitted, and breaks the submissions down across various metrics, such as area of interest and expected entry term. The RFIs are measured and checked monthly to identify trends. This data, combined with the monthly analysis of web page traffic, are useful in tracking interest in programs and making data-informed decisions on content, navigation, and other changes to the website. HCC's EMCFT reviews competitor information, such as websites and program offerings, and the results of the survey conducted with former students to stay competitive.

3.1b(1) Student and Other Customer Segmentation
In Maryland, community college presidents have agreed that a community college will only directly market within its defined service region, unless programs are unique and not offered by neighboring colleges. For HCC, the service region is Howard County. HCC uses information on students, other customers, markets, and educational and service offerings to identify and anticipate future student and other customer groups and market segments by reviewing enrollment demographic data monthly with a cross-functional enrollment management team (EMCFT). The team examines published research regarding community college and college students, internally executed research surveys, environmental scans provided by PROD and consults with external entities, such as advertising agencies, local businesses, and consulting firms that can provide insight into existing and potential markets. For example, a shrinking high school graduating class, due to fewer high school seniors, creates greater competition from the universities for first-time students. From this analysis, action plans are developed to conduct further research or to make changes within the institution. The EMCFT meeting is also a forum for discussion on issues relating to enrollment, which may be observed in areas of the college not directly involved with the admissions process. For example, EMCFT has reviewed data and held discussions on challenges facing international and immigrant students, which has led to a

review of related web pages on the college website and changes to improve messaging.

3.1.b(2) Program and Service Offerings
HCC determines educational programs and services via the LTSPC, which uses environmental scans, competitor analysis, surveys and other feedback to identify future offerings. Existing programs are evaluated every five years and services are assessed annually.

Proposed new programs and services are vetted by faculty, staff, and the curriculum council (CC). Recommendations are given to the appropriate SL and communicated to the PT. After listening to students and the HCPSS, the college expanded to the JumpStart (see 2.1a(1) dual enrollment program, also known as Early College), which adapted existing academic courses to provide dual enrollment offerings for high school students. Working with the school system, HCC faculty and staff examined courses to identify alignment, assessed and developed services to prepare students to succeed in college, and set up information sessions to answer the myriad of parent expectations. This program attracted a new, previously untapped market of high school students, who were interested in cybersecurity and six other academic areas. Students can now complete up to 60 credits toward a degree by their high school graduation. This program seeks continued market feedback through its advisory board of business leaders and businesses who serve as internship sites.

3.2 Customer Engagement
3.2a(1) Relationship Management
From prospect to graduation/transfer, HCC builds and manages relationships with students and other customers by utilizing technology through Recruit, a prospective student management system, to build relationships with people who have filled out RFIs online, made phone or in-person inquiries, applied, and enrolled. This system also has tools through Self-Service that support student advising, financial aid, registration, and billing. At the same time, HCC continues to be a high-touch institution, offering face-to-face service for students and customers wanting this level of support. HCC develops advertising campaigns for digital media, print, cable television, and radio that speak to target audiences with focused messages and calls to action. The current advertising mix utilized by PRM is based on measurement and analysis, as well as a student survey about media preferences. The HCC website that launched in summer 2015 is a customer-first web design that prioritizes the content and navigation needs of the prospective student in key areas, such as the homepage, program pages, and admissions and enrollment pages. Through the website, HCC practices careful management of more than 250 monthly incoming RFIs to ensure a prompt and appropriate response to prospective student inquiries. HCC also continually monitors its social media channels through its listening and tracking tools to respond to direct inquiries, as well as social conversations that are relevant or meaningful to the college and potential/prospective students. HCC leverages social media and extends the college brand by posting content that allows the audience to "discover" something about the college, its

students, services, or offerings. HCC also participates in meaningful social media conversations with the broader community college community.

The learning cohorts provide another mechanism for continuous supportive conversations with the students. Since the cohorts reach half of the students, HCC has launched its guided pathways initiative so that all students can be included.

3.2a(2) Student and Other Customer Access and Support
HCC enables students and other customers to seek information and support through a variety of means: information sessions, face-to-face and virtual advising, the college website, social media, cable television and radio stations, and print publications. All students use the self-service system to register, pay their bills, get financial aid, and obtain unofficial transcripts. Students and other customers can also seek information through the online learning management system, Canvas (95% of students use it), and through the internal college web portal, cross-functional committees, weekly student life newsletters, and student activities. The college also refers students to the financial aid office if they need help paying for college or to academic advising for one-on-one support. Advising reaches out to students who are close to completing their degree to help them finish. HCC succeeds in making programs and services easily accessible by providing these services online or in person, with services free of charge (Fig 7.1-12).

HCC's key means of student and other customer support, including key communication mechanisms, are its outreach activities led by the office of admissions (face-to-face, virtually). At these events, admissions works alongside students to help them with the application and registration processes. Academic advising sessions provide another opportunity where students receive support on selecting courses and building a schedule that meets their needs, including flexible courses offered day, evening, and online and hybrid formats. Another key means for support occurs in financial aid, where staff work with students to complete necessary documentation and identify funding to pay for college. Other support comes from offering one-on-one and group tutoring to assist students with their learning, and an Early Alert System that informs students and advisors of student progress within the first three weeks of classes to assist students to find services and assistance they need to be successful. Additionally, the college offers career counseling that includes job search and internship placement support. ⬤ A process improvement to the internship program is the recent launch of on-campus internships that provide paid internships within college departments. This offering is particularly attractive to students who lack transportation to off-campus sites. The college also provides an online Career Coach tool, embedded within the website and created to help students and prospective students identify future careers, and academic majors, with the U.S. Department of Labor statistics regarding job availability and salaries. HCC provides disability support services, mental health counseling, transfer advising to assist with the transition to four-year colleges and universities, and

Step UP coaching for one-on-one mentoring support from faculty and staff.

HCC determines key support requirements for students by listening to and evaluating their requests, assisting in identifying support, and scanning best practices at other institutions.

HCC varies communication for different student and other customer groups or market segments by adjusting the message, the medium, and the site where support is offered for each student group. For example, outreach for high school students in the Early College programs differs from outreach for adult students online. The faculty join the student support service staff in its outreach efforts to potential and continuing students.

3.2a(3) Complaint Management
HCC manages students' and other customers' complaints by using the complaint management process and being highly responsive to concerns. HCC accepts complaints through comment cards, emails to the department or administration, phone calls to departments, walk-ins, and outside agencies regarding compliance. All complaints are reviewed and referred to the most appropriate person(s)/offices to investigate and provide a timely response, normally within two business days. An investigation is conducted to gather all the facts, which is shared with the appropriate leader. A resolution or response is determined and provided to the complainant, and a discussion ensues regarding the resolution and what the complainant thinks regarding the resolution. Additionally, a record is kept of the actions and shared with others in need of knowing.

Complaints are reviewed at the president and vice-president level and, when patterns are identified, process adjustments are made to remove the cause of the complaint if possible. An example of management by fact would be complaints when the financial aid office was not returning phone calls. Knowing the office practiced a 24-hour response period, leadership tasked staff with reviewing complaints and testing the phone system. Their work uncovered an error in the college's phone messaging for that office; calls were being routed to a vacant position. Immediate action was taken to correct the matter, and complaints about phone call responses ceased.

3.2b(1) Satisfaction, Dissatisfaction and Engagement
The college measures its engagement with students and other customers through various methods (YESS, presidential dialogues, comment cards and social media) (Figs.7.2-1-7). Each social media channel has its own proprietary algorithm that looks at followers, shares, likes, and other tools to determine engagement. HCC examines this data to gauge the success of what is being communicated, which in turn informs and shapes future communications. Since successful engagement metrics for student stories on social media were observed during a recent marketing campaign related to the opening of a new building on campus, PRM decided to showcase successful alumni, expecting similar results. However, the alumni stories garnered significantly lower engagement numbers. ⬤ As a result of this insight, PRM chose to decrease its sharing alumni profiles on social media, and instead keeps the focus on current students or recent graduates,

whose stories maintain high levels of engagement across all social media channels.

3.2b(2) Satisfaction Relative to Other Organizations
HCC obtains information on its students and other customers' satisfaction with the organization relative to competitors by using nationally recognized surveys such as the CCSEE and comparing the results with the college's peer community colleges. Information is also discovered through the college's community survey of Howard County residents, which launched in January 2019 that seeks to learn about and compare community awareness and opinion of HCC against competitors. Results will be available late spring 2019. Additional knowledge is learned through discussion and data sharing among the various community college affinity groups. Social media is another valuable tool for listening to and following student reaction to HCC. Satisfaction with HCC relative to competitors is also learned from HCPSS, which shares annual information on college choice for its graduating class. Considering their top 10 choices for college, year-after-year, HCC is the top choice for graduating high school seniors, exceeding the college's closest four-year competitors (Figs. 7.1-22; 7.5-13,14).

3.2c Use of Voice-of-the-Customer and Market Data
The EMCFT, which is co-chaired by the ED-PRM and the associate vice president of enrollment services, uses VOC, its enrollment reports, and other market data to focus HCC's admissions, marketing/advertising, and outreach efforts. For instance, PRM analyzes daily enrollment reports, weekly advertising campaign data, web traffic, and monthly RFIs to make operational changes to marketing efforts to improve results during enrollment cycles. As a result of the VOC and market data use, new programs or services are developed to help attract, engage, and retain students.

Category 4 – Measurement, Analysis and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance
4.1a(1) Performance Measures
HCC tracks data on overall organizational performance starting with the board of trustees. The BOT establishes "ends" for the college. The "ends" set HCC's priority focus areas, align with Baldrige categories, and guide the selection of strategic goals (Fig. 4.1-1). The BOT identifies a set of KPIs to measure accomplishment of the ends. PT works with the BOT to select other KPIs to measure student and employee engagement (Fig. 4.1-2). KPIs are selected based on factors including availability and integrity of data, comparability with peer institutions, and compliance with federal and state mandates. SL present annually on each of these ends (BOT vital signs) at six public BOT meetings. These presentations provide the BOT the opportunity for an in-depth review of the college's progress towards established targets. When there is a concern about progress in a specific area, data is gathered and analyzed, and an operational change may result to address the concern.

All the MHEC indicators must be in the BOT collection of KPIs, however, not all are of strategic interest. The subset chosen to be strategic metrics monitor the <u>most important work</u> of the institution (Fig. 2.1-2).

HCC tracks data and information on daily operations through selecting, tracking, and analyzing functional area and unit level vital signs that align with the BOT KPIs and college strategic goals. SL, in collaboration with functional areas, select, collect, align, and integrate data and information for tracking overall organizational performance, including progress relative to strategic objectives and action plans (Fig. 2.1-1 STP ❷). SL and their direct reports set up a companion data system to track daily operations (Figs. 4.1-3, 4).

Every work unit uses a vital signs template to display key performance indicators that are presented on a rotating basis at augmented team meetings, which include SL, and cross-functional and constituency group leaders. All college employees are invited to presentations of vital signs performance data and reports, which also are available on the college portal.

The budget process is part of an ongoing institutional effectiveness cycle that includes all employees and links the annual budget to the strategic plan (sec.2.1a(1)). Core work units and cross-functional teams propose an annual budget to fund their respective core and strategic work. PT reviews all requests and determines allocations for core work and funds for the strategic plan. Once the budget is allocated, the cost center manager and the finance office track expenditures. The BOT receives a summarized strategic plan annually, including a description of goals accomplished (Fig. 2.1-2). Along with tracking strategic initiatives, SL monitor expenditures and

Figure 4.1-2 Measurement Identification System
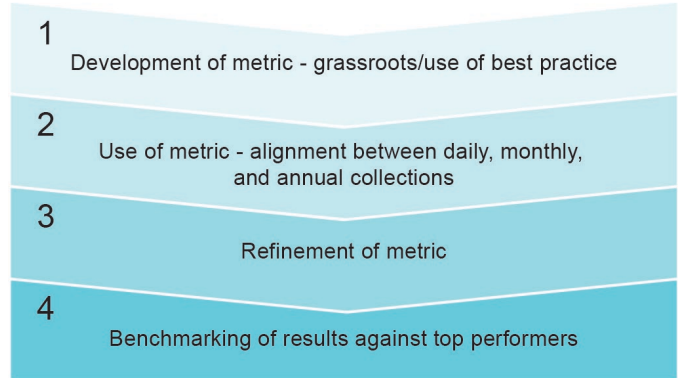
allocations to each functional category monthly. The percentage of the budget allocated to each category reflects that HCC's core work is instruction; therefore, the college designates at least 50% of the budget for instruction support functions (Figs. 7.5-7,8).

4.1a(2) Comparative Data
Comparative data are selected to align with institutional strategic goals, objectives, and action plans, daily operations, and compliance with state and federal reporting requirements. Figure 4.1-3 shows national and state sources of comparative data, including National Community College Benchmark Project and Baldrige winners. HCC selects key comparative data based on federal and state mandates, student types, similar program offerings, and data reliability and integrity. Relevant statewide and national comparative data are available for functional areas and units to review on vital signs, core work, and strategic initiatives. Functional areas and units also identify additional external comparative data to examine HCC

Figure 4.1-1 Board of Trustees Key Performance Indicators

Ends	Key Performance Indicators	Figure
Strategic Planning	MHEC (Indicators mandated by State of Maryland-reported annually) – Annual unduplicated headcount enrollment; market share segments and high school enrollment Baldrige score HCC – Selected internal survey questions such as satisfaction with strategic planning process	7.5-1,10,16
Student and Stakeholder (Customer) Focus	IDEA student evaluation of instruction-course level; HCC comment cards HCC YESS survey satisfaction with instruction, CCSSE MHEC – Graduate satisfaction; employer satisfaction, wage growth Baldrige score	7.2-3-8
Measurement, Analysis, and Knowledge Management	MHEC successful-persister rate after four years; graduation-transfer rate after four years; performance at transfer institutions; graduation-transfer rate after four years Baldrige score	7.1-5-8
Workforce Focus	HCC – Job satisfaction annual workforce report; QUEST survey questions such as "opportunity for job training; safe workplace; employee appraisal process," etc. MHEC – Percent minorities of full-time faculty and full-time administrative/ professional staff Baldrige score	7.3-3, 7.3-6-16
Operations Focus	HCC – Update on learning outcomes assessment projects; licensure exam passing rate nursing, paramedic, and cardiovascular technology MHEC–associate degrees and credit certificates awarded Baldrige score	(AoS) 7.1-1,16 7.5-6-9
Leadership	HCC QUEST survey ratings of board, president, and vice presidents and other selected internal QUEST survey questions MHEC – Tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions; percentage of expenditures on instruction, academic support, student services, and other educational expenses Baldrige score	7.4-1 7.5-2,7,8

Figure 4.1-3 Sources, Frequency, and Comparators

1. Strategic Metrics *(quarterly)*
1. Mandated state indicators *(annually)*
   - Maryland Association of Community Colleges (MACC) Databook 16 CC's
   - Maryland Higher Education Commission (MHEC) website
2. NCCBP *(annually)*
   - 235 community colleges
3. ACUPCC *(annually)*
   - National data set
4. QUEST (employees) *(annually)*
5. CCSSE (students) *(biennially)*
   - 255 community colleges
6. CEWD course evaluations *(each semester)*
7. Financial reports *(monthly)*
8. Enrollment and employee data *(daily)*
9. Baldrige feedback – improve processes *(annually)*
10. Baldrige winners – comparator data if available.

2. Operational Metrics
1. YESS (students) *(annually)*
2. IDEA faculty evaluation *(semi-annually)*
   - National data set
3. Board ends-KPIs *(monthly)*
4. Unit and functional area vital signs *(monthly)*
   - Educause Core Data, Gartner
5. Financial reports *(monthly)*
6. Comment cards *(weekly)*
7. Enrollment and employee data *(daily)*
8. Integrated Postsecondary Educational Data Systems (IPEDS) (semester)

performance relative to those benchmarks. This benchmark data is vetted collaboratively by the functional area and PROD to ensure integrity of data.

Comparative data provide benchmarks to measure progress toward performance targets. The PT reviews the enrollment weekly and overall performance of HCC units at monthly public vital signs presentations (Fig. 4.1-3). In instances where the college is falling below specific benchmarks, PT takes the opportunity to analyze the factors involved and initiate the college's Innovation and Risk Management Process (Fig. 6.1-2) to alter course or create a new tactic.

The facilities department identified an issue in the processing of work orders during a semi-annual review of the department's vital signs. Its work order completion rate had fallen below the benchmark for the year, and the managers and supervisors were challenged with identifying the cause, and to find ways to make improvements. The group started meeting weekly to address any work orders that were not completed on or before the scheduled completion date, and, after one month, identified the major reasons open work orders were not meeting their dates. The three main reasons were ordering of material/ supplies, classrooms/offices were occupied and could not be accessed, and insufficient information was included on the work order. The root cause was poor communication on behalf of the facilities department, and it was at that point the department established a procedure to notify the requestor immediately if their request was going to be delayed by material ordering, and

asking that a schedule be included in work orders that involved classrooms and offices. Within that calendar year the work order completion rate had improved and the department met the benchmark for the calendar year.

🅛 Through analysis of comparative data, the college identified a need to increase participation of women in STEM majors. The college created a student chapter of the Society of Women Engineers and secured an NSF grant to offer undergraduate research experiences. Since these events were implemented, the college has seen an improvement in retention and degree completion for women in STEM majors by six percent; enrollment increased by 18% as well.

External groups provide data, including statewide and national affinity groups. Community colleges provide data for the statewide performance accountability system and a number of other benchmarking opportunities, such as the CCSSE and NCCBP. The college has to assemble this data so it can compare performance against statewide and peer best performers, to assess performance relative to comparable organizations based on enrollment size and demographics (Figs. 7.1;7.2).

MACC collects and publishes a statewide community college databook with limited information on enrollment, student outcomes, revenues and expenditures, college personnel, and physical facilities. Trend and comparative data derived from the MHEC reporting requirements and environmental scans and MACC are compiled by PROD and made available to the entire college community.

In addition to MHEC and MACC data, the college also uses the IPEDS peer analysis tool and studies state and national quality award winners. To track transfers to private Maryland and out-of-state institutions, the college participates in the National Student Clearinghouse.

The Individual Development and Educational Assessments (IDEA) course evaluation reports include comparisons to the IDEA national database, courses within the discipline at other institutions, and all courses at HCC (Fig. 7.2-5). Results of the IDEA survey guide changes in course content and delivery to improve student progress toward identified objectives.

4.1a(3) Measurement Agility
The college ensures that its Performance Monitoring Model (Fig. 4.1-4) responds to rapid or unexpected organizational or external changes through continuous monitoring of data and trends. Institutional KPIs are reviewed as part of the SPP and adjustments made as needed. PT members report weekly/daily (if needed) on changes or new developments within their own functional areas. For example, when the VPSS reports that enrollment exceeds projections, and general education core course sections are filled, the VPAA arranges for more adjunct faculty or additional section assignments for faculty. Functional areas do not wait for a formal public vital signs presentation to review and update performance measures or respond to organizational or external changes. 🅛 To further ensure HCC's measurement system is able to respond more rapidly to internal and external changes, the college uses the InfoView (Business Objects™) to provide daily updates on key measures to the PT

and faculty and staff. The college has daily enrollment reports, and as soon as grades are posted, faculty and authorized staff can see the progress students are making. Other offices have created reports to alert staff to data discrepancies that need resolution (in-county vs. out-of-county residents for tuition level assignment).

4.1b Performance Analysis and Review
HCC reviews its performance and capabilities by examining trends, statistically analyzing the relationships between data sets, and by using best practices and national benchmarks to gauge and improve processes and performance. A monthly public presentation of a unit's vital signs allows the augmented team to evaluate progress toward targets and action plan completion. As noted, based on their needs, some units examine their vital signs daily (e.g., enrollment figures are viewed by PT and admissions), others update their data semi-annually based on their core work. Trend data and comparative benchmarks highlight how a work unit is doing relative to its peers and competitors, and compared to its own past performance. In addition to first-hand observation, attention to data may provide a warning; unmet projections in the vital signs, student complaints via comment cards or surveys, or lower job satisfaction ratings could signal that changes need to occur. If so, the director of that activity constructs an improvement action plan and reports progress to the president/VP. The vital sign system was first launched in 2000 and has gone through three cycles of improvement. HCC is currently conducting a college wide survey of employee assessment of the assessment processes, including the vital signs (Fig. 4.1-5).

While formal performance reviews at all levels are conducted on a schedule, responses to changes in the environment and problem solving occur constantly. HCC aligns operations expectations with criteria developed by the Baldrige Performance Excellence Program to become more innovative and effective in helping students achieve success. The college remains flexible, responsive, and focused on student success by relying on a culture of evidence-based decisions to implement effective new programs and services. PT meets weekly and is prepared to assess needs that result from unexpected change and make immediate decisions to address those needs, and fund necessary change. Performance analysis and review provide an indication of the college's agility and capacity to respond rapidly to conditions in the organizational or external environment. PT annually reviews all levels of the performance measures and facilitates the construction of action plans (Fig. 2.1-2). Budgeted employees must establish an annual performance plan and engage in semi-annual appraisal reviews that provide checkpoints for individual performance in meeting and changing, if necessary, work objectives, job descriptions, and/or staffing levels.

The college's academic affairs division completes learning outcomes assessments to inform the faculty, divisions, and PT as to what institutional (general education goals), course, and program improvements are needed. Similarly, the student services division completes program reviews to identify opportunities for improvement in support services.

Figure 4.1-4 Performance Monitoring Model (PMM)
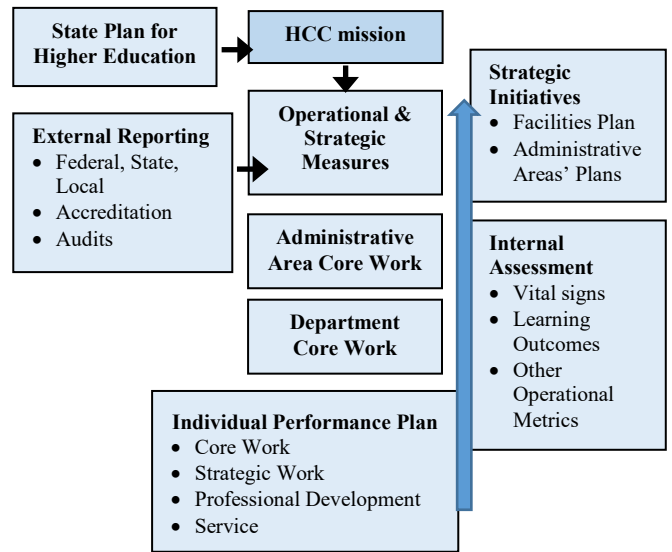
Core work units have daily measures, where appropriate, as well as vital signs metrics (Fig. 7.1-14,15). The academic affairs area reviews student progress every semester. These data-based reviews lead to data-informed decisions. Consideration is also given to whether a new course of action makes empirical sense, is supported by environmental scanning, and ultimately will benefit students and employees.

BOT reviews include monthly reviews of financial statements, and annual reviews of the workforce snapshot report, diversity plan, sustainability report, as well as the strategic plan evaluation to assess progress toward strategic goals. The BOT also reviews the key performance indicators monthly and receives a summary report on the strategic outcomes annually (see Fig. 4.1-1).

4.1c(1) Future Performance
The college projects its future performance by analyzing trends of its KPIs and examining national and statewide data to develop projections. Action plans address any internal and external data gaps.

Indicators with performance (benchmark) targets are in place and all community colleges report their data to the state in their performance accountability plans. Using a statewide model that factors in projected migration into and out of the state and counties, historical trends, high school enrollment, projected tuition increases, and economic conditions, MHEC annually produces ten-year enrollment projections for each of the state's community colleges and four-year institutions. Based on HCC's analysis, including environmental scanning, input from EMCFT, and knowledge of local conditions, the college may accept or suggest changes to MHEC projections. Once adopted, the college uses projections in budget development, which in turn affects the strategic plan.

4.1c(2) Continuous Improvement and Innovation
The findings from performance reviews are used to develop priorities for continuous improvement and opportunities for

innovation by measuring and comparing performance outcomes to goals from the individual to the institutional level (Fig. 4.1-4). Each budgeted staff member maintains an individualized annual plan, with formal mid- and year-end reviews, that delineates how staff will support the unit's core work and the strategic initiatives. Individual and unit plans link directly to vital signs. These reviews are shared with the chain of supervisors ending with the area vice presidents and president, who summarize the initiatives that deserve special recognition (August BOT report) and denote any performance gaps that will drive changes or new plans for the next integrated planning and budget cycle. HCC looks ahead to future challenges through its environmental scanning, COF, extensive community involvement through advisory groups, the HCCEF, and comprehensive listening strategies (Fig. 3.1-1). This fosters college awareness of potential threats, such as flattening high school enrollments or economic downturns resulting in fewer tax dollars that will affect the college's capital and operating budgets. The college then uses this information to inform its strategic and budget planning. See 2.a(1) JumpStart story for an example.

4.2 Information and Knowledge Management
4.2a(1) Quality
HCC verifies and ensures the accuracy and currency of organizational data and information through a variety of mechanisms. The college's administrative information computing system uses a common database for student records, human resources, financial aid, enrollment management, general ledger, accounts receivable, and donors. The database is the source for current data and used for mandated and ad hoc reporting for the campus community. As the college collects data for daily operations and decision making, meets state and federal reporting requirements, and shares information with its stakeholders, validity is confirmed by stakeholders and data integrity checks are performed to ensure data reliability.

In addition to program-based editing checks, HCC crosschecks and compares data from year- to-year for internal and external comparisons and trend analyses. Outlying data are examined for accuracy; when an error is found, programs or sources are checked or corrected. Specially trained staff members are responsible for updating the database (e.g., grades, address changes, and membership in learning communities). An auto-verify system helps ensure data integrity by flagging inaccurate and duplicate records. Official MHEC reports are based on data frozen as of a "census date" (i.e., the third week of classes each semester). The census file is the master data file for each semester; every report by the PROD office matches these numbers.

Online surveys or scanned forms increase efficiency and reduce data entry and handling errors. Timeliness of report submissions is ensured through the use of the schedule of reports, which notes staff responsible for completing reports and tracks due dates and submission dates (Figure 7.4-6). PROD coordinates this effort and has achieved the goal of zero defects for more than five years. This reporting process goes

hand-in-hand with a systematic updating schedule for web postings, based on submission of required data files to MHEC. The data posted are checked against those files.

4.2a(2) Availability
KPI trends and comparative information are kept on the college website, available to all in the community, partners, suppliers, and collaborators who receive more feedback that is specific during scheduled meetings. The PROD office provides the campus with trend, comparative, and ad hoc data about the college by posting it on the portal. All the unit vital signs are in the portal and the more daily reports are generated within HCC InfoView or automatically generate through the common database. Specific trend data are posted in standard and consistent clear formats as part of HCC's planning information system. For example, there is online access to data tables such as: *Trends in Enrollment and Characteristics of Credit and Noncredit Students, Annual Enrollment Data, College Personnel, Graduation and Retention Trends.* Following a PT review of YESS and QUEST reports, a link to the full report and data tables is sent to all employees via the president's update. Specific survey results are highlighted in subsequent updates. Information posted on the HCC website/portal is updated frequently, reviewed for accuracy, consistency, usefulness, and improved as needed.

The college uses ➊ innovative new software and tools to organize and assess organizational knowledge and share best practices for faster implementation, including InfoView dashboards, town halls, and SS best practices. Members from core work units are represented when developing reports on InfoView and Colleague systems.

News releases are published to keep stakeholders informed of ongoing activities, events, and newsworthy items at the college. *Pathways*, HCC's magazine, is published twice a year and serves as a report to the community, providing important information to key partners and suppliers. The HCC president's cable television program, *Pathways*, and other HCC-produced shows provide another avenue for community outreach. It is the responsibility of HCC representatives who work with key stakeholders, namely, the HCPSS, HCCEF, suppliers, local businesses, and parents, to share information in support of the college's goal to build successful partnerships.

The college ensures information technology systems are user-friendly by offering a robust HelpDesk and surveying satisfaction levels. ➋ Before implementation of the new HelpDesk system (2017), data was collected every quarter. The user now receives an immediate response and is then surveyed directly after the job is completed.

4.2b(1) Knowledge Management
At HCC, the college uses face-to-face meetings, a collaborative planning processes, and technology to enhance and manage organizational knowledge.

To collect and transfer workplace knowledge, each team maintains a portal page that contains membership, charters, minutes, and other information. Team portals are reviewed for updates and improvements by team members/leaders annually.

The college website and portal provide convenient access to information, online tools, and learning resources to support instruction, learning, student services, and business processes. HCC expanded its network storage capacity and capability and provided units with secure access to network drives to store data specific to their areas.

HCC blends and correlates data from different sources through its CFTs reporting to a PT member and each president/VP creating/reporting on a functional area plan. These functional area plans are then used to ensure alignment with the overall strategic plan. By using memorandum of understandings and contracts with suppliers and partners, HCC ensures knowledge sharing.

The student portal is the primary method of transferring knowledge to students (e.g., access to registration, grades, financial aid, billing, schedules, and communication). Posting to the portal has made it easier to share information and provide timely data updates.

4.2b(2) Best Practices
HCC identifies high preforming units internally through its performance management system.

Cross-functional teams research best practices. College participation in CCSSE and the NCCBP provides additional opportunities for identifying, sharing, and implementing best practices. Faculty and staff share best practices at HCC's professional development meetings, conferences, professional organizations, and affinity group meetings. For example, the college completion summits fostered rapid sharing and implementation of best practices on institution-wide and statewide levels and influenced strategic planning. Environmental scanning news of innovations and best practices in higher education is available to all employees on the PC portal.

HCC shares best practices throughout the organization in a variety of ways. Work units systematically identify innovative best practices based on the college's Innovation Process (Fig. 6.1-2) and their alignment with MVV/G. These best practices are shared across the college community through augmented team minutes, at the annual innovation fair, presentations at staff and faculty development sessions, and in the president's update. See Fig. 1.1-2 for methods of sharing best practices via a variety of communication mechanisms. HCC faculty and staff are active in a wide variety of student success and completion programs and initiatives at the local, state, regional, and national levels. Exposure to and sharing of best practices enriches the completion agenda at the college.

HCC is honored to have shared best practices at the Baldrige Quest for Excellence conference for Categories 1 in 2019, and Categories 3 and 6 in 2018.

4.2b(3) Organizational Learning
HCC provides training to new employees responsible for any key process, reinforces that learning through scenario practice sessions. Supervisors provide feedback and ensure that the learning has occurred.

The college uses knowledge and resources to also embed learning in college operations by providing easy access to data and reports. Unit managers and team leaders use data systems, identify gaps, then create and implement action plans and recheck results. Results are shared at department and division meetings and with the college community through the weekly president's updates, monthly augmented team vital signs presentations, and via the PC through its minutes on the college's portal. ➊ The learning summaries from all key process teams are contained in the end of year reports of each SL ➊.

Category 5 – Workforce

2018 marks the 10th consecutive year HCC was named a "Great College To Work For" (GCTWF) by the Chronicle of Higher Education based on employee ratings of collaborative governance, compensation and benefits, confidence in senior leadership, diversity, facilities, security, professional development, respect/appreciation, and work/life balance (Figs. 7.3-15, 7.4-3). **HCC is one of only two community colleges to be recognized as a GCTWF in every year possible.**

5.1 Workforce Environment
5.1a(1) Capability and Capacity Needs
The Workforce Capability Process begins with the creation of job descriptions (JDs). The JD for every position includes physical and educational requirements that are determined through position assessments. Degree and certification requirements are established based on laws and regulations, industry practice, and comparisons with other educational institutions. Employees in positions with educational or credentialing requirements must provide evidence of possession upon hire. Some areas, such as Health Sciences, have accrediting bodies that define faculty capability and capacity.

Jobs with strenuous physical demands require a pre-employment physical. Current employees may receive fitness-for-duty exams when their fitness for duty is questioned or needs to be affirmed. HCC contracts with an online safety training provider to ensure that staff members with hazardous duties receive training to do their jobs properly and safely.

Supervisors provide and receive continuous feedback from their employees, and twice per year are mandated to discuss employee performance and capability. At these performance meetings, training and credentialing needs are discussed. Performance or knowledge gaps often result in the supervisor ordering additional training for the employee. Employees also request training in order to further their careers. Training programs that are not currently offered are suggested to the professional development cross-functional team (PDT) or office of human resources. Funds are set aside by units for employees with credentialing or recertification needs. Faculty and staff have opportunities to enhance capabilities via conference/ seminar attendance, training, tuition reimbursement at HCC and other colleges, sabbatical leave, and other professional development activities on and off campus,

and in the field. The president/ VPs review all evaluations and major professional development needs would be addressed within the STP and budget process.

Workforce capacity needs are assessed both on short- and long-term bases. Each year, the college's EMCFT and PROD review K-12 enrollment data from the HCPSS to predict future enrollment levels. This analysis, MHEC projections, and other relevant data help HCC anticipate faculty and staff workforce requirements for upcoming years, evaluate the college's ability to effectively address the capability and capacity of its workforce, and maintain small class size. Many departments also use industry standards for workforce capacity.

The assessment process for HCC's job structure each year and begins with the multi-year staffing plan. ● The college has found it useful in determining and prioritizing future staffing needs. The plan is updated and modified annually. For example, in planning the opening of new buildings, such as the health sciences building and the science, engineering, and technology building, the college assessed staff needs years in advance.

When HCC takes on a new strategic goal, the workforce can quickly be directed to meet that goal. To address the strategic goal of "college completion," through the integrated strategic planning and budget process, (2.1), HCC created a new position to focus specifically on improving results in that area. Each semester, the number of student credit hours generated and ratios of FT/PT faculty are analyzed to help identify areas in need of additional full-time faculty. In addition, as positions are vacated, the supervisor looks at the current job description to see if job duties need to be adjusted or changed. Every vacant position is then reviewed and approved in president's team prior to beginning the recruitment.

Every year, as part of the short- and long-term planning process, the college looks closely at the "workforce snapshot" (AoS)

Figure 5.1-1 Hiring Process

- Stategically advertise, including minority sites; attend minority job fairs
- Applicants affirm mission, vision, and values on application
- Assemble diverse search panel according to HR guidelines
- Search panel members complete required online training
- Panel's interview questions reviewed for legality by HR
- Candidates assessed for qualifications and culture fit
- Panel sends recommendations to hiring manager
- Best candidate selected & approved by HR, area VP, and president
- Offer extended to best candidate

Figure 5.1-2 New Employee Onboarding Process

Step	Faculty	Staff	Temp
New employee web page cited in hire letter	✓	✓	
First day training: MVV, anti-harassment, safety of information, emergency operations	✓	✓	✓
Attend benefits orientation	✓	✓	
Assigned faculty mentor	✓		
Assigned staff buddy		✓	
Attend three new employee sessions in first year	✓	✓	
Additional online training remainder of first year	✓	✓	✓
Monthly PD session on teaching and learning topics (1st year)	✓		
Participate in INSPIRES or FPLC group (2nd year)	✓		
Write promotion paper (third year)	✓		

developed for the BOT. The report includes current and trend information on employee demographics, credentials, training, turnover rates, and other workforce data for budgeted and temporary employees. The information is used in making budgeting and workforce decisions. The snapshot report is analyzed for usefulness by the board each year, and data elements are added and removed based on relevance.

5.1a(2) New Workforce Members
HCC recruits, hires, and places new workforce members through structured steps that stress diversity and culture fit (Figs. 5.1-1, 7.3-10). Once hired, employees are oriented into the college's culture and given support for success (Fig. 5.1-2). For faculty, experienced faculty members serve as mentors - the first step of a three-year development program for new faculty. For staff, HCC has a buddy system, ❶ "The Power of Two" (TPOT). All new budgeted employees are also invited to three new employee information sessions in their first year, each with college leaders who describe the work of their area and reinforce the values and culture. These sessions allow new employees to meet and develop relationships with other new employees to share experiences.

The hiring and onboarding processes are reviewed continuously for improvements. ● The college added behavioral interviewing training for supervisors (2012), the new employee sessions (2013), the staff buddy program (2013), a new employee web page (2016), and the inclusion of a human resources representative at the first meeting of each search panel to answer process questions (2017). The TPOT buddy program itself was revised two years after implementation after a debriefing with "senior buddies" yielded suggestions for improvement.

5.1a(3) Workforce Change Management
Change is inevitable, so HCC prepares its workforce to make the most of the challenges that accompany change. The college employs several systematic steps to effectively implement and manage change, including initial assessment, planning, communication, training, adoption, feedback and refinement.

Several tools help to facilitate awareness, understanding, feedback, support, and adoption: president's monthly augmented team meetings, the weekly president's update, PC and constituency meetings, website, social media, portal announcements and department newsletters.

Each senior leader works with unit leaders to develop and semi-annually review staffing needs associated with strategic action plans. PT reviews every vacancy in an evaluation process, balancing short- and long-term goals and budget requirements. For example, when a workforce gap in dental hygienists was identified, PT allocated funds to hire certified staff for a dental hygiene program.

HCC manages to prevent budgeted workforce reductions in a systematic but flexible manner, allowing responsiveness to shifting requirements based on enrollment and program demands. On the rare occasion when a reduction in budgeted staff has become necessary, every attempt has been made to place the potential layoff in other college positions; in fact, in the last ten years, eight out of the ten employees laid off by the college were offered alternate positions on campus.

More often, short-term changes in capacity needs are addressed through a reduction in the part-time workforce rather than the budgeted workforce. From 2014 to 2018, for example, a small reduction in student enrollment resulted in a seven percent decrease in temporary and adjunct employment.

Recently, the academic divisions reorganized their reporting structure. Departments were added, each headed by a department chair. See Figure 5.1-3 outlining the PDCA process used to apply the transition.

5.1a(4) Work Accomplishment
HCC is organized around five functional areas led by a president/VP. Each has its own plan tied to the strategic plan, and each employee has an individual plan. To help evaluate educational accountability, whether the workforce is enhancing student learning, and whether students are attaining the knowledge and skills appropriate to various courses and programs, the college arranges regular and planned assessment activities. One of these, the learning outcomes assessment process for courses and programs, provides faculty with the opportunity for improvement (Fig. 7.1-16).

Engaged and satisfied employees are motivated to not only accomplish but exceed expectations. To that end, faculty and staff are encouraged to join CFTs and FPLCs to broaden their knowledge and network of friends and coworkers. Employees are also given outstanding benefits and urged to take advantage of numerous wellness activities. Supervisors are required to discuss employee leave usage at each performance meeting in order to ensure the employee is using sufficient leave and not getting burned out. Employee celebrations and recognition are aimed at encouraging high performance.

5.1b(1) Workplace Environment
HCC ensures workplace health, security, and accessibility through wellness programs, the public safety office, and by conforming to current Americans with Disabilities Act (ADA)

Figure 5.1-3 Plan, Do, Check, Act
Example: Academic Area Restructure

	PHASE 1
PLAN	Pilot new structure in three phases. Two academic division to start pilot. Assess after one year. Identify interim department chairs. Draft/offer training for all new chairs.
DO	Phase 1 pilot begins. Gather data. Hold training sessions.
CHECK	Deans report, challenges, areas for improvement.
ACT	Phase 2 pilot refined/revised.
	PHASE 2
PLAN	Create official job descriptions for new chairs. Two additional divisions added to pilot. Identify interim chairs from added divisions. Gather/review input from faculty forum. Draft/offer training for all new chairs.
DO	Phase 2 pilot begins. Committee assembled to draft associate dean and chair job descriptions. Hold training sessions. Gather data.
CHECK	Deans report challenges, areas for improvement. Review faculty forum input/research.
ACT	Phase 3 pilot refined/revised.
	PHASE 3
PLAN	Review and approve job descriptions for associate deans and department chairs. Remaining divisions added to pilot. Identify interim chairs from added divisions. Draft/offer training for all new chairs.
DO	Phase 3 pilot begins. Job descriptions reviewed by VPAA, HR, PT. Gather data. Hold training sessions.
CHECK	Division deans report pros/cons, challenges, areas for improvement.
ACT	Pilot phase ended. Job titles officially changed. Academic Area running under new reporting structure.

requirements for all facilities. HCC promotes healthy lifestyle habits for students and employees with programs and services offered by the campus wellness center and the human resources office's wellness program. Exercise programs are offered to all employees, including temporary, at convenient times without charge. Professional development programs regarding stress management, good work habits, and time management are frequently offered. An Employee Assistance Program (EAP) is available for employees experiencing personal difficulties. There are also many healthy food options available at the college's Café on the Quad, with suggestions provided by the cross-functional food services advisory panel.

The health and safety CFT interfaces with the PC and PT and is responsible for gathering information, reporting on safety and health-related issues, and ensuring compliance with state and national regulations (PDCA). Workers in dangerous or high-stress environments are required to take additional training beyond the EOP specific to their responsibilities—for example,

blood-borne pathogens and ladder safety training.

The public safety office posts officers in each building on campus; conducts regular patrols of campus via foot, vehicle, and bike; manages a comprehensive video system, which records indoor and outdoor activity all over campus for use in investigations; and conducts safety and defense trainings for employees and students. ⬤ When the public safety office was rated poorly on QUEST and YESS surveys in the early 2000s, the office was upgraded with more budgeted positions and more visibility on campus. As a result, ratings have risen from below 3 on a 5-point scale to its current level over 4.0.

In addition to tracking employee and student satisfaction with public safety services, the college also tracks and has goals for campus crime incidents, both internally and compared to other peer institutions. Trends in the type or location of crimes are given special attention in planning the use of resources (Fig.7.4-7).

The college has additional teams to address potential problems before they turn into violent incidents or emotional breakdowns. The assessment and intervention for students team (ASSIST) reviews referrals of student-related concerns, such as anger or distress, and the concern assessment and response for employees team (CARE) does the same for employee-related concerns. Individuals who are deemed to pose a threat are removed from campus, and those with emotional problems are referred to the counseling center (students) or the Employee Assistance Program (employees).

New construction and renovation projects ensure that designs take accessibility into account, for the physically disabled and beyond. For example, design plans now always include unisex bathrooms for the use of transgendered individuals. Employees who request physical accommodations at their workstations are provided with reasonable solutions, and repetitive motion risks are assessed by the college's safety manager and necessary changes are implemented.

5.1b(2) Workforce Benefits and Policies
HCC offers employees a variety of benefit options tailored to their specific family needs (Fig. 5.1-4). All policies are developed through an open, inclusive, and participatory process.

Communication is key to understanding the value of benefits, so we provide individually customized compensation statements. The human resources office and information technology staff improved the communications process on the portal with deployment of a web application to allow employees to view real-time wage and leave balances online.

The salary and benefits CFT represents the interests of all employee groups, including adjunct faculty/temporary employees, and makes recommendations to the president and BOT as part of the budget development process based on employee input.

⬤ In response to requests by part-time budgeted employees, these members of the workforce receive vacation and retirement benefits, can purchase health care with the HCC group, and receive tuition reimbursement. In 2018, the college began providing paid sick-leave benefits to adjunct and

Figure 5.1-4 Benefits at HCC

Benefit	Employees Eligible
Health Insurance	Full- and Part-Time Budgeted
Dental Insurance	Full- and Part-Time Budgeted
Life Insurance	Full-Time Budgeted
Retirement Plans	Full- and Part-Time Budgeted
Tuition Reimbursement or Waiver	Full- and Part-Time Budgeted, plus Adjuncts
Flexible Spending Accounts	Full- and Part-Time Budgeted
Paid Leave	All Employees
Short- and Long-Term Disability	Full- and Part-Time Budgeted
Retiree Health Insurance	Former Full- and Part-Time Budgeted
Employee Assistance Program	Full- and Part-Time Budgeted
Access to facilities; i.e., library, gym, computer labs	All Employees
Children's Learning Center discount	Full- and Part-Time Budgeted
Various business memberships and discounts	All Employees

temporary employees as well.

⬤ Workforce policies and procedures are reviewed on a cyclical schedule and updated to include current developments and requirements. New policies and procedures that improve the work experience for employees are added regularly as well. For example, in response to employee requests and benchmarking of other organizations, HCC added procedures on a smoke-free campus (2011), telework (2014), flexible lunch breaks (2016), and provided higher pay for the attainment of advanced degrees (2018).

5.2 Workforce Engagement
5.2a(1) Drivers of Engagement
The key drivers of workforce engagement are determined through the QUEST survey, which asks employees, including budgeted staff/faculty as well as adjunct faculty, to rate the most important attributes in the workplace. The salary and benefits CFT also surveys employees annually by constituency group to determine the most important requests recommended during the budget process.

Through these channels, the following four drivers of engagement have been identified for the workforce as a whole: safety, communication, performance evaluation, and salary/benefits.

5.2a(2) Assessment of Engagement
The QUEST survey is used to gather drivers of and assess levels of engagement. Employees are asked annually to rate their satisfaction with aspects of their work experience, with a special focus on the areas identified as drivers of engagement. The latest QUEST survey shows 96.1% of employees agree or strongly agree that they are engaged in their work (Fig. 7.3-12).

Areas that fall below rating expectations for any group, or any suggestions or complaints noted in the freeform section of QUEST or a 360º evaluation, are addressed where possible (see

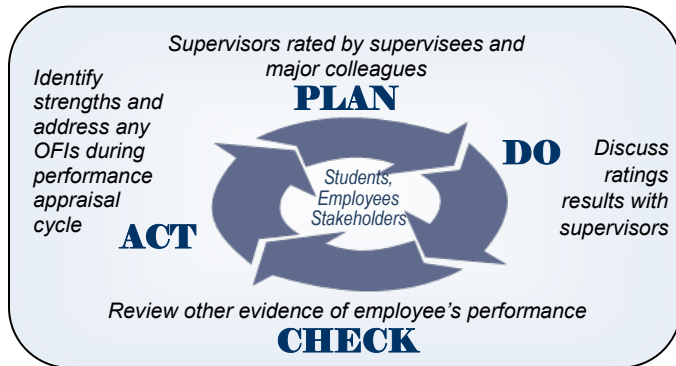**Figure 5.2-1 360º Review Process ❶**

Fig. 5.2-1). For example, managers with poor 360º ratings are provided with training or coaching to improve their skills. An average of one manager each year has undergone coaching from an external specialist over the past five years.

Likewise, employees' QUEST feedback on the prioritization of budget expenditures is strongly considered in crafting the budget each year. The requests of the salary and benefits CFT are also given great weight in the budget process; dissatisfaction with adjunct pay has led to a pay increase for that group of 12% in the past five years.

The annual workforce snapshot report provides data on turnover disaggregated by workforce groups and longevity. It also contains a summary of the primary reasons employees have left the college, gleaned from exit interviews. The exit process was revised to streamline the close out process for departing employees. In addition, the exit interview questionnaire was updated to capture actions the college could change in the future as opposed to other reasons for an employee's departure (i.e., commute is too long or spouse is changing jobs and we have to move). This allows the college to take action on some items it can change that relate to the departure. High turnover in any functional segment leads to discussions about internal improvements to reduce turnover. Adjunct faculty are also tracked for their longevity and given advancement to higher pay rates after meeting promotion goals.

With safety as a primary driver of engagement, statistics on employee injuries and campus crime are reviewed frequently to determine problem areas and develop improvements. A review of peer college and nationwide practices are also reviewed, as are the suggestions of employees on surveys and the safety CFT.

In the past five years there have been no substantiated grievances or Equal Employment Opportunity Commission (EEOC) complaints (Fig. 7.4-8). The few internal discrimination or harassment complaints have been investigated swiftly and thoroughly, and appropriate action taken when warranted. Informal complaints, such as through a visit to human resources to discuss a problem with a supervisor/employee relationship, are handled with mediation, coaching, or training.

The Performance Appraisal Processes for faculty and staff are the most personal avenues to assess engagement. Supervisors

are trained through supervisory orientations offered by human resources three times per year to meet regularly with their employees to discuss performance and concerns. Employees are encouraged to set career goals, ask for development opportunities, express workload concerns, and give suggestions for unit improvements.

To be proactive in anticipating employee needs, the salary and benefits CFT starts early each spring gathering feedback for changes.

HCC has been designated as a Great College To Work For by the Chronicle of Higher Education in each of the past ten years. One of the primary tools the Chronicle uses in its evaluation is a survey of a selected number of college employees. HCC's high engagement feedback on the surveys has played critically into the award designation each year. The feedback report is used to improve employee engagement (Fig. 7.3-15).

❶ Finally, a new initiative in 2017 set out to measure engagement of minority employees. Thirty-two in-person interviews with employees from racial and ethnic minority groups were conducted to obtain qualitative and quantitative feedback. The interviewees rated the overall environment for minorities on campus at 7.60 out of 10 on average, and their job satisfaction at 8.29. Based on the suggestions from interviews, two members of the diversity committee have since conducted a survey of minority employees to determine which suggestions ranked as the highest priority or implementation.

5.2b Organizational Culture

Every new employee views a video in which the president emphasizes the mission, vision and values, and sets the expectation for performance excellence, emphasizing professional development and campus engagement (AoS).

New employees are exposed to the college's culture immediately upon hire. New employee orientation outlines the MVV and stresses that employees are expected to perform at their best and contribute to the governance of the college. The staff buddy program and faculty mentoring program introduce new workers to the formal and informal aspects of the culture.

New hires immediately work with supervisors to agree upon job duties and expected individual performance goals, which are derived from unit and organizational strategic objectives. Goals at all levels of the organization are intentionally set high, and are reviewed periodically to ensure that they remain realistic yet aspirational. The college's pay-for-performance merit system ensures that high performers are rewarded proportionally.

Employees are empowered through their role in planning their own goals and initiatives. Exceptional individual achievements are announced in the president's update and in board of trustees meetings, and creative ideas are encouraged and highlighted at the college's innovation fair each year. Employees at all levels are also encouraged to take leadership roles in various college committees and join cross-functional teams in order to lend their voices to the college's governance process. The diverse input of workers of various demographic backgrounds, grade levels, and functions ensures that points

of view are heard and respected.

Beyond the weekly president's update, the president also disseminates important college information in constituency group meetings each semester, convocations three times a year, and monthly augmented team meetings. Two-way communication is encouraged as employees also ask questions of the president through constituency group meetings (Figure 7.4-4). Comment cards (online and actual cards) are also available for employees, visitors, and students who wish to provide input or ask questions outside of a group environment. Every card is reviewed and answered.

5.2c(1) Performance Management
The performance management systems for both faculty and staff start each year with the development of unit and individual goals in annual performance plans, jointly between supervisors and employees, for the upcoming year. Goals are aspirational and fair. Changes to assignments or objectives during the year result in alterations to the performance plans. During the year, supervisors meet frequently with employees to give feedback and discuss employee needs or recommendations. Formal mid-year and final appraisal meetings result in written reviews. The college's pay-for-performance practice means that higher achievers receive higher merit increases.

Unsatisfactory progress during the year is discussed between supervisor and employee. Additional resources may be provided, duties may be reassigned, or goals may be adjusted. When goals are not met after the full year, supervisors are instructed to consider all circumstances when evaluating performance. Innovation is encouraged, and maximum effort is rewarded in the final rating.

For use in faculty appraisals, student evaluations of faculty (full-and part-time) are conducted in all classes during the fall, winter, and spring semesters. As specified in the faculty evaluation and merit pay system, student evaluations may be used to determine the type of teaching improvement project required each year. Department chairs conduct classroom observations for every faculty member (full- and part-time) at least once every three years.

All ratings in each functional area are forwarded to the appropriate president/VP for final review. The president/VPs bring suggested ratings that are above or below satisfactory performance to a meeting of president/VPs. Ratings are explained among the president/VPs, and the final product ensures that college-wide ratings are fair and equitable. In the past five years, the percentage of employees college-wide receiving the highest rating has ranged from 24% to 28%.

The performance management systems for both faculty and staff are reviewed each year for improvements. On the academic side, new faculty appraisals for dean and associate dean were created to fit the recent academic restructuring.

🅛 The staff appraisal system has likewise been modified. In recent years, additions have included a section for an employee to list career goals and desired training, a section for supervisors to evaluate the impact of an employee's training, and a section

for supervisors to review leave balances with employees to ensure healthy leave usage.

5.2c(2) Performance Development
Every budgeted employee, from the lowest to the highest grade level, is required to obtain ten hours of professional development each year. A wide variety of development opportunities are offered in a variety of formats, including in-person, online, books and CDs from a professional development library, in order to meet the subject interests and learning style of each employee. In-person training is provided at a variety of times, including evenings and early mornings, so that employees on all shifts can attend.

All budgeted employees are also required to attend two diversity events each year in order to enlighten the workforce on the cultural and demographic differences found in the workforce and student population. Again, convenient formats and times are offered throughout the year to best meet employee needs, culminating with a full "Diversity Week" each spring.

Temporary employees have fewer expected PD/diversity requirements, but are encouraged and welcome to attend any PD or diversity offerings available. In response to feedback from adjunct faculty for more specifically targeted training, HCC recently launched an Adjunct Faculty Institute, a series of trainings designed for their needs. Adjunct faculty (most have full-time jobs elsewhere) are not required to obtain PD hours beyond the yearly required trainings; however, if an adjunct faculty member wishes to apply for advancement, fifteen additional PD hours are required for each level of advancement.

Full-time faculty and staff are offered tuition waivers for HCC courses and given an allotment of funds for tuition reimbursement at other institutions each year. Adjunct faculty are also given a tuition waiver to complete one HCC credit course each year to improve their knowledge in their area of instruction. Budgeted faculty have a sabbatical opportunity every seven years to conduct in-depth self-development.

At the beginning of each semester, a comprehensive week-long development program is provided for all full-time faculty, including new faculty orientation, mentoring, and knowledge sharing by experienced faculty. Topics covered are relevant to student success and college completion.

In order to improve supervisory and leadership skills and provide for succession planning, HCC offers several internal leadership development programs. The Leading Edge (LE) Program is a yearly cohort aimed at improving supervisory skills. The EXCEL Leadership Institute, also yearly, provides higher-level leadership concepts to a cohort. The attendees for both programs are selected by the PT based on recommendations from human resources and area managers. The individuals are purposely from all levels of the organization and are chosen due to advancement potential, desire to participate, equity, and, in some cases, an identified need for supervisory or leadership improvement.

The topics and presenters in LE and EXCEL are reviewed between each cohort and modified to include the most current

information and theory, as well as suggestions given by the previous cohort. Special attention is given to incorporating the college's MVV/G, ethical leadership principles, and servant leadership into the curriculum of the programs.

The primary leadership program, EXCEL, has been so successful that employees who had participated expressed a desire for an additional program to continue their learning and development. The Advanced Leadership Experience (ALE) Program was created in 2010 to meet this demand. While also focusing on leadership principles, ALE differs from EXCEL in that the participants select the topics and share presenting skills as the program proceeds. Faculty and staff also have access to Faculty Professional Learning Communities (FPLCs) and book circles.

The PDT, a CFT consisting of faculty, staff, and student representatives, plans the direction of development opportunities for all groups on campus. The team administers a PD needs assessment to campus employees every five years at a minimum, suggests large-scale changes to any PD programs or requirements to the PT, and promotes the completion of online required training by all employees. The needs assessment solicits suggestions for topics, ideal delivery methods, and times of offerings. In response to employee requests for more on-demand online PD opportunities, HCC contracted with a webinar subscription service to expand such offerings.

Employees have a say in the development offerings not only through the needs assessment, but by suggesting future topics on the evaluations completed at the end of each attended session. The performance appraisal process offers an opportunity for employees to state career goals and request training or certifications in support of those goals, and also for supervisors to suggest or require training to fill in knowledge or skills gaps in employees.

Ⓛ In response to last year's Baldrige site visit, the PT determined that some PD offerings need to be more specifically tied to strategic goals. The EXCEL Leadership training was completely revamped to align directly with the college's MVV/G, and a pilot program was started. In addition, the PT participated in a version of the revamped program to discuss other changes that should be considered.

5.2c(3) Learning and Development Effectiveness
The college evaluates the effectiveness and efficiency of its learning and development system in several ways. New knowledge or skills employees acquire through training are incorporated into the employee's performance expectations and subsequently assessed by managers. Ⓛ As a result of Baldrige feedback, a section has now been added to the performance appraisal forms to formally capture this post-training evaluation. Six months after each EXCEL cohort completes training, supervisors are surveyed to gauge how well the participants have applied what they learned. The survey is also used to fine-tune the program for the next cohort.

Employees complete an evaluation after each professional development session attended, giving SL valuable information about the effectiveness of campus offerings and their presenters. Instructor-led sessions in FY18 were evaluated a 4.58 overall on a 5-point scale. The PD needs assessments conducted by the professional development CFT also allow employees to provide input on sessions that should be repeated or added. Additionally, a positive correlation was found to exist between worker engagement and student satisfaction.

5.2c(4) Career Development
HCC has a multi-faceted strategy for managing career progression for its workforce and future leaders. Every year, employees address personal development and career goals with their supervisors during the performance appraisal process and identify what the college might do to facilitate progress towards those goals. Faculty members have established steps in order to advance in rank, that are rigorous, but attainable. In the past year, 26 full-time faculty and 44 adjunct faculty members were promoted in rank.

Managers may elect to fill vacancies through "internal only" recruitment or an open recruitment combining internal and external candidates. More than 34.5 percent of the recruitments since July 2018 were internal only, and overall 20 internal employees were promoted via recruitment in that span.

Succession planning for management and leadership positions is primarily carried out through the EXCEL, Leading Edge, ALE, and FPLC programs, which prepare leaders to progress within the organization. Each senior leader also maintains a succession and COOP plan for his/her area. Another useful succession planning tool is the phased retirement benefit available to both faculty and staff, which allows for a smooth transition for up to two years between current leaders and those who will take their place.

Category 6 – Operations

HCC received best practice recognition from Baldrige in 2017 for Category 6 – Operations.

6.1 Work Processes
6.1a(1) Determination of Program, Service, and Process Requirements
HCC determines key educational program, service and work process requirements by (1) collecting input using the VOC and the communication model (Fig,1.1-2) directly from our students and stakeholders or regulators. Next (2) the P/VPs would assemble the team to clarify the requirements and (3) define the process or service change checking for best practices. (4) The team would deploy the new process or service change and (5) monitor its effectiveness.

6.1a(2) Key Work Processes
The key work processes and requirements are shown in Figure 6.1-1. The processes are reviewed every six months for any changes made to the key requirements. President's team and PC identify academic advising as a key area for student completion. External factors have required changes within the academic advising process. The passage of the CCRCCA was an external triggering event that precipitated a redesign of the advising process. Specifically, the CCRCCA changed key requirements of the advising work process and required new milestones to assess completion. The legislation requires demonstration of an

academic plan for students to follow implemented by HCC where students are also required to take college-level math and English classes within their first 24-credits. Delivery of the academic advising process produces high value to students towards completion while involving all areas of the college workforce.

6.1a(3) Design Concepts
HCC designs its educational programs, services and work processes using PDCA to meet requirements through the work of the HCC governance structure, the STSPC and LTSPC, which include the budget process and results in the alignment of all plans.

Educational programs are created and revised through procedures established in the faculty handbook and monitored by the VPAA via CC. The college incorporates organizational knowledge and new technology through the functional area planning process, e.g., self-service options accessed by the portal. The college incorporates program and service excellence by reworking the college's degree audit system, as well as student focus groups that relay critical information and incorporate customer value within our organization. HCC assesses, learns, and improves work processes with consideration of risk and determine the potential need for agility into these programs, services, and processes by a cycle of learning-based assessment and improvement. The work process is periodically evaluated and redesigned to meet new requirements. ⓛ

For example, Ellucian, a supplier, introduced new technology delivered through a self-service option in the student portal. Members from across the college worked to implement the student planning module. Implementation included student focus groups, as well as reworking of the college's degree audit system. Enrollment management strategies changed to leverage this new technology available to students. This resulted in greater communication of critical information regarding meeting the CCRCCA milestone requirements.

6.1b(1) Process Implementation
Day-to-day operation of work processes ensures that key process requirements are met by implementation of policies and procedures, job instruction and training, accountability, and performance measures. Oversight with regard to instruction is the responsibility of senior leadership and faculty. The CC oversees the curriculum in advancement of Howard Community College's mission and intended outcomes for student learning. Comprised of representatives from each academic division and other stakeholders, the council advances a rigorous academic program and curricula designed to meet the needs of students and the community, provide important career opportunities, and promote degree completion and transfer. The college uses the key performance indicators and in-process measures to control and improve our work processes. Additional work is done locally to maintain the rigor and integrity of the academic curriculum and uphold standards of teaching excellence. Each course or academic discipline is managed by a coordinator, who oversees the recruitment, hiring, staffing, training, and evaluation of adjunct faculty.

These coordinators ensure the integrity of the curriculum by:
- Working with teaching and learning services and bookstore staff to develop resources in-house and select publisher resources.
- Developing electronic resource sites, model syllabi, and Canvas templates.
- Training adjunct faculty on the use of resources and models.
- Serving as lead faculty in program and course reviews, designing and implementing outcomes assessments.
- Building scholarly community by inviting adjunct faculty leadership and participation in internal and external professional development.

The measures relate to the quality of outcomes and the performance of the college's educational programs and services by a continuous cycle of recruitment, training, support, and evaluation. With 55% of credit courses taught by adjunct faculty, the development and support of these part-time faculty members is critical to the mission. Therefore, faculty and staff are continually engaged in the cycle of recruitment, training, support, and evaluation of adjunct faculty, by the following:
- Collaborating with one another and with human resources, academic divisions recruit highly qualified adjunct faculty through professional and scholarly affiliations, as well as job fairs and other recruitment channels.
- Academic leaders collaborate with staff to collect information about adjunct faculty's schedule preferences and build effective faculty schedules to ensure the retention of excellent adjunct faculty from one semester to the next.
- The work of maintaining a robust program of in-house professional development for adjunct faculty is shared by teaching and learning services, division deans and staff, and full-time and adjunct faculty. Intensive professional development weeks are held before each major semester and at the end of the academic year in addition to the professional development offerings in many delivery formats offered continuously. Yearlong faculty and professional learning communities and reading circles offer opportunities for recurring in-depth study of specific content.
- HCC offers a three-tiered process of adjunct advancement (instructor, senior, and master) based on evidence of teaching excellence and professional growth, with a corresponding pay scale. This helps to ensure faculty development and engagement and provides adjunct support and recognition
- Full-time faculty in relevant disciplines conduct adjunct faculty observations on a scheduled cycle. Observers meet the observed faculty beforehand and afterward to ensure a cycle of improvement, and some serve as mentors.
- Coordinators and chairs work with adjunct faculty to develop action plans based on the results of IDEA student evaluations in each course, connecting to HCC resources for support.
- Adjunct faculty are represented in the faculty forum and other stakeholder groups.

Figure 6.1-1 Key Work Processes and Support Systems for Student Completion

Work Processes with Schedule for Review	Key Requirements	Improvement and Learning Opportunities	Performance Measures with examples of In-Process Measures	Measurement Tools	Results
Work System: Enrollment					
Enrollment Management (VPSS) **EMGT-CFT- reviews process annually**	Academic programs; Convenient registration; Understand financial aid; Meet enrollment projections	Developed student portal, online appointments and orientation. Refined fundraisers.	Enrollment reports (**annual, semester, and daily**) **Track daily:** Customer service response time, Number of financial aid packages filed. **Every semester**-Financial Aid SAP measures; Website, social media, and advertising analytics.	HCC InfoView Reports; CCSSE; YESS; QUEST; Grants and Scholarships	AoS 7.1-22,23 7.2 (all) 7.4-10 7.5-4,10-14
Work System: Student Success					
Curriculum Management (VPAA) **VPAA Staff and Curriculum Council review process annually**	Meet MHEC & all accreditation, transfer standards; meet student needs- varying formats Employ qualified instructors	Developed UG research opportunities and Smart catalogue system. Expanded study abroad, E-Learning, and service learning opportunities.	**Daily:** Seat/space utilization studies; Waitlist management **Every semester:** Program assessment; General Education assessment; Area vital signs	HCC InfoView Reports; QUEST; IDEA;YESS	AoS 7.1.-3,10,11
Student Services Management (VPSS) **VPSS Staff - reviews process annually**	Support learning communities (Rouse Scholars, Silas Craft, Step Up, PRIDE, Ambiciónes); Meet ADA targets	Integrated Career Coach App w/website. Automated counseling appointments and designed guided pathways (with VPAA).	**Every semester** Course success rates after tutoring, learning communities; Internship/Externship rates; Counseling assistance data; Academic standing	HCC InfoView; YESS CCSSE	AoS 7.1-3,10, 7.2 (all)
Transfer and Completion Management (VPAA & VPSS) **PT/College Completion CFT - reviews process annually**	Exceed student completion and transfer goals; Wrap-around services; Articulation agreements	Helped to improved Articulation System of Maryland. Initiated Early alert system, reverse transfer and intrusive advising. Streamlined scholarships and aid.	**Daily** FAFSA awards; **Every semester** Retention, graduation and transfer rates; Articulation agreements; Students in good standing; **Occasionally (due to $):** Earnings after graduation	HCC InfoView; NSC; YESS; Degree Audit; Jacob France Institute/ Equifax Wage Study	AoS 7.1-6; 7.1-7a-c, 7.1-8, 10,12, 21
Work System: Operational Support					
Assessment Management (President/VPIT) **PT/PROD Staff reviews process- every five years, sub processes-annually**	Meet academic and regulatory requirements; Convenient/ authentic assessment	Standardized all faculty and staff design/delivery/ analysis of assessment projects. Developed Faculty Professional Learning Communities.	**Every semester:** Course outcomes; unit and SS program reviews; MAPS;IEP (General Ed goals, SLOAP-course, program assessment) **Intra-semester** Faculty provide progress reports to students	HCC InfoView; QUEST; IDEA;YESS; KPIs, Vital Signs	AoS 7.1-1,16 7.4 (all)
Facilities/Capital Management/Safety (VPAF) **VPAF Staff -reviews process annually**	Compliance with COMAR and workplace health and safety laws	Refined facilities condition and standards compliance assessment and capital prioritization. Improved sustainability results.	**Daily** work order ,incident reports and trends **Weekly** supervisors meetings, OSHA investigations, Crime stats, Energy efficiency data Project awards **Annual:** Satisfaction	HCC InfoView; OSHA; WO System; HCRM; IACLEA;YESS; QUEST	AoS 7.4-7, 11
Financial Management (VPAF) **VPAF Staff- reviews process annually**	Accurate fiscal operations; compliance with state and federal regulations; Efficient vendor relations; Customer satisfaction	Improved sub-processes-Fiscal analysis; Budget projections; Bad debt; Budget System; Contract Management System; eProcurement; Customer Service Scores; Subsidy Control.	**Annual**-Clean audit and no material findings, review of college wide vendors, close-out projections; Timely and accurate processing per occurrence **Monthly** review of major vendors, commission and P/L reports	Annual Audit YESS QUEST BN Annual Customer Survey	AoS, 7.5 (all)
Human Resource Management (VPAF) **HR Staff and AA Division Office Staff** **VPAF-reviews process annually**	Meet targets for recruitment and Retention; Performance evaluation; Employee assistance; Compliance with regulatory requirements	Conducted external benchmarking workforce study; Improved professional development opportunities	**Annual** review of Minority Percentages, FT/PT Faculty Ratios, Retention Rates, **Semi-annual** review of Performance Appraisals **Annual** review of OSHA & DLLR	YESS; QUEST; OSHA; DLLR	7.3 (all)
Technology Management (VPIT) **VPIT Staff -reviews process annually**	Always working	Centralized IT Help Desk Improved major project collaborations.	**Quarterly** IT Satisfaction; **Varied:** Cycle Time Response; Help Desk Resolution	YESS; QUEST	7.1-13-15,23

- Adjunct faculty recognition efforts include the annual selection of an Outstanding Adjunct Faculty member from each division and for the college.
- Each discipline offers opportunities for adjunct faculty leadership, from leading professional development or committee work to programs that are fully coordinated and led by adjunct faculty.

6.1b(2) Support Processes
HCC determines key support processes (Fig. 6.1-1) through systematic evaluation and review of key work processes. Gap analysis of the outcomes of the work processes guide the choice of the support processes and work process requirements.

The day-to-day operation of these processes ensures that they meet key organizational requirements by addressing the management structure within each area, applying learning inputs to ensure they align with the requirements, and supporting leadership in the governance of the organization.

6.1b(3) Program, Service and Process Improvement
The college improves our work processes to increase student learning by leveraging the PDCA process and monitoring the effects of change. This improves educational programs and services and performance through multiple cycles of evaluation and improvement which enhances our core competencies.

Examples of these improvements include: ⬤ Advising evolved to include technology training; registration timing changed with increase in online registration; course requisites were rebuilt in the administration system; waivers and petitions were entered into the system that enabled the college to pilot waitlists; academic standing requirements for "warning" students leveraged the advising communication tools of student planning; and a financial aid module was rolled out in self-service.

HCC reduces variability by monitoring standard measures (Fig. 4.1-4), using PDCA to address performance gaps and adjust business processes to ultimately achieve desired tolerance targets.

6.1c Supply-Network Management
HCC manages the supply chain through the structure provided in the college's policies and procedures with input from end users and application of value analysis. Suppliers are selected and ensured that they are qualified and positioned to not only meet operational needs, but also to enhance our performance and customers' satisfaction by requiring specific criteria and prequalifying products and services. HCC employs a well-defined vendor selection and bid process to ensure that all suppliers are qualified and positioned to enhance the college's performance and stakeholder satisfaction, and able to meet set timetables, cost restrictions, and objectives. Each HCC supervisory unit conducts milestone reviews for its vendors and evaluates their effectiveness based on delivery of quality products or services on a specified timetable at or below a designated cost. The college uses feedback mechanisms with end users to measure and evaluate suppliers' performance. Feedback sessions are provided to our suppliers to help them improve through a systematic communication process, and we

Figure 6.1-2 Innovation and Risk Management Process

Idea	• **Idea** generation from all stakeholder groups via surveys, meetings of advisory groups and CFT's, Commission on the Future, Internet and Facebook.	Examine Potential For Risk
Assess	• **Assess** and evaluate for relationship to MVV by PT.	Evaluate Risk
Assign	• **Assign** for action by PT to appropriate CFT or work unit.	Value Risk
Pilot	• **Pilot** coordinated by action committee with follow-up feasibility analysis, report and recommendations for action to PT.	Monitor Risk
Budget	• **Budget** resources and allocate for implementation by SL.	Allocate Risk
Launch	• **Launch** by appropriate work unit with oversight by SL.	Manage Intelligent Risk

deal with poorly performing suppliers by sharing information, providing acceptable performance practices, outlining industry standards and college expectations, and allowing them an opportunity for improvement (Fig. P.1-8). If there is no improvement then the contract would be terminated.

6.1d Innovation Management
The college welcomes opportunities for innovation and encourages original, untried approaches to improve on what was done before, build on core competencies, and achieve strategic goals. For HCC to be successful in today's rapidly changing environment, our capacity to learn and systematically deploy opportunities for innovation must exceed the rate of change imposed. Through the examination of processes, the college develops a model to facilitate continuous improvement and innovation to pursue strategic opportunities that creates a well-defined process to assess intelligent risk and embrace innovation. HCC pursues the strategic opportunities (Fig. 2.1-2) that are determined to be intelligent risks by implementing risk assessment strategies (Fig. 6.1-2) that provide information about risks affecting the college's achievement of its strategic goals. The process begins with an understanding of what is in the strategic plan that drives value, internal and external initiatives that trigger risk opportunities and threats to the college, and an understanding of what intelligent risks are viable that contribute to new programs, services, and processes for the college's short-term and long-term successes (Fig. 7.5-15). The college commits funds and makes financial and other resources available to pursue these opportunities through adjustments to the budget.

When things are not going as planned, HCC discontinues pursuing opportunities at the appropriate time to enhance support for higher-priority opportunities if the strategic objectives are not met as part of the ongoing review process. This systematic approach effectively manages innovation and

Figure 6.2-1 Reliability of Information Systems

Protection Processes	Deployment	Frequency
Firewall logs	Network engineers examine threats	Continuous monitoring of Firepower dashboards
Email filtering / SPAM control/ Malware/Phishing	Barracuda Email Security Gateway cluster with cloud protection layer services	Weekly reports and daily dashboard
Automatic updates for operating systems (end points, server, and network)	Cisco Prime and Windows Server Update Services (WSUS)	A combination of daily, weekly, and quarterly updates depending on the type of equipment.
Redundant Ellucian Colleague databases	Mirrored Ellucian Colleague enterprise database in an offsite secure site that meets SCIF requirements	Daily
Secondary Internet connection	Two separate Internet Service Providers (ISP)	2 ISPs with 1Gbps bandwidth allows for failover and continued connection
Network monitoring (operations and security)	Cisco Prime for operations and Firepower for security	24 /7 monitoring with alert notification
Off-site Wintel and Exchange data storage	Iron Mountain offsite tapes storage and Cloud-based storage for data backup	24 /7 access for recovery
Scheduled backups /disk de-duplication for Colleague	Legato, Veritas Backup Exec- and Data Domain for d-dupe	Full and incremental daily, weekly, and monthly backups
Cloud hosting	Web and learning management system	99.9 % uptime agreements
Maintenance contracts for support and replacement parts	Support for critical systems	No downtime for critical systems
Planned maintenance	Scheduled maintenance window on all systems	Third Saturday and Sunday of every month
Generated power with uninterrupted power sources, additional cooling, FM200 fire system, and a suppressed sprinkler system for the Network Operations Center	Dedicated NOC generator, feeding a dedicated UPS, three additional air handling systems, and dual power distribution units supplying equipment	Automatic failover
Contract and vendor agreements	Technical support consultants centrally managed by purchasing department	Response times specified
Disaster recovery/incident response plans	Plans integrated with emergency operations plans, table top exercises	Annual review and update
Cyber security protections	Firewalls, segmentation, anti-malware, penetration scans, patching, system updates, integrated ID & password management system (all users)	Updated annually. Quarterly network scans, annual penetration tests. FERPA and Payment Card Industry (PCI) compliant
All IT systems are designed with high availability by implementing those concepts	Redundant hardware for critical systems, such as core networking devices and enterprise services, by using virtualization and clustering	Automatic failover operationally and equipment is evaluated yearly for currency.

determines intelligent risks that help achieve our goal of student success and completion. See Fig. P.2-3.

6.2 Operational Effectiveness
6.2a Process Efficiency and Effectiveness
HCC controls overall costs of its operations through the budget development and annual planning systems (Category 2), which are aligned to determine the necessary resources for key work processes and to control costs. SL review the budget regularly to ensure that HCC is using its resources for key work processes and to control costs to balance the needs of the students, workforce, and other customers and stakeholders. The college incorporates cycle time, productivity, and other efficiency and effectiveness factors into our work processes. HCC assures that the budget process systematically includes the widest range of perspectives, asking internal stakeholders to provide input on budgetary priorities through the QUEST survey. Each work process has a SL champion who monitors system effectiveness, cost and cycle time, reviews day-to-day performance results, and prevents errors and rework. Using PDCA and incorporating best practice steps continuously, SL

and the work team focus on delivering outstanding customer value. Our collaborations increase efficiency in costs and reduce risks. HCC participates in a county-wide pool for group insurance, benefits from state purchasing agreements with vendors, and shares operational costs for the LCC. As a member of the Maryland Education Enterprise Consortium, the college takes advantage of reduced costs for technology hardware, software and services. This minimizes costs associated with inspections, tests, and audits.

Using systematic process reviews, HCC gains efficiencies, effectiveness, and identifies and implements improvements to prevent errors and rework, which help minimize costs, associated inspections, tests, and audits. Mid-year and annual employee reviews cover annual goals and accountability, as does annual reporting of division and unit vital signs.

Systematic review reduces performance gaps and confirms compliance so audits and other inspections proceed smoothly and minimize costs. Sharing best practices throughout the college prevents errors and rework (4.2a(1)). These process

efficiencies allow for the balance needed for cost control with the needs of our students and customers.

6.2b Security and Cybersecurity

HCC ensures the security and cybersecurity of sensitive and privileged data and information by maintaining a robust security posture through data protection processes, training and assessment by following the National Institute of Standards and Technology (NIST) Risk Framework. Processes and actions deployed are shown in Figures 6.2-1, 2. In 2016, the college contracted with security experts to assess the vulnerability of the college's network systems. During the month-long assessment, experts used penetration testing tools to look for areas for improvement to increase the security of information technology. The report revealed that HCC maintains a number of effective security processes across the campus, including strong identity and access management processes, privileged access control, multiple methods of security awareness, and comprehensive physical security controls. The security assessment was conducted in 2017 and 2018.

Security assessments help maintain the college's defense against emerging security and cybersecurity threats. ❶ Based on the recent assessment and shared best practices, the college deployed enhanced patching and system configuration tools and processes to elevate its security by monitoring all internal systems and protecting these systems from cybersecurity attacks. During the last year, technology staff have adopted and improved processes to reduce risks and improve the college's security. These include installing a next generation firewall at the perimeter of the network, upgrading the internal Enterprise Resource Planning (ERP) firewall to the next generation firewall, deploying Bitdefender security tools, and developing an incident response plan to detect, respond and recover from possible security breaches.

6.2c Safety and Emergency Preparedness

HCC has been designated a Gold-Level Healthy Workplace by the Howard County government for the last 5 years and won the AACC National Safety Planning & Leadership award in 2016. The award recognizes "exemplary practices and ❶ innovation in campus safety and emergency response strategies, programs and procedures." HCC practices a fully integrated approach to campus safety, called the safe campus initiative. Cross-functional committees work collaboratively to focus on the health, safety, and well-being of faculty, staff, students, and campus visitors. These groups develop and manage emergency preparedness, response, and recovery plans for the college; address incidents of disruptive behavior inside or outside the classroom; proactively identify students who need behavioral intervention or employees who need assistance; notify the college community of emergency situations and weather-related incidents; and, provide education and prevention measures.

6.2c(1) Safety

One goal is to reduce the number of workplace injuries below the national average for two-year colleges. In the past three years, there have been few claims for workers compensation (Fig. 7.3-5). The health and safety team along with the facilities staff review any incidents that have occurred to determine where improvements can be made. This is so that the college continues to stay below the national benchmark. The introduction of the online safety training and pre-employment physicals was a result of a PDCA process.

HCC provides a safe campus operating environment through its comprehensive safety and emergency preparedness program. At HCC, campus safety consists of eight committees and one initiative – the safe campus initiative (Fig. 6.2-3). While many higher education institutions have individual components of

Figure 6.2-2 Protection of Sensitive and Privileged Data

Data Protection Processes	Training and Awareness	Assessment (Results AoS)
Data classification and protection requirements	Online initial and refresher access and responsibility training for all employees, help desk knowledge base	Annual internal risk assessment against ISO / NIST standards
Email Encryption tools	Annual online PCI training (Campus Guard)	Bi-annual external security assessment
Password protected access to network services	FERPA training for faculty and staff	Annual PCI Compliance
Scanning of network shared drives for unprotected FERPA, PCI and PII information	Security tips and information (via student & employee portals)	Annual external financial audits w/ IT focus
Network segmentation and access control	Alert notifications to employees of current threats (via portal and email)	Continuous network monitoring
Managed access to Colleague enterprise system (integrated help desk workflow approval system)	New employee and faculty orientations	Monthly automated scans to identify possible unprotected sensitive & privileged data
Privilege access management for all staff side desktops (Avecto)	External seminars and workshops, professional organizations and associations, Educause, Baldrige Cybersecurity Excellence Builder	College policies and procedures reviewed annually
Mobile device management tools. Absolute provides remote wiping of lost or compromised systems	Industry and supplier alerts (Microsoft, Cisco, Bitdefender, Avecto, Barracuda, Virtru, NECAM, Dell)	QUEST/YESS/Quarterly IT customer satisfaction surveys
The College's enterprise system acts as a source of authority for the college's ID password management and provisioning tools (Fischer ID mgmt.), End-point security tools (Bitdefender, Avecto)	Maryland Community College Technology Advisory Board, affinity groups	System reports (wireless controller, backup systems, access area reports, Barracuda, Desktop BU Druva, Alertra, Varonis)

campus safety, HCC has designed a fully integrated approach. The college's teams work collaboratively and communicate effectively to elevate the college as a leader in campus safety. The college is wholly committed to providing a safe and secure learning and working environment. To accomplish this goal, the college has made campus safety a college-wide priority. Cross-functional college teams, representing various college offices and constituency groups, collaborate on the policies and procedures, programs, and professional development that support the safe campus initiative. The health and safety CFT routinely inspects all campus locations for safety concerns ensuring our safety system addresses accident prevention, inspection, and performs root cause analysis of failures to guarantee recovery and prevent recurrence.

The department of public safety works to ensure students, employees, and visitors have a safe and secure environment on campus. On duty 24 hours a day, seven days a week, the public safety officers provide physical security, investigative services, safety education, first aid and other assistance. They patrol campus buildings and facilities on foot, on bikes, and in vehicles, and respond to medical calls, public safety situations and all emergencies on campus. In addition, the department collaborates with local law enforcement agencies to effectively respond to emergency situations that impact safety. Designated interior red phones and exterior blue light emergency phones located throughout campus connect directly to public safety. HCC's mobile alert system provides instant notification of emergencies, threats, closings, delays, parking and traffic updates, and other important information to mobile phones, email, desktops, and other channels of communication. Drills are conducted to test these. ❶ The college also led the state-wide initiative on behavioral intervention and threat assessment. The college uses a software reporting and tracking system and was able to design and launch a student intervention icon called ASSIST on every desktop computer on campus. This is a one-stop resource and reporting tool for faculty and staff that helps identify patterns of behavior and ensures the safety of the campus community. Other important information regarding security programs and services is also available on the website.

The comprehensive approach to safety planning resulted in HCC being awarded **the 2016 Safety Planning and Leadership National Award of Excellence from the American Association of Community Colleges**

6.2c(2) Organizational Continuity
HCC works closely with county and regional experts in emergency preparedness to ensure the health, safety, and security of our students and employees at all locations, including LCC, Gateway, and other sites. The college requires an annual Emergency Operations Plan (EOP) training for all employees, highlight safety at college-wide convocations, and hold drills and simulations.

HCC ensures that it is prepared for disasters or emergencies with a well deployed EOP and Continuation of Operations Plan (COOP) that includes a recovery plan for all HCC locations. The college conducts monthly tests, practice drills three times a year, holds exercises twice a year, and conducts

Figure 6.2-3 Safe Campus Initiative

multiple ongoing training sessions throughout the year (Fig. 7.1-17). The college's disaster and emergency preparedness system considers prevention, continuity of operations and recovery through a four-step emergency management process of 1) planning; 2) mitigation; 3) response; and 4) recovery. The EOP team guides the college in preventing emergencies. COOP identifies backup individuals and procedures so key operations continue in the event of a short or long-term shutdown of college operations. If weaknesses are identified, the college conduct cross-training and knowledge transfer. The college follows the National Incident Management System (NIMS) and Incident Command System (ICS) model for command, control, and coordination of response. The ICS structure is the basis for standardized on-scene incident management and enhanced coordination efforts between department, agencies, and the emergency operations center. The college implements the NIMS and ICS structure to engage our workforce, suppliers, and partners in our disaster and emergency preparedness system. Every year, the EOP team conducts multiple trainings (e.g., active shooter), drills, exercises, and tests the emergency notification systems. Each building has primary and backup building monitors and prescribed procedures for emergencies including natural and man-made disasters, acts of violence, and most common threats to the college. To ensure process effectiveness, building monitors and the emergency response team provide feedback after drills and emergencies resulting in an after action report that is used to evaluate and improve operations.

The college has technology back-up systems (on and off-campus) for data recovery, a college-wide public address system, and a mobile alert system to ensure that information technology systems continue to be secure and available to serve students, customers, and organizational needs. All work units have operational contingency plans. The faculty created online versions of general education core courses so students can make academic progress if the campus is shut down. Staff members participate in unit and campus-wide emergency drills on a regular cycle. Certain units have remote-access capability if

campus is closed. All employees are required to complete EOP training annually. HCC participates in emergency training as well as tabletop, functional, and full-scale exercises with county and state agencies. The college also produces training documents for emergency preparedness volunteers. In a community disaster, HCC is a designated emergency shelter, with a group of employees trained to coordinate and staff the shelter. The college participates on the county emergency coordinating committee. The college is adjacent to and has compact agreements with Howard County Hospital, department of fire and rescue, and the office of emergency management, so quick response times of emergency personnel is ensured.

Results Update September 2019
There is an asterisk "*" next to the year or label to indicate which information that was updated for the site visit.

Category 7 – Results

HCC monitors state indicators and other trend data to examine its performance and assess its progress. The college benchmarks results with the performance of national, state, and peer institutions. The college's web intelligence reporting system puts "real time" data on SL's, faculty and managers' desktops. Following *is the most recent comparative data available* (state and NCCBP data collection and analysis lag one to two years behind). Except where a "down" arrow indicates that a lower value is better, higher values correspond to better results. Comparators: Best Comparator=Community College with similar demographics; Peer institutions=Maryland Community Colleges; QAW=Baldrige Quality Award Winner; EC=External Comparator-State best practice organization; and Natl=National best practice organization or survey. Measures addressing our values are called out with **blue**. HCC's results are always displayed using shades of **burgundy**.

7.1 – Student Learning and Process Results

7.1a Student Learning and Customer-Focused Service Results
The attainment of degrees and certificates is used as an indicator of student success. Associate degrees include all Associate of Arts (AA), Associate of Arts in Teaching (AAT) and Associate of Applied Science (AAS) degrees awarded.

Figure 7.1-1
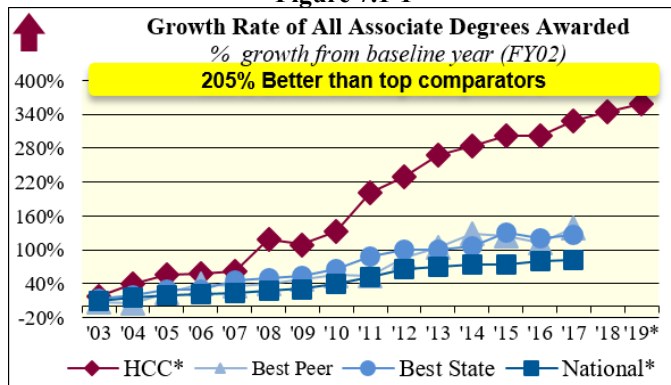
HCC's growth rate over the last 10+ years (compared to the base year of fall 2002), for all associate degrees consistently outperforms its comparators by more than 200% (Fig. 7.1-1).

HCC is **closing the graduation achievement gap** (Figures 7.1-2a-c). The learning community's support of Black/African American, and Hispanic/Latinos is best in class.

Figure 7.1-2a
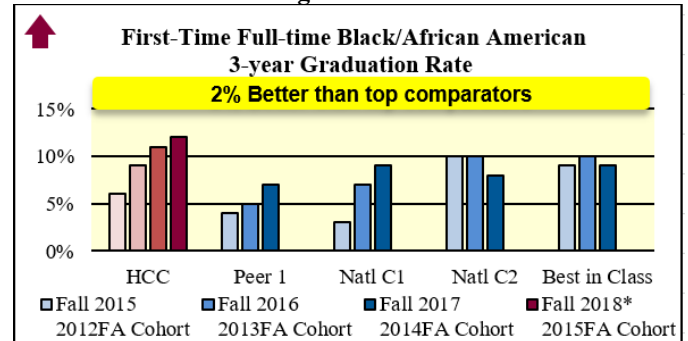
Figure 7.1-2b
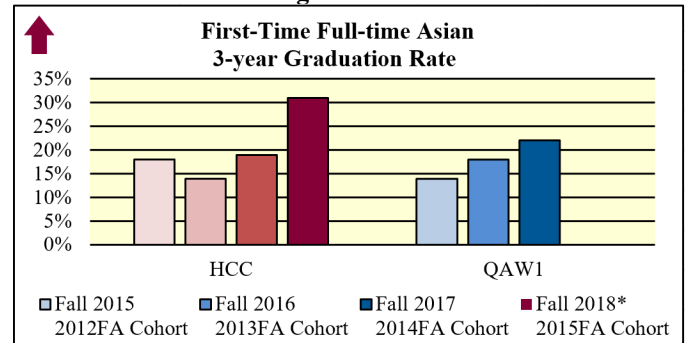
Figure 7.1-2c
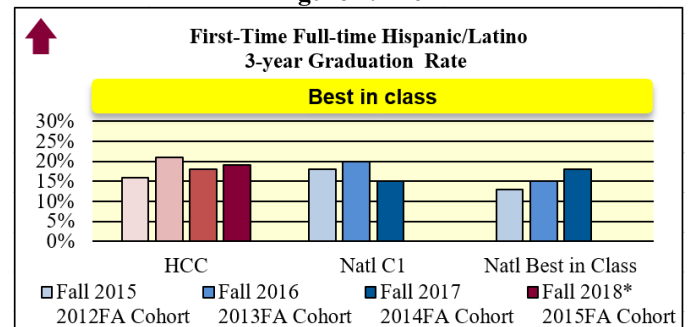
As evidenced by its participation in the NCCBP, HCC has consistently ranked above the median and near the upper quartile target in the percentage of students completing credit courses with a positive trend in the past three years (Fig. 7.1-3).

Figure 7.1-3

Year	N (Community Colleges)	HCC	NCCBP Median	NCCBP upper quartile
Ranked in top quartile			
	Percent of Students Completing Credit Courses			
2016	247	**91.7%**	91.5%	≥93.2%
2017	231	**92.4%**	91.6%	≥93.6%
2018	219	**93.4%**	91.7%	≥93.4%

Persistence is also a measure of student learning and progress. Students who successfully persist are defined (per MHEC) as

those who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled four years after entry (cohort) at HCC. Figure 7.1-4 on the next page shows persistence rates.
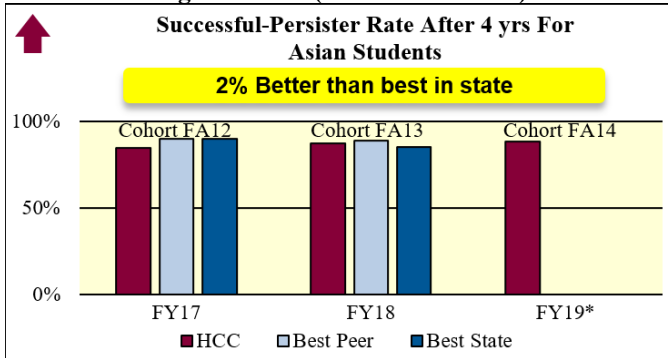
Figure 7.1-4 (MHEC Indicator)
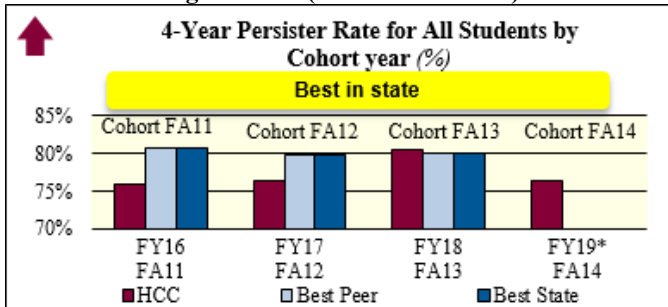
Figure 7.1-5a-c shows that HCC is **closing the retention achievement gap**.

Figure 7.1-5a (MHEC Indicator)
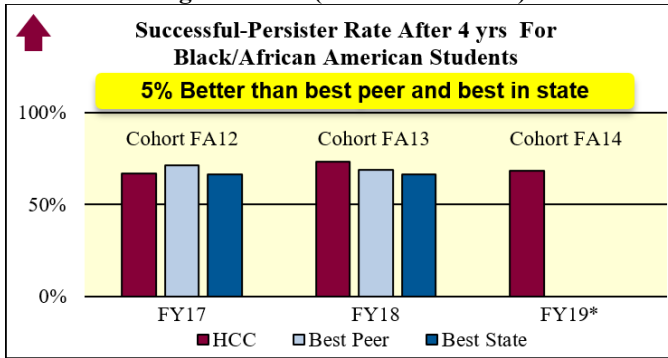
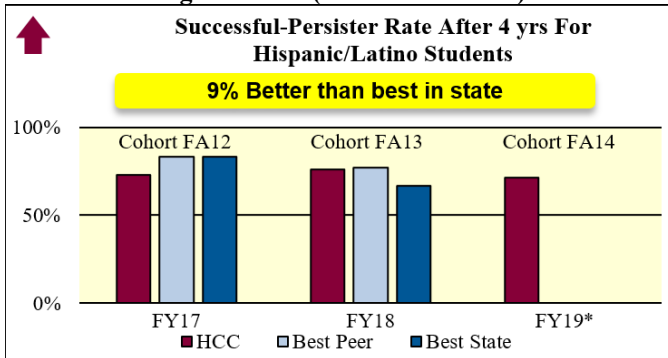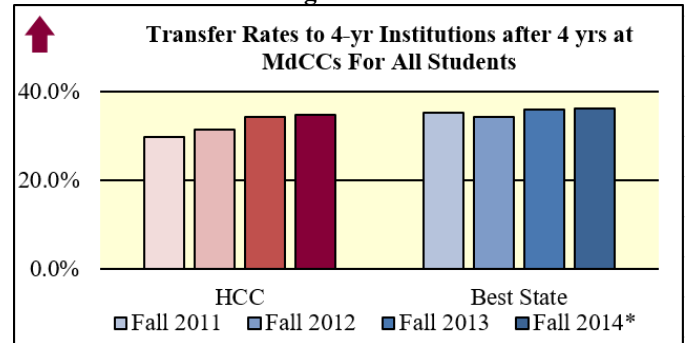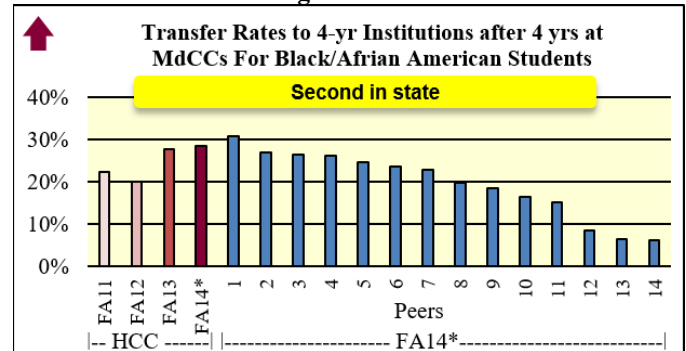**Figure 7.1-5b (MHEC Indicator)**

Figure 7.1-5c (MHEC Indicator)

Figure 7.1-6. For many students, transfer is their primary goal, and most want to transfer to a Maryland institution.

Figure 7.1-6

HCC is also making progress on closing the achievement gap for our transfer pathway. Results for the last cohort are compared to the other Maryland community colleges that serve those students. (Figure 7.1-7a-c).

Figure 7.1-7a

Figure 7.1-7b
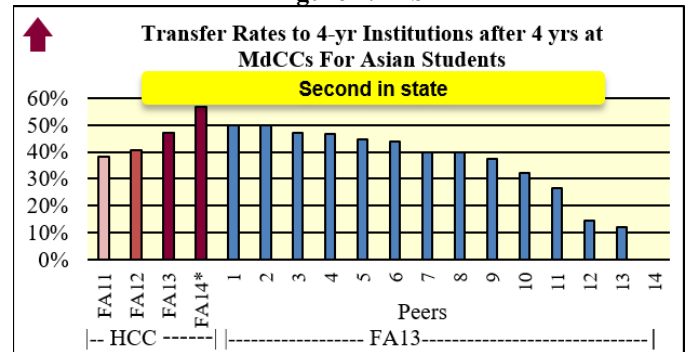
Figure 7.1-7c
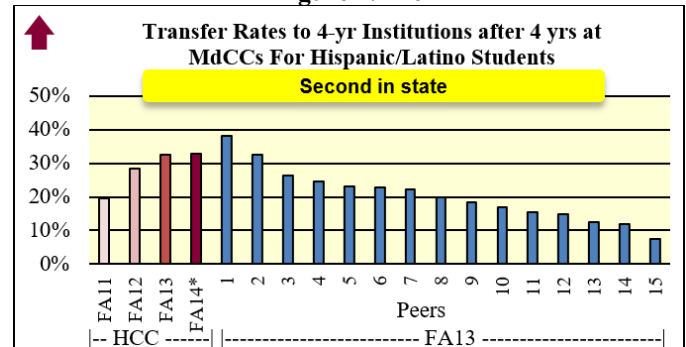
Half of first-time entering students need at least one developmental education course. Students are successful at becoming college ready and ultimately completing their path (Fig. 7.1-8).

Figure 7.1-8 (MHEC Indicator)
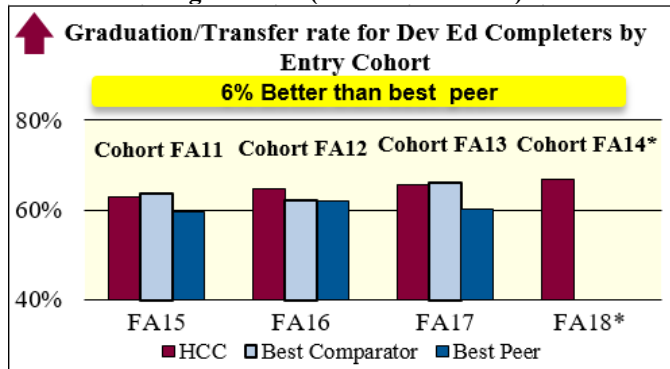
Some students only attend to gain skills to be able to find a job immediately. Student complete a sequence of noncredit courses to be authorized to work as a certified nursing assistant (CNA) (Figure 7.1-9a).

Figure 7.1-9a
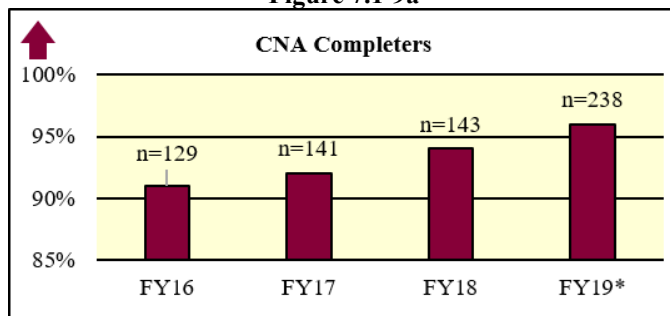
Students complete an associate degree and find work in a variety of healthcare fields (Figure 7.1-9b).

The college partners with over 276 entities to provide clinical practice sites to successfully prepare these students for employment. Note the **excellent job placement rates.**

Figure 7.1-9b

Health Sciences Graduate Job Placement			
Program	Spring 2017	Spring 2018	Spring 2019*
1	100%	88.9%	**80%**
2	100%	100%	**100%**
3	100%	92%	**100%**
4	100%	100%	**100%**
5	100%	100%	**100%**
6	100%	100%	**100%**
7	90%	100%	**100%**
8	100%	100%	**100%**

1. Cardiovascular Technology Program
2. Dental Hygiene Program
3. Diagnostic Medical Sonography Program
4. Emergency Medical Services
5. Medical Laboratory Technician Program
6. Nurse Education Program
7. Physical Therapist Assistant Program
8. Radiology Technology Program

Figure 7.1-10 examines student satisfaction with selected key support processes in five-year intervals from 2003 to 2018.

Every service on campus is evaluated on an annual basis, and work units use their ratings in their annual plans and vital signs (AoS). After most services met or exceeded the target for three years, the target was raised from 3.5 to 4.0. HCC strives for all key support processes to reach this target; it is one of the ways the college monitors its commitment to the value of **Service**.

Figure 7.1-10
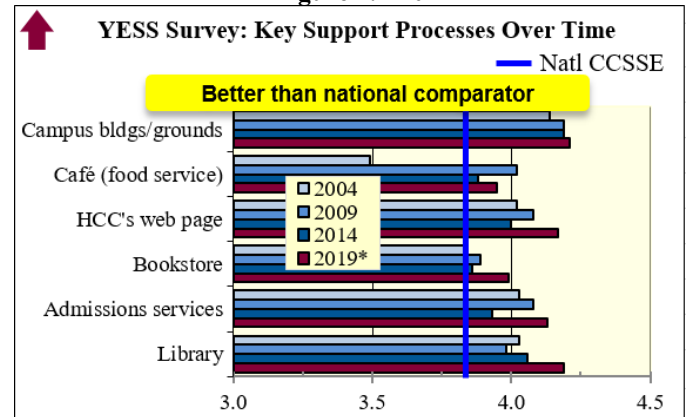
7.1b(1) Process Effectiveness and Efficiency
The YESS survey, established in 1991, is updated and conducted annually in the spring in a representative random sample of HCC classes. Students rate their satisfaction with college services, instructional topics, campus environment, and their overall HCC experience. Individual units use the findings for self-evaluation, as part of their VSs, set unit goals, and implement improvements. College decision makers attend to ratings of student segments and address areas of concern. Spring 2019 results AoS.

HCC offers increasing numbers of flexible course formats to accommodate the needs of the student body (Fig. 7.1-11). In fall 2018, there were 280 different flexible format courses offered. Fall 2019 AoS.
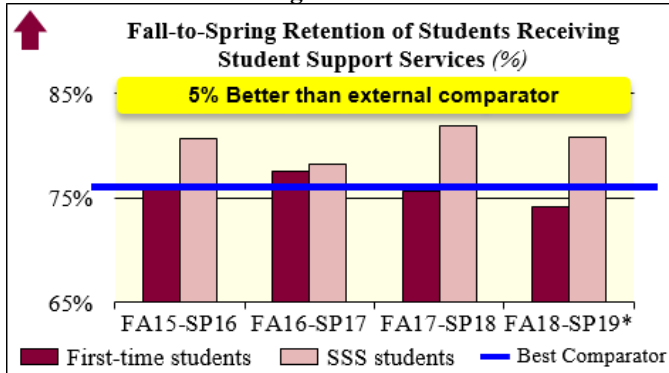
Figure 7.1-11
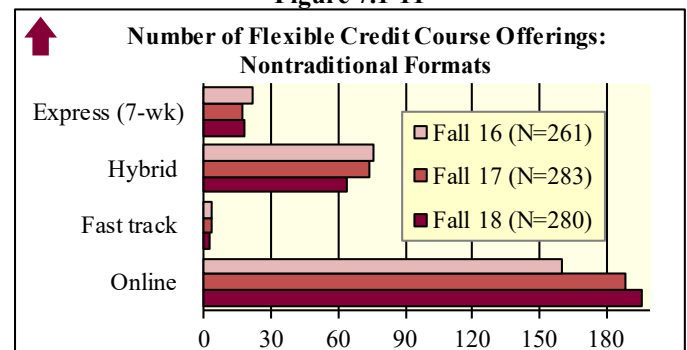
As an example of **Nurturing**, Student Support Services succeeds in assisting students, Figure 7.1-12 on the next page displays fall-to-spring retention results for students receiving advising and/or tutoring during the fall semester compared to all first-time students.
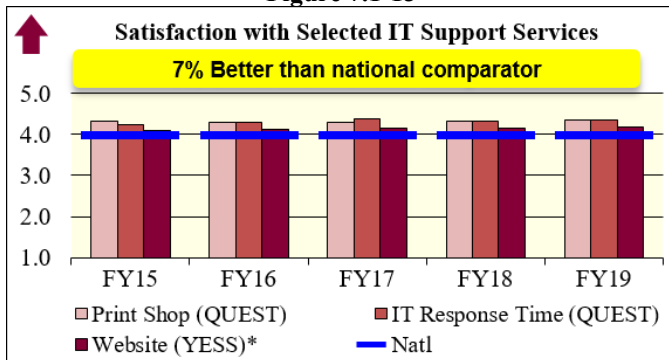
Figure 7.1-12

Fall-to-Spring Retention of Students Receiving Student Support Services *(%)*

5% Better than external comparator

Legend: First-time students, SSS students, Best Comparator

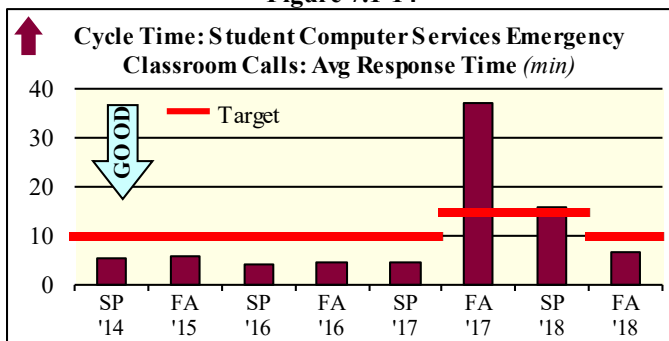Categories: FA15-SP16, FA16-SP17, FA17-SP18, FA18-SP19*

The college uses student and employee satisfaction data to evaluate productivity, cycle time, effectiveness, and efficiency on a number of key information technology support services, including website, print shop, student computer support, help desk, and IT response time. As an example, Figure 7.1-13 displays satisfaction trends for three IT work units.

Figure 7.1-13

Satisfaction with Selected IT Support Services

7% Better than national comparator

Categories: FY15, FY16, FY17, FY18, FY19

Legend: Print Shop (QUEST), IT Response Time (QUEST), Website (YESS)*, Natl

If a class is in session, and the instructor or students using computers experience a technology problem, it is critical that the technicians respond immediately. IT examined national best practices and developed a paging system to improve response time. The tracking system introduced in FA17, took a few cycles for the college to learn. Unit response to emergencies during class has been reduced to less than 10 minutes, conserving valuable class time for learning (Fig. 7.1-14). Spring 2019 AoS.

Figure 7.1-14

Cycle Time: Student Computer Services Emergency Classroom Calls: Avg Response Time *(min)*

GOOD — Target

Categories: SP '14, FA '15, SP '16, FA '16, SP '17, FA '17, SP '18, FA '18

Providing a single point of contact for students, staff, and faculty for technology support requests, the help desk closely monitors satisfaction and resolution time (Fig. 7.1-15) and has

aligned tracking systems with optimal staffing to maintain optimal effectiveness and efficiency.

Figure 7.1-15

Help Desk Resolution Time *(average min)*

Better than national standard — GOOD

Categories: FY15, FY16, FY17, FY18, FY19*

Legend: Help Desk Institute
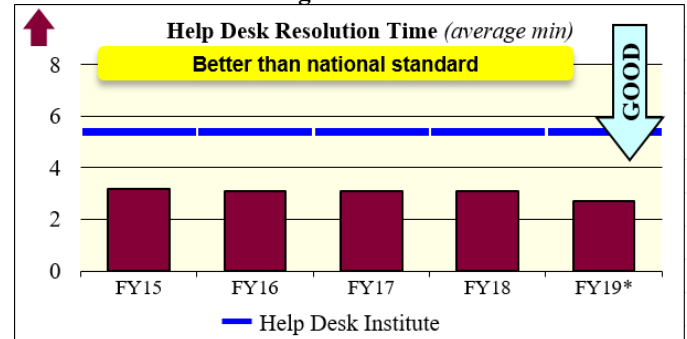
The top level learning goals for HCC are eight general education goals. Each year a faculty team assisted by research professionals assesses two of the goals. Here is a recent example of the Global Competency (GC) goal, see Figure 7.1-16.

Goal: An HCC graduate understands the interconnectedness of global communities and systems by:
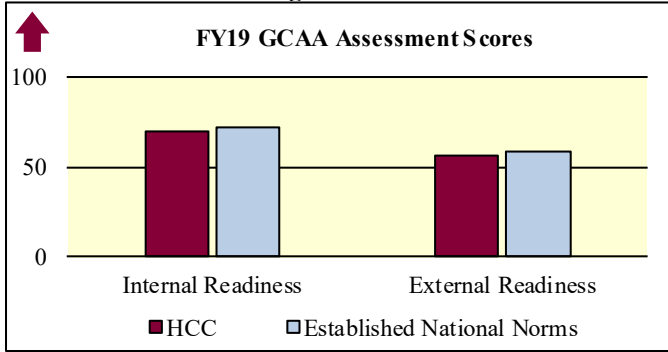
1. Engaging in an exploration of various worldviews.
2. Describing worldwide cultures, their values, and views on human nature.
3. Identifying and explaining multiple perspectives when exploring subjects within a global context.
4. Analyzing global events and issues and their interconnectedness.

Measurement Instruments and Scoring. To assess student attainment of GC, the team administered the Global Competency Aptitude Assessment (GCAA) to 362 students in fall 2017. The GCAA is a standardized assessment that examines internal readiness and external readiness. Internal readiness represents the characteristics and attitudes that enable individuals to effectively understand and interact across cultural boundaries. This scale mapped to the first and fourth GC objectives. External readiness represents the global knowledge and people skills that enable one to effectively navigate the complexities of today's interdependent world. This scale mapped to the second and third GC objectives.

Assessment Results and Interpretations. Student performance is shown in Figure 7.1-16 on the next page. HCC student averages on internal and external readiness scales are shown as well as the GCAA established norms, which allow for comparisons. The norms include 15,608 individuals from 115 countries, representing high school freshman through university doctoral students, as well as working professionals at varying stages of their careers. As shown, HCC students performed favorably to the established norms on both internal and external readiness.

L The faculty, after examining their results, have decided to embed GC assessment within the LMS to be able to track the accomplishments of this competency each semester. This takes time and will be implemented in fall 2019.
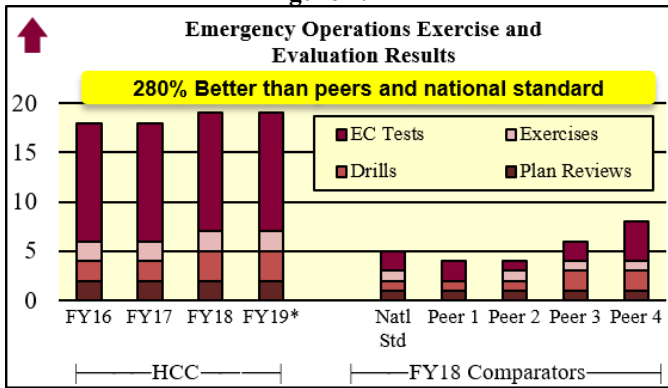
Figure 7.1-16

FY19 GCAA Assessment Scores

(Bar chart showing Internal Readiness and External Readiness for HCC and Established National Norms)

7.1b(2) Safety and Emergency Preparedness

HCC's Emergency Operations Plan (EOP) team, convened in FY06 as an offshoot of the Health and Safety CFT, leads and monitors our emergency preparedness processes. The team introduced a system to ensure workplace preparedness for emergencies (Fig. 7.1-17).
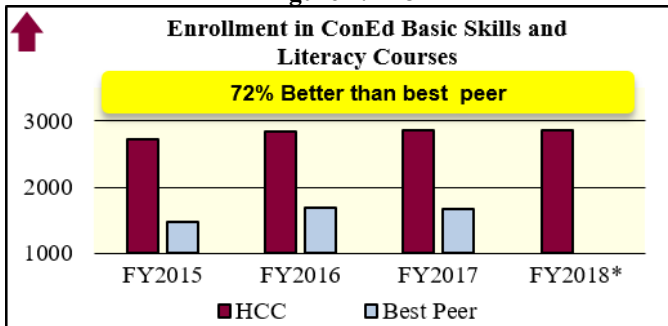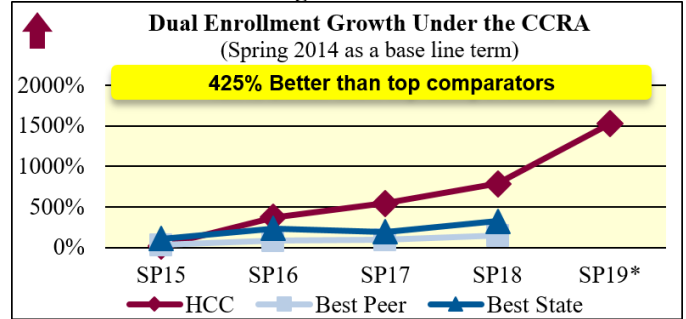
Figure 7.1-17

Emergency Operations Exercise and Evaluation Results

280% Better than peers and national standard

7.1c Supply-Network Management Results

Continuing Education continues to work to improve its draw rate for the non-credit courses it offers to the local community (Fig. 7.1-18).

Figure 7.1-18

Enrollment in ConEd Basic Skills and Literacy Courses

72% Better than best peer

HCC is successful in attracting more dual-enrollment students to offset the fluctuations in the local high school graduating class numbers (Fig. 7.1-19).

Figure 7.1-19

Dual Enrollment Growth Under the CCRA
(Spring 2014 as a base line term)

425% Better than top comparators

Almost every class depends on technology availability. Information technology uptime for most components surpasses industry benchmarks (Fig. 7.1-20).

Figure 7.1-20

Uptime	FY17	FY18	FY19*
Portal (myHCC)	99.92%	99.50%	99.89%
Website (Hosted w/ Systems Alliance)	99.98%	99.79%	99.94%
Email	100%	99.97%	99.97%
HCC Network	100%	100%	94.91%
Colleague ERP	99.99%	100%	99.98%
Canvas LMS	100%	99.99%	98.90%
Comcast - Internet (SLA: 99.5%)	100%	100%	100%
Fiberlight - Internet (SLA: 99.5%)	100%	100%	N/A
National Standard	99.99%	99.91%	99.08%

HCC stays focused on fulfilling student needs and helping them achieve their academic goals. The college segments (credit and non-credit) and examine key student- and stakeholder-focused results for satisfaction, dissatisfaction, and engagement. The graduate follow-up survey, conducted jointly by HCC and MHEC every three years, measures alumni's HCC experiences, perceptions of education, quality of instruction, post-graduation experience, and employment. As part of the board KPIs, which include all the MHEC mandated indicators, the BOTs sets five-year targets that are approved by MHEC. Graduates' satisfaction with transfer preparation (MHEC indicator) has remained at or above the MHEC target since 2005. Graduates' satisfaction with job preparation (MHEC indicator) has ranged from 84% to 100%, also at or above the MHEC target since 2005.

The state surveys students periodically who have not graduated and do not return to the college. Regardless of the reason for not returning over the years shown, between 59% and 68% of these students said they planned to return to HCC. The greatest reason students don't return is due to reasons outside of HCC's control – financial, personal, transfer, and job.

HCC has no direct access to wage records. Therefore it periodically (as funding permits) must contract with a vendor that does. HCC contracted with Equifax in fall 2018 to track HCC graduate's occupation and learning outcomes. Equifax follows graduates five years prior to entry at HCC and 10 years after graduation. Equifax located 7,571 graduates. Most HCC graduates earn

Figure 7.1-21

Howard Community College
Earnings of Associate Degree Recipients by Program Cluster

HCC above national comparator

$41,493
$34,945
$28,270
$27,936
$27,877
$25,310
$20,486

$75,478
$72,852
$61,961
$54,334
$52,492
$50,410
$44,824
$40,691

One year before attending HCC | One year out | 3 years out | 5 years out | 7 years out

Allied Health — Business — General Studies — Liberal Arts
STEM — Social Sciences — Teacher Education — National Comparator

more than then national average ($44,824), allied health, and STEM majors earn the most. Figure 7.1-21 shows earnings of HCC degree recipients 1 year prior and up to 7 years after.

The college is outperforming the four-year colleges in drawing from the HCPSS high school graduating class (Fig. 7.1-22).

Figure 7.1-22

HCC vs. Top Four-Year Institutions
Better than state comparators
2016
2017
2018

1. Howard Community College
2. University of Maryland, College Park
3. University of Maryland, Baltimore County
4. Towson University
5. Salisbury University
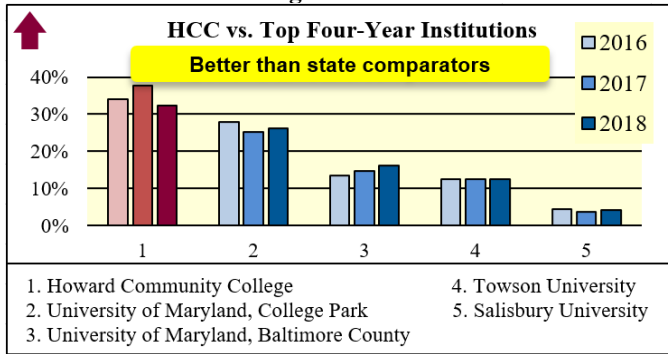
Figure 7.1-23 displays how many students are using the new Self-Service to register online for classes. Due to large influx of high school dual enrollees who needed face-to-face registration, there was a slight dip in FY19 web registrations.

Figure 7.1-23

Percent of Credit Students Registering Online by Academic Year

AY16 | AY17 | AY18 | AY19*
HCC
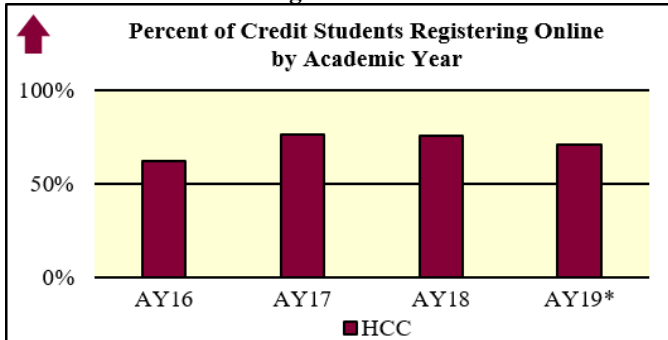
7.2 – Customer Results

7.2a(1) Student and Other Customer Satisfaction
Current credit students' satisfaction is gauged through the annual YESS survey. Satisfaction with overall quality of instruction is shown in Figure 7.2-1.

Figure 7.2-1

YESS: Satisfaction with Overall Quality of Instruction — CCSSE Overall
3% Better than national comparators

2015 | 2016 | 2017 | 2018 | 2019*
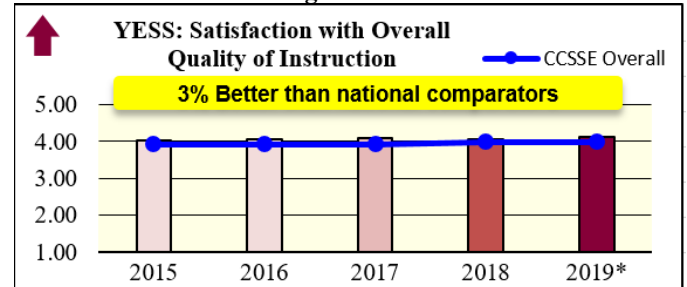
Every two years, HCC participates in the national CCSSE as part of a statewide consortium of community colleges wishing to measure levels of student engagement (AoS). Overall ratings of educational experience by different segments of the student population show that by 2016, all HCC segments are at or above the national and peer benchmarks (Fig. 7.2-2).

Figure 7.2-2

CCSSE: Overall Rating of Educational Experience Segmented by Program and Readiness
Better than national comparators — Natl CCSSE — Large size CCs

'14 '16 '18 Dev Ed | '14 '16 '18 College Ready | '14 '16 '18 Transfer | '14 '16 '18 Career
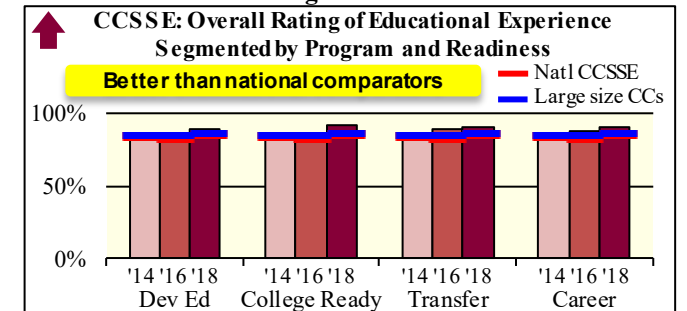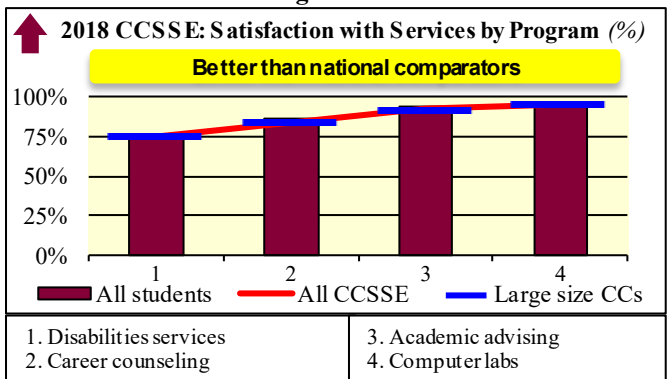
Results from the CCSSE also show that ratings of students' perception of the college's support, except in one area, have consistently remained at or above levels of other similar sized community colleges in the nation (Fig.7.2-3). Seeing the need for more financial support, the college worked with the local government to secure special scholarship funds.

Figure 7.2-3

2014-18 CCSSE: Student Perception of College Support

Better than national comparators
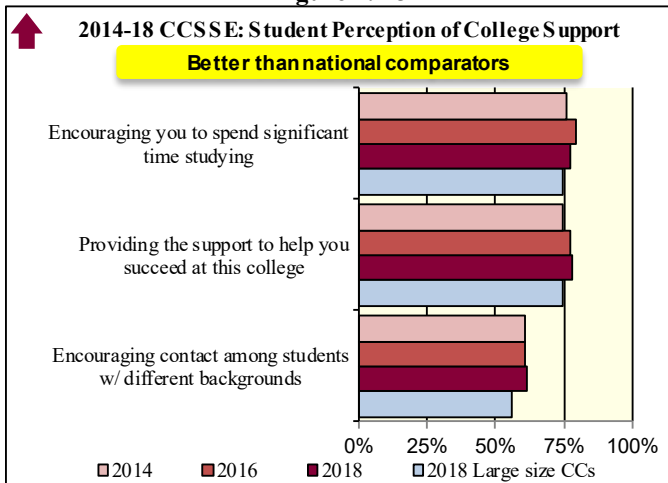
Student satisfaction with HCC services and costs, as measured by the CCSSE, is also at or above national and peer benchmarks for all students and for different segments of the student population (Fig. 7.2-4).

Figure 7.2-4

2018 CCSSE: Satisfaction with Services by Program *(%)*

Better than national comparators

1. Disabilities services	3. Academic advising
2. Career counseling	4. Computer labs

HCC measures student satisfaction with overall instruction and with individual courses. All new credit instructors, and a subset on a rotating schedule of all credit faculty, administer Kansas State University's IDEA student course evaluation at the end of the semester. The IDEA provides comparative means for all items and aggregate scores. Figure 7.2-5 illustrates results for the three overall IDEA categories rated on a five-point scale. It shows that HCC students' ratings were aligned with the national average on each category, **Excellence.**

Figure 7.2-5

Individual Development & Educational Assessment (IDEA) Scores

Fulfilling national standards
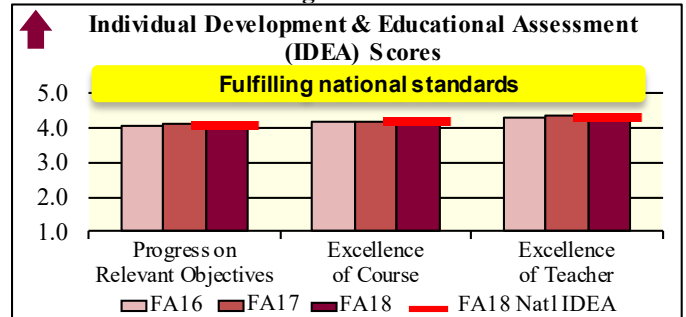
HCC pays attention to areas of dissatisfaction, as well as satisfaction. On the Likert scale used on the YESS survey, one and two are labeled "very dissatisfied" and "dissatisfied." Combining these two ratings gives a measure of dissatisfaction (Fig. 7.2-6). All but two measures (parking and amount of financial aid) have reliably met or exceeded the target with dissatisfaction levels below 10%. In fact, on the most recent survey, most were below five percent. In recent years, the parking issue was exacerbated by major construction as HCC expanded to meet the needs of its growing student body. However, the college built a new parking garage and expanded a current garage to address concerns.

Figure 7.2-6

YESS Survey: Student Dissatisfaction *(%)*

Lower dissatisfaction with critical services

GOOD

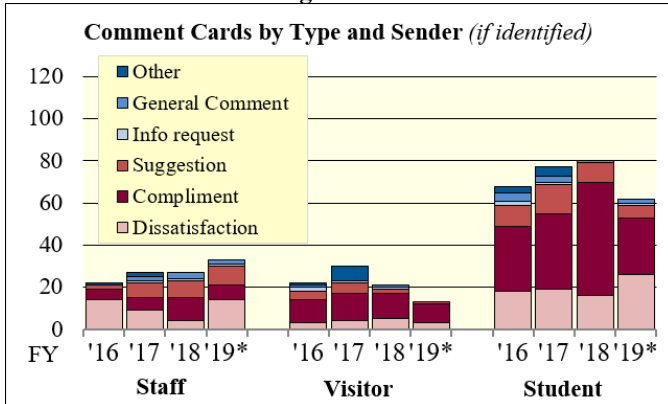|	
1. Help Desk	4. Tuition payment procedures
2. Admissions services	5. HCC's website
3. Orientation for new students	6. Security services
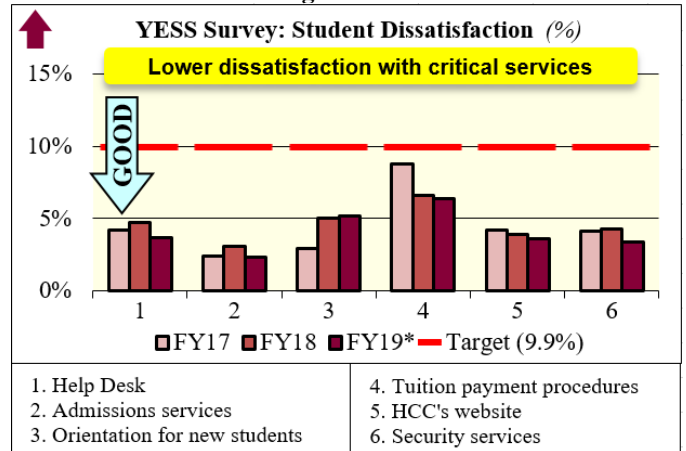
In addition to surveys and presidential dialogues, HCC's comment card process provides valuable feedback from internal and external stakeholders. Comment cards are available throughout campus and online. SL are responsible for ensuring that all complaints or areas of dissatisfaction are promptly addressed and resolved. Figure 7.2-7 on the next page shows segmentation by sender and comment type. In FY18, all complaints with identifiable information were resolved.

It is notable that given a student/employee population of 29,000+, the college receives few cards and most are positive (76%).

Figure 7.2-7

Comment Cards by Type and Sender *(if identified)*

Legend:
- Other
- General Comment
- Info request
- Suggestion
- Compliment
- Dissatisfaction

Students in noncredit courses are also asked about their opinions and satisfaction. Every noncredit course is evaluated, and CEWD compiles the data and segments it by type of course. Students in both professional and personal development courses give high ratings to the overall courses and individual course elements, as shown in Figure 7.2-8.

Figure 7.2-8

Overall Rating of Noncredit Courses by Type of Course *(%)*

+95% Satisfaction Ratings
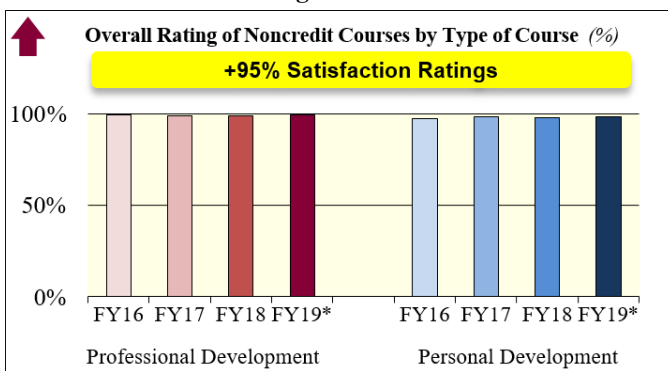
7.2a(2) Student and Other Customer Engagement

The YESS survey measures satisfaction among students taking credit courses. It also asks how involved or engaged students are. Over the years (AoS), the unfailing pattern on the survey has been that the more students are engaged, the more satisfied they are (Fig. 7.2-9).

Figure 7.2-9

YESS 2019*: Student Satisfaction by Level of Engagement

High Satisfaction Ratings
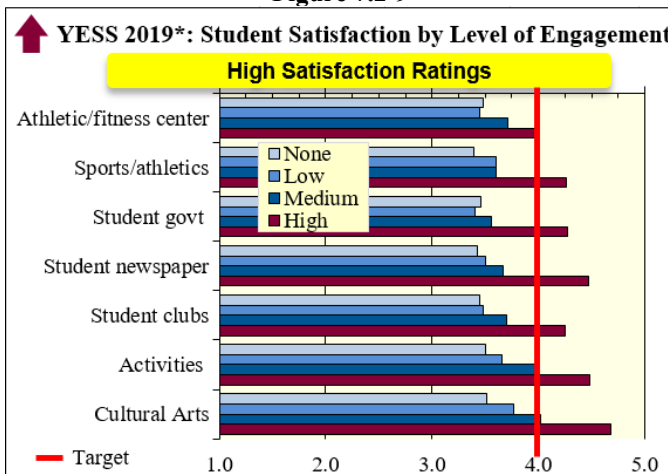
CCSSE indicators of student engagement for 2018 (most recent CCSSE data available) are consistently at or above national and peer benchmarks for each indicator. It is important to realize that CCSSE aggregates items that make up each indicator and normalizes the data so that the average for all indicators is 50. It is thus relatively easy to see when a college is above or below a national norm.

When benchmarked against other NCCBP colleges, HCC consistently ranks above the median and national norm in CCSSE indicators of student engagement. Note, the sway in benchmark scores for Support for Learners is related to changes in the response scales of items constituting this benchmark. An item analysis was conducted and no substantive changes were discovered (Fig. 7.2-10).

Figure 7.2-10

NCCBP Report: CCSSE Indicators of HCC Student Engagement

Better than national comparators
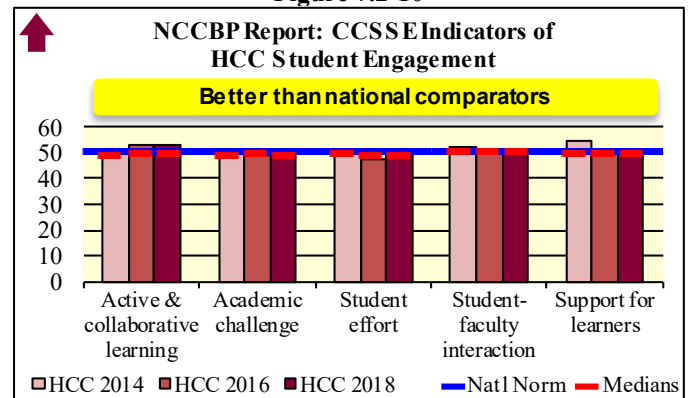
A set of questions on the CCSSE is answered in terms of frequency as a measure of engagement. Responses are segmented by college readiness (Fig. 7.2-11). For most of the items, HCC students in all segments gave higher ratings than students in other large-sized community colleges throughout the nation. Developmental education students spend the most time with instructors.

Figure 7.2-11

CCSSE Engagement Items Segmented by Readiness *(%)*

Better than national comparators
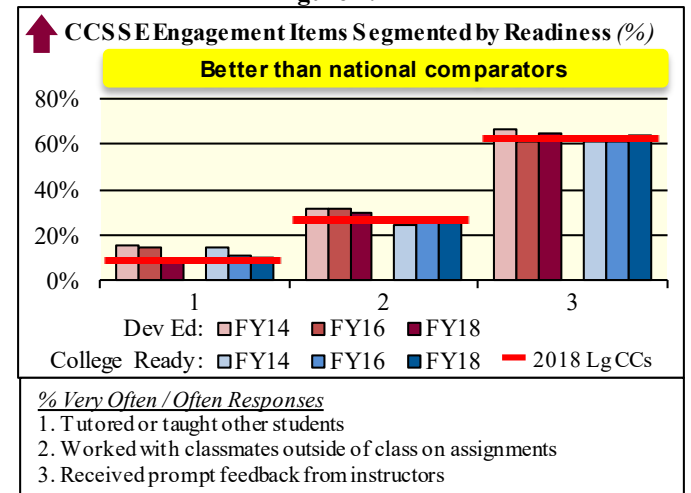
% Very Often / Often Responses
1. Tutored or taught other students
2. Worked with classmates outside of class on assignments
3. Received prompt feedback from instructors

7.3 – Workforce Results

7.3a(1) Workforce Capability and Capacity

The ratio of student credit hours generated to faculty course credit hours taught is a measure of faculty capacity to provide instructional support to students. The college must balance enrollment growth and tightening financial resources with the need to provide the level of faculty interaction and support necessary to improve student goal achievement and retention. A student faculty ratio of 19:1 keeps the college in a competitive position with its peers, while student satisfaction with class size remains above target levels of 4.0 (Fig. 7.3-1). Despite the 17% growth in credit headcount enrollment from FY09 to FY18, the ratio has stayed fairly constant since FY09 (19.0). Since small class size is important to HCC students, HCC added classes rather than increasing class size.

Figure 7.3-1

Better than top comparators (cost efficiency)			
Student-Faculty Ratio			
	FY17	FY18	FY19*
HCC	19.2	19.0	18.6
Best Peer	14.8	14.9	N/A
Best in State	12.3	11.7	N/A
HCC YESS: Student Satisfaction with Class Size			
FY17	FY18	FY19*	Target
4.18	4.17	4.21	4.00

7.3a(2) Workforce Climate

Howard County has a diverse population, and HCC strives for an equally diverse workforce. The college's effort to increase diversity in the applicant pool by targeting ads and announcements to minority-specific groups has been highly effective (Fig. 7.3-2). These data, as well as other recruitment and hiring information, are tracked and presented annually in HCC's Workforce Snapshot (AoS).

Figure 7.3-2

| 3% Higher draw rate of minorities				
Ethnicity	HoCo Demographics	HCC Job Applicants		
		FY16	FY17	FY18
Minority	48%	50%	50%	51%
Non-Minority	52%	37%	34%	33%
Not Disclosed	n/a	13%	16%	16%

Figure 7.3-3 shows that in fall 2018, the percent of minorities among full-time faculty was 28.4% and among administrative/ professional staff was 31.9%, both the highest figures since records have been kept. Minorities include Black/African Americans, Asian Americans, Hispanics/Latinos, and Native Americans (MHEC indicator).

Figure 7.3-3 (MHEC Indicator)
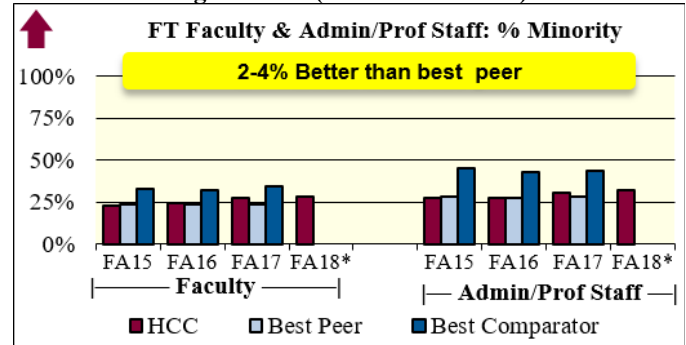
Employee turnover (Fig. 7.3-4) is defined as the number of full-time core workforce employees who leave the college because of resignation, retirement, dismissal, or reorganization. It does not include employees who move to another job within the college. The overall HCC turnover rate in FY18 was 8.3%. The Bureau of National Affairs annualized national rate for the same period was 14%. The primary reasons for separation (given during the exit interview) were better career/advancement opportunities and better salary offer. Each year, the Office of Human Resources surveys turnover rates at other Maryland community colleges.

Figure 7.3-4
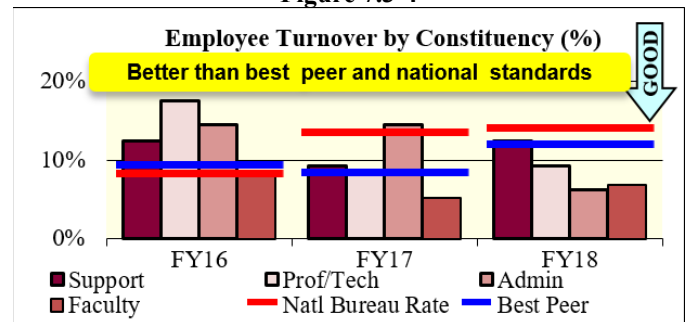
7.3a(3) Workforce Engagement

An indicator of workforce safety (cases with days away from work, job transfer, or restriction) by constituency is displayed in Figure 7.3-5. HCC has implemented safety strategies and training to safeguard employees' welfare and minimize compensation claims. Even when icy weather resulted in more slips, HCC compares favorably to the most recently reported national average for two-year colleges.
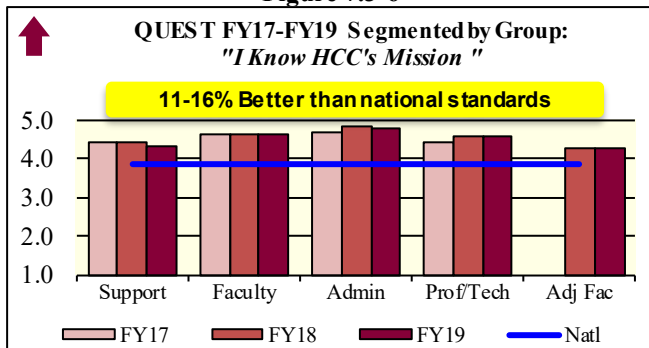
Figure 7.3-5
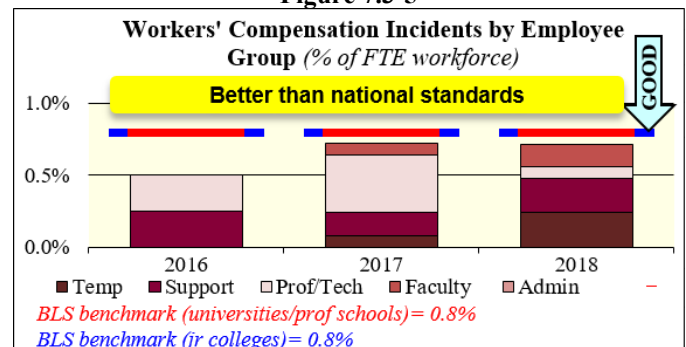
HCC recognizes the importance of a satisfied and engaged workforce to our ability to be productive and achieve its goals. The college emphasizes training and professional development, as well as communication and recognition to attract and retain high-caliber, dedicated employees. HCC gives employees an annual opportunity to rate job satisfaction, college climate, and various college services on the QUEST survey, using ratings on five-point satisfaction and agreement scales, with one being the lowest and five the highest. Items with a mean rating less than 3.50 are examined for process improvement.

There was a high level of agreement across all workforce segments on measures of engagement, such as whether employees know HCC's mission (Fig. 7.3-6).

Figure 7.3-6

QUEST FY17-FY19 Segmented by Group: "I Know HCC's Mission"
11-16% Better than national standards

HCC measures satisfaction with resources, processes, information, and job-related training opportunities. QUEST ratings on those items (Fig. 7.3-7) are above the target level.
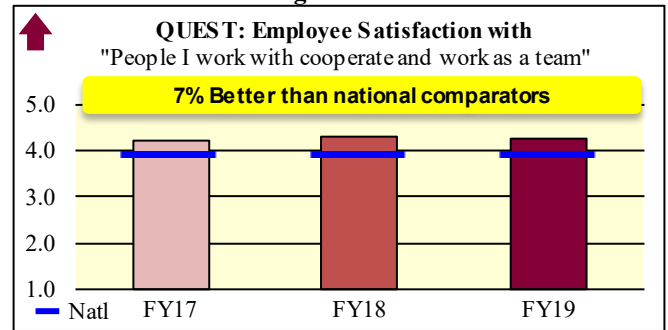
Figure 7.3-7

QUEST: Workforce Capacity and Capability
4-11% Better than national standards

1. HCC has good processes for doing our work
2. I get all the important information I need to do my work
3. I am satisfied with opportunities for job-related training
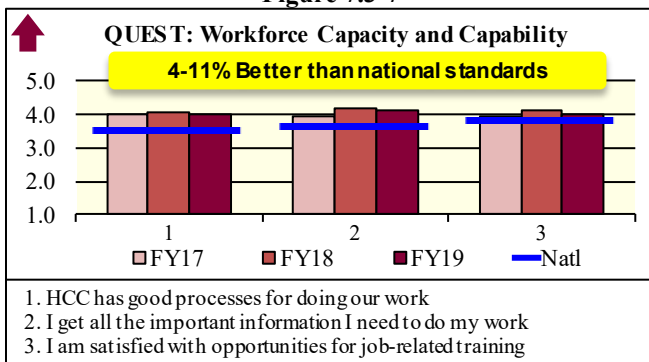
HCC employers answered all national survey questions more positively (Fig 7.3-8).

Figure 7.3-8

GCTWF: Percent HCC Employees Responding "Strongly Agree or Agree" Compared to Other CCs
7-12% Better than national comparators
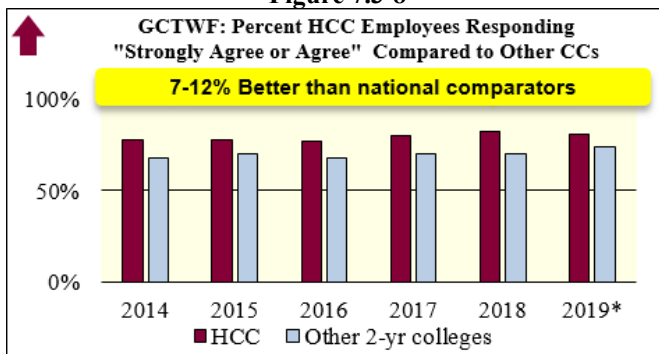
HCC depends on effective team work to deliver exceptional service to the students (Figure 7.3-9).

Figure 7.3-9

QUEST: Employee Satisfaction with "People I work with cooperate and work as a team"
7% Better than national comparators

Ratings on satisfaction with campus climate and climate of diversity, as measured by the QUEST survey, are shown by constituency group in Figure 7.3-10. All groups gave ratings above the target for both measures.

Figure 7.3-10

QUEST Satisfaction by Employee Group: Campus Climate and Climate of Diversity
11-17% Better than national comparators
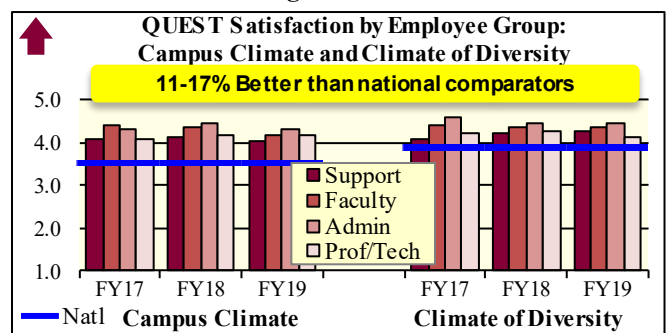
Among the measures of campus climate, respect and caring are two items rated by employees on the QUEST survey (Fig. 7.3-11), with results segmented by employee group over time. The items are: *People who work at HCC treat each other with respect regardless of position;* and *My supervisor and my organization care about me.* All employee groups have rated the items above the target.

Figure 7.3-11

QUEST Satisfaction by Employee Group: Respect and Caring
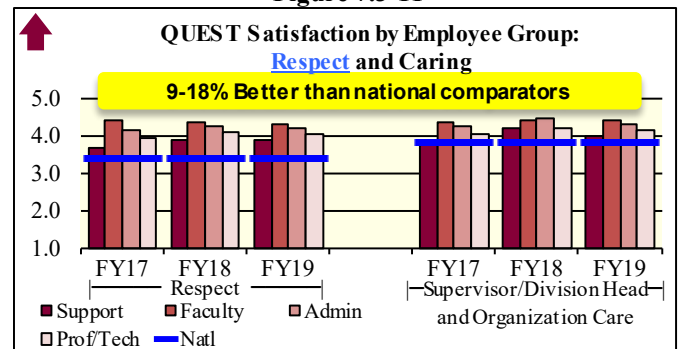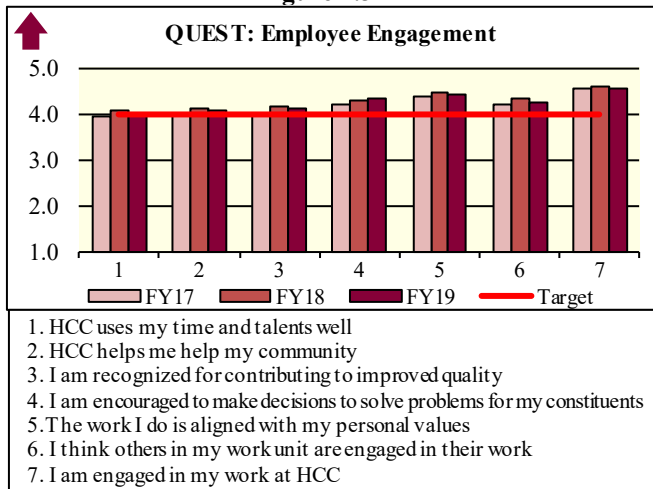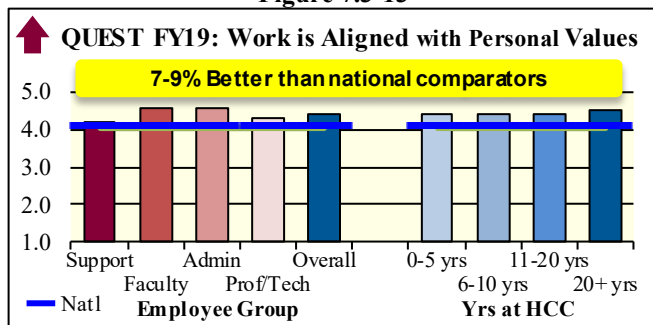9-18% Better than national comparators

Figure 7.3-12 shows three years of QUEST ratings on seven items measuring employee engagement. All of these items are consistently at or above the target. **When asked on the most recent QUEST survey if they agreed with the statement:** *I am engaged in my work at HCC,* **93% of all employees agreed or strongly agreed. In comparison, the Gallup survey of U.S. workers found that only 32% said they were engaged in their work.**
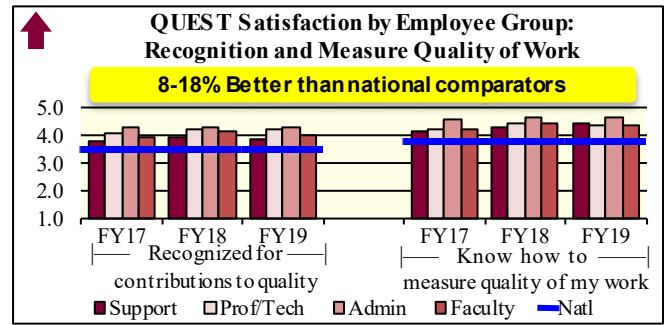
Figure 7.3-12

QUEST: Employee Engagement

Legend: FY17, FY18, FY19, Target

1. HCC uses my time and talents well
2. HCC helps me help my community
3. I am recognized for contributing to improved quality
4. I am encouraged to make decisions to solve problems for my constituents
5. The work I do is aligned with my personal values
6. I think others in my work unit are engaged in their work
7. I am engaged in my work at HCC

There was a high level of agreement across all workforce segments (employee group, years at HCC) on measures of engagement, such as whether employees' work is aligned with their personal values (Fig. 7.3-13).

Figure 7.3-13

QUEST FY19: Work is Aligned with Personal Values

7-9% Better than national comparators

Employee Group: Support, Faculty, Admin, Prof/Tech, Overall
Yrs at HCC: 0-5 yrs, 6-10 yrs, 11-20 yrs, 20+ yrs
Natl

On the whole, employees feel they are recognized for their contributions to improved quality (Fig. 7.3-14) and that they know how to measure the quality of their work.

Figure 7.3-14

QUEST Satisfaction by Employee Group: Recognition and Measure Quality of Work

8-18% Better than national comparators

Recognized for contributions to quality | Know how to measure quality of my work
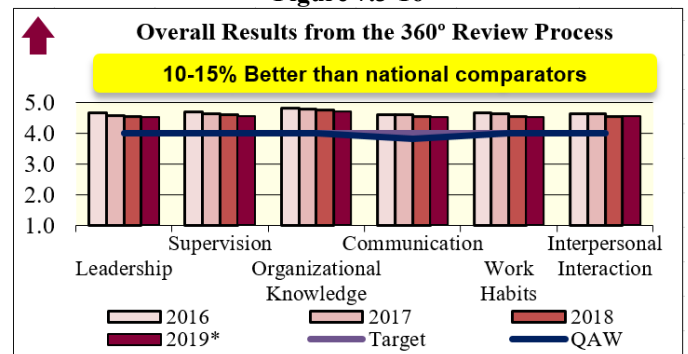
Legend: Support, Prof/Tech, Admin, Faculty, Natl

To obtain further measures of employee satisfaction and engagement, HCC has participated in the Great Colleges to Work For survey for the past eleven years. On the 15 major dimensions used on the GCTWF survey in 2019, HCC employees' ratings were higher than all two-year colleges on each. Five dimensions are shown in Figure 7.3-15 (trends AoS).

Figure 7.3-15

2019* Great Colleges to Work For Survey ■ HCC
(% excellent/very good) ■ 2-yr institutions

6-17% Better than national comparators

Compensation/benefits, Collaboration, Respect/appreciation, Fac/admin/staff relations, Pride/connection to institution
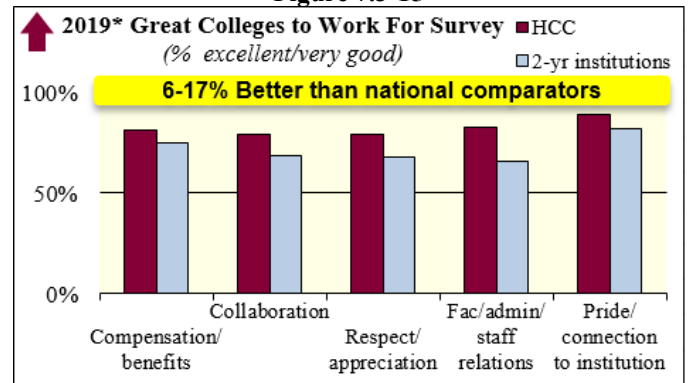
Another measure of engagement is derived from the 360° review process (Fig. 7.3-16). Employees rate supervisors on more than 40 items such as "*Empowers staff to improve their own work processes; Is receptive to the ideas of others; Maintains consistent student/stakeholder focus;* and *Engages staff in the development, review, and revision of unit core work.*" The overall ratings on the 360° review surpass the QAW benchmark (most recent available), and all are above HCC's own target.

Figure 7.3-16

Overall Results from the 360° Review Process

10-15% Better than national comparators

Leadership, Supervision, Organizational Knowledge, Communication, Work Habits, Interpersonal Interaction

Legend: 2016, 2017, 2018, 2019*, Target, QAW

7.3a(4) Workforce Development
Figure 7.3-17 displays the numbers of participants in the EXCEL and Leading Edge leadership programs.

Figure 7.3-17
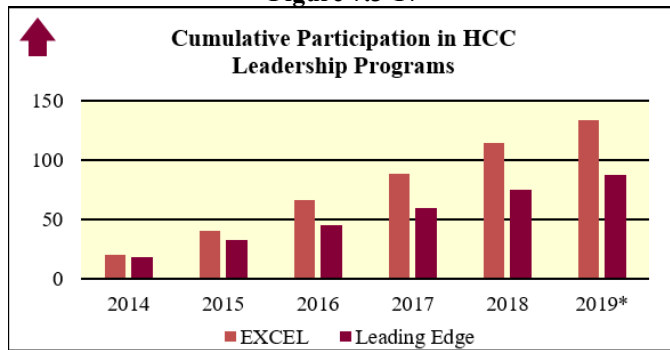
Faculty and staff who take online and instructor-led professional development courses evaluate those courses, provide input on training needs, and make suggestions for future instruction. Feedback from the workshops is shared with instructors for process improvement purposes. In FY18, 3,148 (duplicated) employees participated in 226 programs, with an overall rating of 4.58 on a 5-point scale.

Employees have consistently rated opportunities for job-related training above the EC (Fig. 7.3-18).

Figure 7.3-18
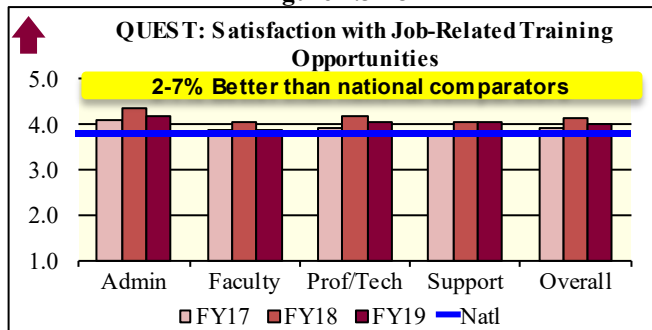
In 2003, the QUEST survey was expanded and reorganized into Baldrige categories, incorporating items from an assessment instrument (*Are We Making Progress?*) used in the Baldrige Performance Program. The FY19 survey contained 185 rated items (Fig. 7.3-19).

Figure 7.3-19

1. Leadership
2. Strategic Planning/Governance
3. Student/Stakeholder Focus
4. Measurement Analysis & Knowledge Management
5. Workforce Focus
6. Process Management
7. Organizational Performance Results
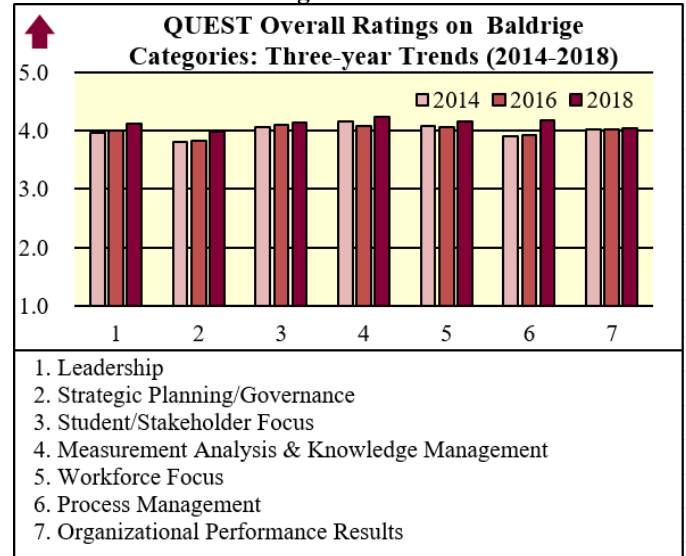
7.4 – Leadership and Governance Results

7.4a(1) Leadership
The QUEST survey also gives employees the opportunity to rate their satisfaction with the president, the vice presidents, and the board of trustees. Figure 7.4-1 shows overall satisfaction with senior leadership by constituency. Ratings show a sustained high level of satisfaction.
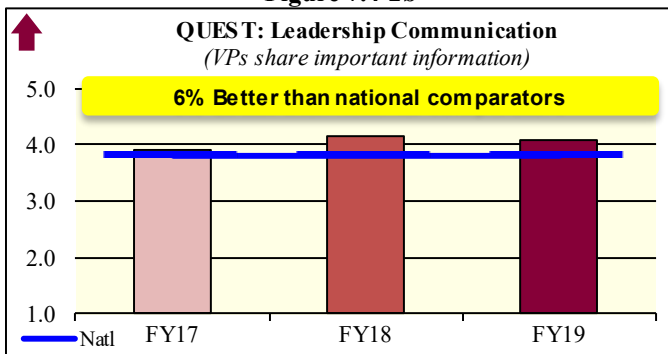
Figure 7.4-1
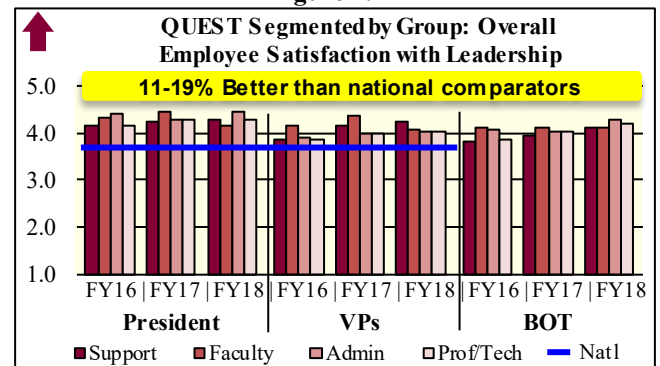
The fact that HCC is a vital participant in the health and welfare of our local economy is inherent in its name: **Howard Community College**. The college collects and monitors metrics related to leadership, governance, and its impact on the community and society by using a variety of measures. One measure is the QUEST survey of all budgeted employees. It contains items related to all performance excellence categories, including stakeholder trust in HCC's senior leadership and governance. Consistently high ratings led us to increase the college's target from 3.5 to 4.0. Figure 7.4-2a,b on the next page displays the repeatedly high employee satisfaction levels with the climate of trust and openness SL establish. **It is notable that the BOT asked the college community for this feedback (national role model).** In addition, **the college's BOT conducts annual self-evaluations (trends AoS).**

Figure 7.4-2a
QUEST Survey: Leadership Builds a Climate of Trust and Openness

Better than national comparators

Figure 7.4-2b
QUEST: Leadership Communication
(VPs share important information)

6% Better than national comparators
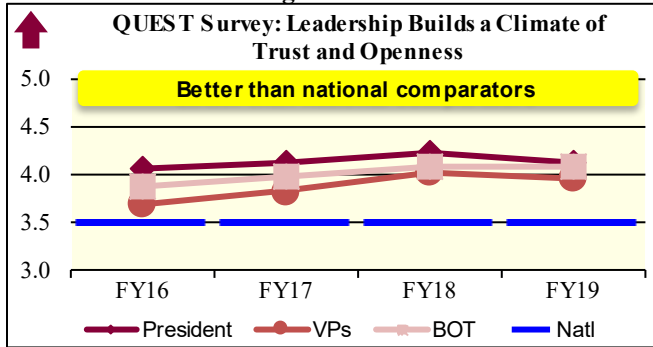
Participation in the GCTWF survey provides national benchmarks for multiple measures of governance and senior leadership (Fig. 7.4-3).

Figure 7.4-3
2019* GCTWF Survey: Leadership Outcomes
(% excellent/very good)

11-15% Better than national comparators
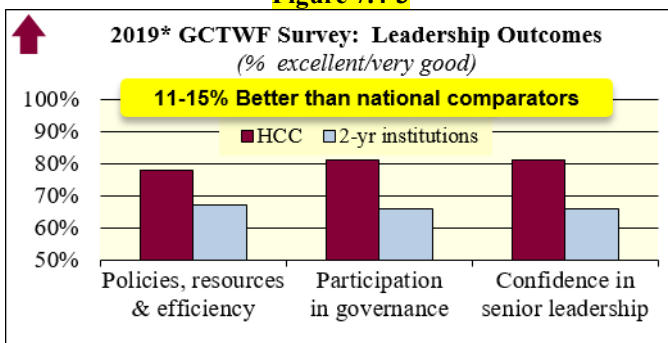
HCC students, faculty, and staff participate in major CFTs as a means of accomplishing work processes. There are also four employee constituency groups. Satisfaction with the effectiveness of and communication from these groups is tracked (Fig. 7.4-4).

Figure 7.4-4
QUEST: Satisfaction with Communication from Teams
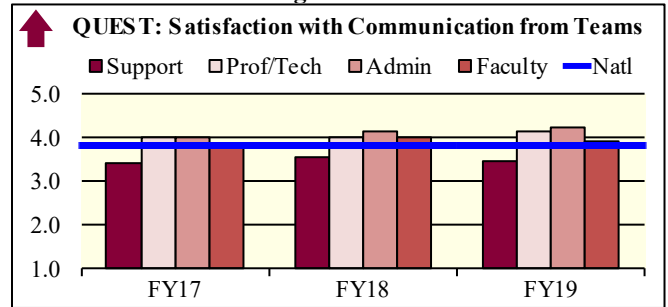
7.4a(2) Governance
Each year, the Maryland General Assembly reviews the governor's proposed capital budget and recommends the level of state participation in capital projects for community colleges. Once the funds are authorized, the community colleges have two years to encumber the funds. As an example of fiscal responsibility (Fig. 7.4-5), HCC encumbers authorized funds for capital expenditures (e.g., building projects) at a higher rate than other community colleges statewide.

Figure 7.4-5

Significantly better than state comparators		
% of Capital Authorization Encumbered During Year of Authorization		
	All MD Community Colleges	HCC
FY16	73.4%	100.0%
FY17	73.1%	100.0%
FY18	75.1%	100.0%
FY19*	76.5%	100.0%

To ensure compliance with reporting and submission requirements, the research office coordinates and publishes an annual schedule for all mandated local, state, and federal reports; sends reminders to the person(s) responsible for compiling the data; and tracks the progress of all reports (Fig. 7.4-6) including MSCHE, COMAR, and Special Accreditation.

Figure 7.4-6

Accurate and Timely Compliance with Externally-Mandated Reports				
FY15	FY16	FY17	FY18	FY19*
100%	100%	100%	100%	100%

7.4a(3) Law, Regulation, and Accreditation

HCC strives to create and maintain a safe and secure environment in which effective learning can take place. In compliance with federal law, HCC collects and reports crime statistics in collaboration with the local police. To date, there have been few crimes overall (Fig. 7.4-7). The 2018 results are similar but not official at the time of this application (AoS).

Figure 7.4-7

Crime Statistics–Total Occurrences on Campus				
Criminal Offense	2015	2016	2017	QAW 2017
Homicide	0	0	0	0
Forcible Sex Offences	0	0	4	0
Non-Forcible Sex Offences	0	0	0	0
Robbery	1	0	1	0
Aggravated Assault	1	0	0	0
Burglary	2	0	0	0
Hate-Based Crimes	0	1	1	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Domestic Violence	0	0	0	0
Dating Violence	4	2	2	0
Stalking	1	9	5	0
Arrests:	**2015**	**2016**	**2017**	**QAW 2017**
Liquor Law Violations	0	2	0	2
Drug Law Violations	1	0	2	4
Illegal Weapons Possessions	0	0	0	0

7.4a(4) Ethics

HCC has measures in place (Fig. 7.4-8) to track ethical indicators and legal compliance. College processes have resulted in complete compliance, and the college's independent auditors have consistently found "no material weaknesses to report." HCC also has received outstanding evaluations from the Commission on Accreditation in Physical Therapy Education (CAPTE) teams, as well as for programs in Dental Hygiene, Medical Laboratory Technician, and Diagnostic Medical Sonography. HCC employees operate with **Integrity**.

Figure 7.4-8

Ethics/Compliance Indicators	Results 2016	Results 2017	Results 2018	Results 2019 to date*
Ethical violations (N)	0	0	0	0
Legal compliance issues (N)	0	0	0	0
Faculty and staff trained–ethics	100%	100%	100%	100%
Faculty and staff certification/licenses	100%	100%	100%	100%
Independent board members	100%	100%	100%	100%
Tax report compliance**	100%	100%	100%	100%
Successful audits–no material weaknesses	100%	100%	100%	100%
EEOC compliance	100%	100%	100%	100%
ADA compliance	100%	100%	100%	100%
NFPA Life Safety Code compliance	100%	100%	100%	100%
Accreditation (regional/special) compliance	100%	100%	100%	100%

**Note, the 1098T tax penalty is in consideration for abatement with the IRS for HCC and all colleges and universities in the U.S.

7.4a(5) Society

HCC's Office of Counseling and Career Services provides comprehensive mental health counseling to increasing numbers of students (Fig. 7.4-9).

Figure 7.4-9
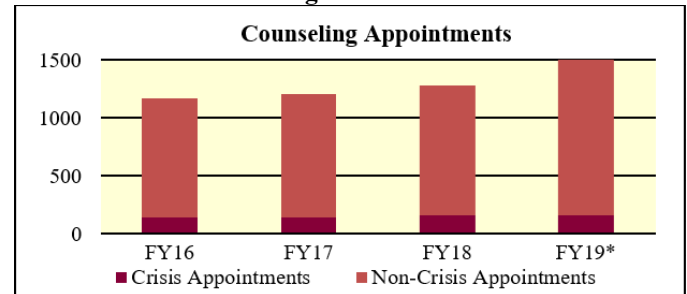
The HCCEF conducts private fundraising and provides funds for student scholarships, endowments, college programs, curriculum development, work-study program, facilities enhancement, capital projects, and other college activities that public funds cannot support alone (Fig. 7.4-10).
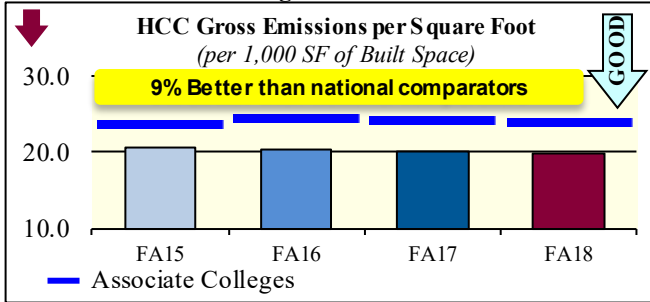
Figure 7.4-10
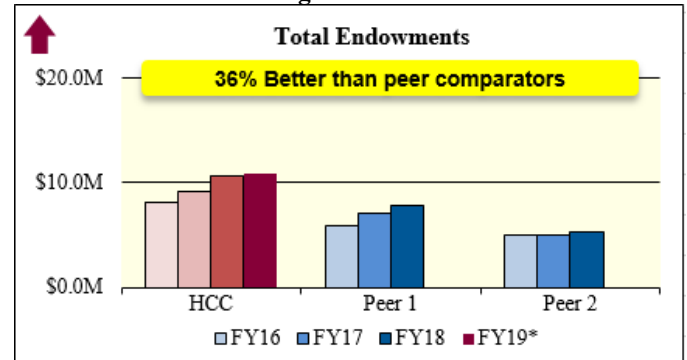
In alignment with our value of **sustainability** and our strategic objective of carbon footprint reduction, HCC used the online campus carbon calculator to estimate greenhouse gas emissions (Fig. 7.4-11). HCC was one of the original signers of the American College and University Presidents' Climate Commitment (ACUPCC) in 2007. HCC's commitment is to minimize global warming emissions and provide knowledge and education to achieve climate neutrality. In order to achieve this goal, the college must reduce greenhouse gas emissions and measure success against other signatories. The college's amount of gross emissions per FTE measured in metric tons of CO_2 is less than the average for college signatories, as recorded in the ACUPCC Reporting System.

To ensure efficient information technology operations, the college implemented software to automatically power-down student lab computers after two hours of inactivity. This resulted in an estimated energy savings of 350,244 kilowatt (kW) hours or $74,280 over a recent six-month period, for a projected savings of nearly $123,000 over the next two years. (As current technology is replaced with more energy-efficient computers, there will be proportionately fewer savings in kW hours.) **HCC outperformed all associate degree granting colleges (HCC 0.21 vs. associate colleges 0.22 metric ton reduction).**

Figure 7.4-11

HCC Gross Emissions per Square Foot
(per 1,000 SF of Built Space)

9% Better than national comparators

GOOD

— Associate Colleges

The president uses technology to constantly communicate and reaches the majority of the daily workforce (Figs. 7.4-12-15).
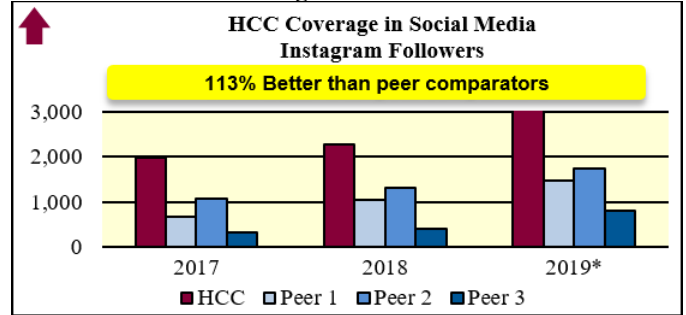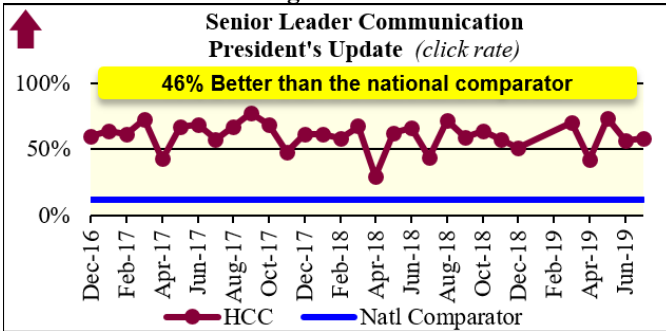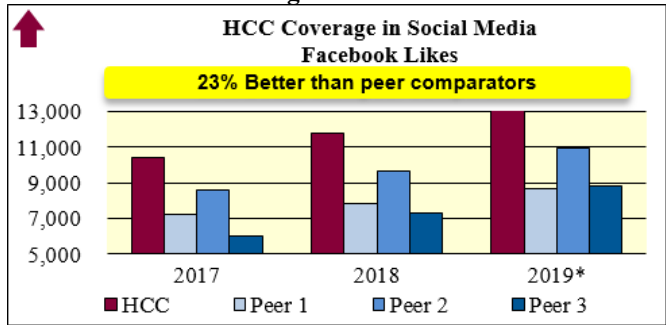
Figure 7.4-12

Senior Leader Communication
President's Update *(click rate)*

46% Better than the national comparator

— HCC   — Natl Comparator

Figure 7.4-13

HCC Coverage in Social Media
Facebook Likes

23% Better than peer comparators

■ HCC □ Peer 1 ■ Peer 2 ■ Peer 3

Figure 7.4-14

HCC Coverage in Social Media
Twitter Followers

Best of peer comparators

■ HCC □ Peer 1 ■ Peer 2 ■ Peer 3

Figure 7.4-15

HCC Coverage in Social Media
Instagram Followers

113% Better than peer comparators

■ HCC □ Peer 1 ■ Peer 2 ■ Peer 3

7. 5 – Budgetary, Financial, Market, and Strategy Results

7.5a(1) Budgetary and Financial Performance
Budgetary and financial responsibilities are of great importance to HCC. The college is financially supported by various entities. The majority of the college's operating funds come from student tuition and fees, the local (county) government and lastly, the state (per FTE). HCC's enrollment growth, coupled with financial support from the county, is an indicator of the college's financial health. Figure 7.5-1 displays the percentage of state funding HCC received compared to other community colleges in Maryland. Note, **HCC has received the highest portion over the last ten years at 32%.** Maryland comparator data for FY19 is not available. In FY19 HCC served, 7,258 FTE; between FY18-FY19, there was a -1.22% change.

Figure 7.5-1

| Comm. Colleges	% Change FY 15-16	% Change FY 16-17	% Change FY 17-18	FY 18 FTE	10 yr. % Change FY07-18
Best in state				
Total Full-Time Equivalent Enrollment for State Aid					
HCC	-2.85%	-1.21%	-1.05%	7,347	31.41%
1	-13.91%	-0.83%	-13.49%	3,974	-36.79%
2	-5.30%	-2.85%	-5.05%	10,723	-13.06%
3	-0.36%	-7.06%	0.16%	1,490	-11.45%
4	2.88%	-7.34%	-7.86%	621	-9.47%
5	-3.43%	-1.49%	-3.28%	1,820	-8.67%
6	-4.98%	-5.22%	-7.19%	2,343	-6.90%
7	-2.20%	-3.32%	-10.90%	1,504	-5.59%
Best Peer 1	-4.26%	-0.78%	-7.20%	4,370	-3.71%
9	-1.44%	-4.16%	-4.46%	16,481	-2.70%
10	-2.21%	-4.57%	-2.06%	2,503	-0.74%
11	-5.83%	-2.81%	-1.78%	15,601	1.04%
12	-6.96%	-3.07%	-2.56%	2,706	2.34%
Best Peer 2	-2.77%	-6.52%	-3.75%	5,231	9.21%
14	-6.27%	-0.73%	-1.07%	11,569	14.07%
Best Peer 3	-0.21%	-3.30%	2.82%	4,186	16.44%
Total	-4.42%	-2.95%	-3.62%	92,470	-0.88%

Figure 7.5-2 displays the sources of college funding. The state funds on a formula based on FTEs from two years prior. Each county has a different approach to funding its local community college. Tuition and fees are approved by the BOT. **Partnership**

Figure 7.5-2
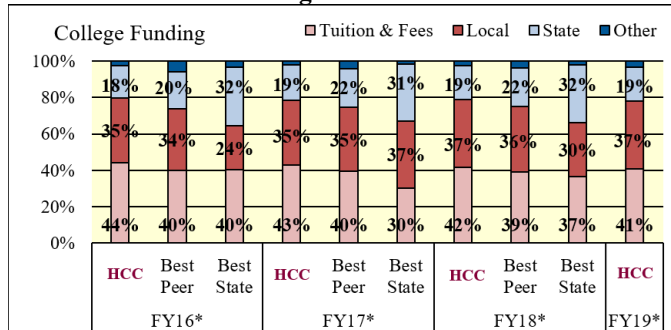
Competitive grants (Fig. 7.5-3) fund a variety of programs and projects such as scholarships, buildings and equipment, tuition, and career preparation. The HCC Educational Foundation after reviewing economic trends sets the annual fundraising target.

Figure 7.5-3
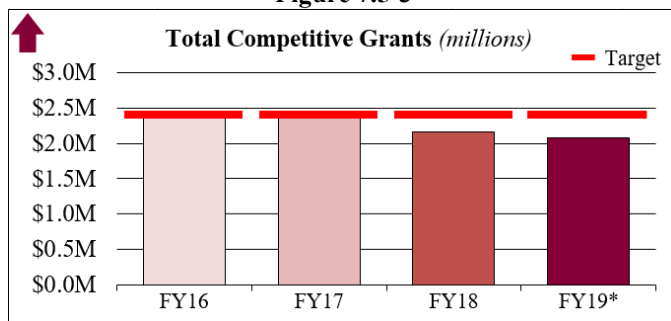
On a recent college-wide survey, 62% of students indicated a need for financial aid. Figure 7.5-4 shows the amount of funds raised specifically for scholarships and endowments since FY16.

Figure 7.5-4

HCC Targeted Scholarship and Endowment Funds Raised				
FY16	**FY17**	**FY18**	**FY19***	**FY19 Best Peer ***
$1,339,421	**$883,200**	**$1,195,859**	**$ 777,923**	$859,537

Net revenue generated from noncredit offerings by CEWD consistently remains in NCCBP's (data-one year lag) top quartile (Fig. 7.5-5), scoring above the 90th percentile in the 2018 report (2019 AoS).

Figure 7.5-5

Top quartile of national comparators			
Noncredit and Workforce Development Total Operating Margin			
FY15	**FY16**	**FY17**	**NCCBP 90th Percentile**
$1,007,765	**$1,048,452**	**$2,277,518**	≥ $2,181,286

Based on criteria such as savings in staffing, reductions in overhead, greater reliance on technology, transfer of expenses, and academic program savings, HCC reports significant cost containment actions and levels of resources saved in the most recent fiscal year (Fig. 7.5-6). Cost containment measures include waste reduction, improved efficiency, and achieved cost

savings. Cost containment has been very challenging in light of escalating utility bills and health care costs.
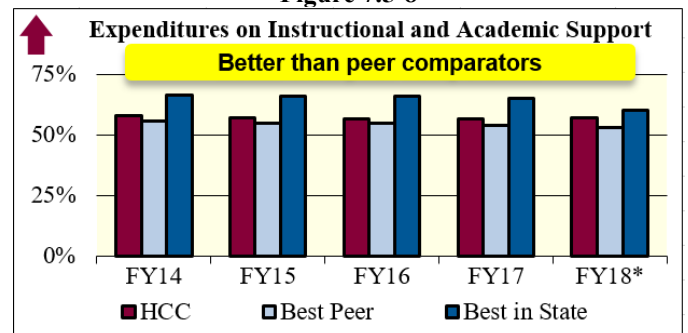
Figure 7.5-6
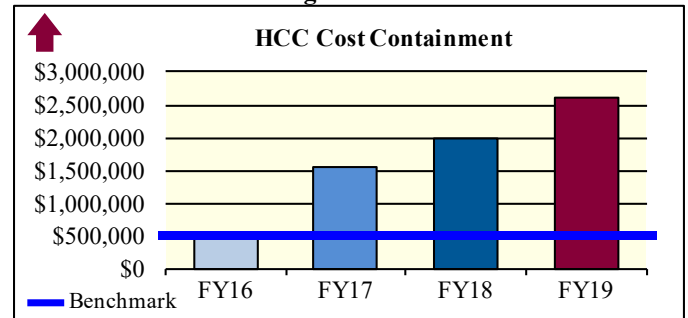
The percentage of expenditures on instruction (expenditures on instruction divided by total operating costs), and expenditures on instruction and selected academic support are shown in Figures 7.5-7 and 7.5-8 (MHEC indicators). Instruction is the college's core business, and **HCC spends more than our peers on instruction.**

Figure 7.5-7
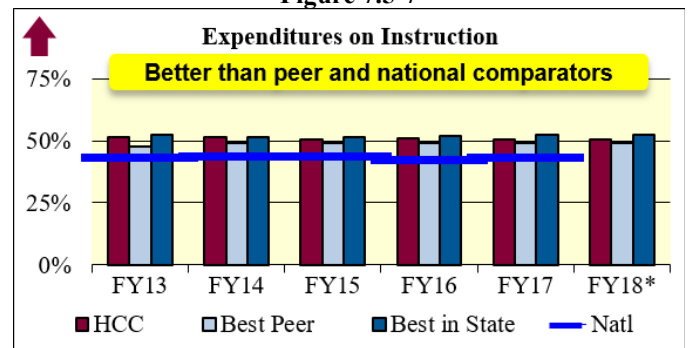
Figure 7.5-8

The college, after two years of no tuition increase, needed to raise funds to address the large growth in student population and to keep salaries competitive. The college needed to provide the additional faculty, student support services and the new parking garage. HCC is lower than a recent QAW (Fig. 7.5-9).
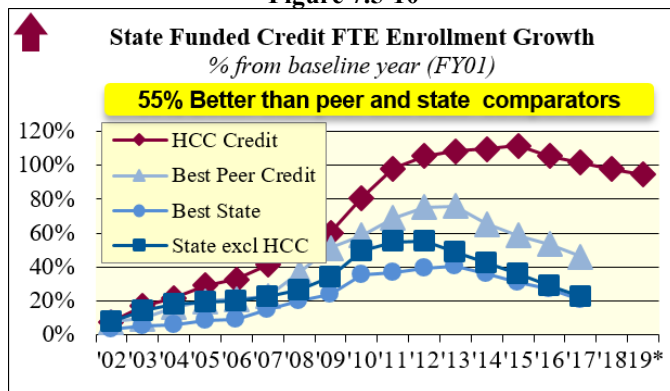
Figure 7.5-9

| 11% lower cost per FTE, better than QAW				
HCC Cost per FTE				
FY16	**FY17**	**FY18**	**QAW**	GOOD
$10,039	**$10,306**	**$11,044**	$12,460	

Because of HCC's location midway between Baltimore and Washington, and the high socioeconomic status of county residents, area students have many options in higher education. One important measure of student and stakeholder satisfaction and HCC's market performance is the increase in student enrollment.

Figure 7.5-10 displays overall credit FTE student enrollment growth over the last 17 years. Figure 7.5-11 shows noncredit FTE student enrollment, HCC outperformed its peers. The state allocates funds based on FTE.

Figure 7.5-10

Figure 7.5-11
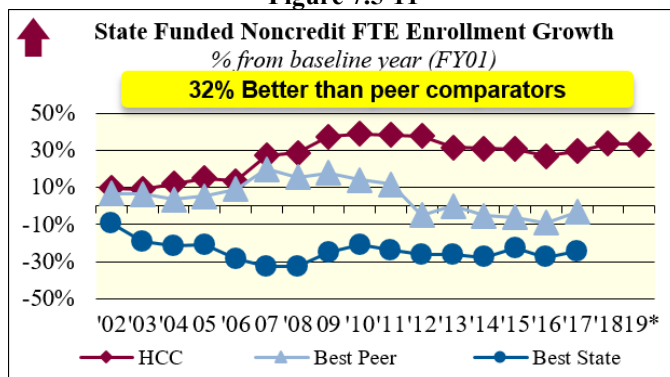
In-county tuition makes HCC the most affordable choice for Howard County residents when compared to other two- or four-year community colleges, state universities, or private institutions in commuting distance (Fig. 7.5-12). By choosing HCC over the three primary transfer institution (UMBC, UMCP, and Towson) students save $477 - $681 per course!

Figure 7.5-12
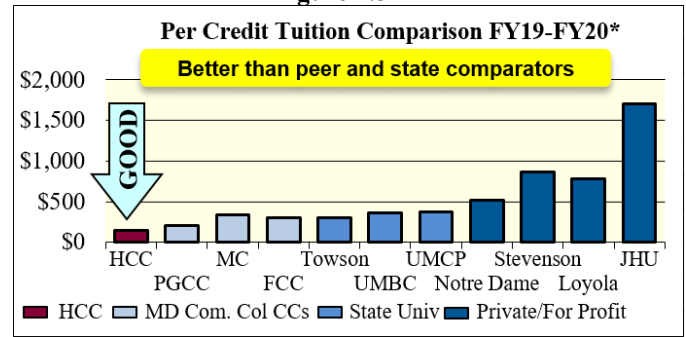
7.5a(2) Market Performance
HCC served 28,985 credit and noncredit students in FY18, more than 9% of the Howard County population of 321,113 with all ages included, a nd 12% of the 18 and over population. Based on the college's service area population, credit market penetration is at the NCCBP 80th percentile level for credit and 93rd percentile level for noncredit, exceeding the QAW (Fig. 7.5-13).

Figure 7.5-13
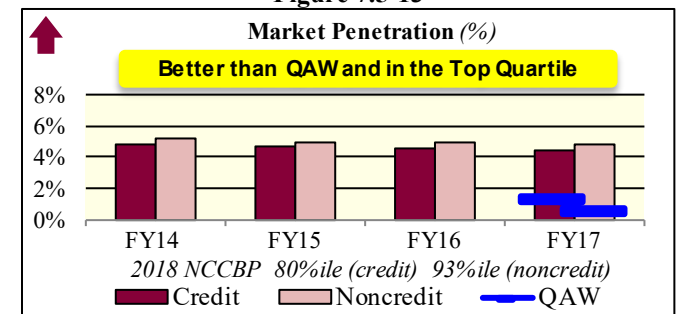
For the percentage of county residents enrolled as part-time undergraduates at any Maryland public college or university, HCC has a 71% market share of this group. **The market share of all HoCo undergraduates, whether attending full- or part-time, is greater for HCC than for any other Maryland institution** (Fig. 7.5-14). FA18 data AoS in the fall of 2019.

Figure 7.5-14

21% Better than 4 year state comparators				
Market Share of Howard County Undergrads				
	FA15	FA16	FA17	FA18*
HCC	42.0%	41.7%	40.2%	38.6%
Best 4 year Competitor	15.9%	16.6%	17.3%	18.0%

7.5b Strategy Implementation Results
Figure 7.5-15 shows evidence of intelligent risk taking. These activities are directly aligned with the strategic action plans. They are evaluated in sync with the data review, STSPC and performance management schedules.

Figure 7.5-15

Evidence of Intelligent Risk Taking	
Item	Evidence
Advising staff/students asked for more convenient access to academic pathway information.	HCC implemented Self-Service. Finance information and student planning, including mobile access is available. **Innovation**
COF – Fall 2017 2.1	90% of all community suggestions are implement each commission (1998, 2003, 2007, 2012) 2017 produced 22 new suggestions.
Use of Social Media 3.1	HCC has 13,393 LIKES leading all peer institutions in MD
LCC 3.1.a(1)	Starting funds risked. 15 years later, LCC is growing. Hosted strategic visioning event for next 5 years.
College Completion – Student Support 3.2	See Figure 7.1-2a-c STEM program. PRIDE; The Accelerated Learning Program (ALP); Ambiciónes.
3.2a(3) Dental Hygiene Program	The program has grown from 29 in 2013 to 65 participants in 2019.
HCC InfoView 4.1	A web intelligence report collection, college dashboard. Plus increased power users from 10 to 55.
EXCEL and the Leading Edge programs 5.2.c(1)	See Figure 7.3-17 for number of participants. Nationally recognized by AACC in 2014.

HCC has a five-year strategic plan with three overarching strategic goals, each with its respective action plans (Fig. 2.1-2). Each action plan has a set of key measures and indicators to evaluate its progress. Every six months, the president's team conducts an analysis of the progress toward strategic goals. Each process has multiple in-process measures monitored by the directors. The board of trustees receives a detailed report delineating which objectives are accomplished (Fig. 7.5-16). Completion rates for strategic objectives have improved due to targeting fewer objectives and enhancing the alignment of every contributing work group plan to those strategic objectives. 100% is best possible performance so a benchmark is not needed.

Figure 7.5-16

Students come to HCC to complete different goals. The college community listens to their multiple requirements, examines best practices, reaches consensus on necessary action plans, and deploys, monitors, and enhances services to students. Students in turn respond and freely offer suggestions for improvement. In this culture of mutual respect, transparent action, and assessment, work process improvement occurs. The HCC faculty and staff work together to be sure that no matter where HCC students want to go in their educational journeys, the college can assist them on their "*Pathways to Success*".